

Medium Term Planning

Class 6: Year 1

Autumn Term 1 2016

Talk for Writing	Text	Genre	Focus
Narrative	Rumpelstiltskin	Cinderella story	Character description
Non-Fiction			Information facts in a list

Fiction [Non-fiction](#)

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area in Rumpelstiltskin theme.</p> <p>WOW starter ideas: Spinner-child friendly Gold designs/ Jewellery making Explore different weaving techniques Wedding planning Design, make and evaluate crowns for the new king and queen. Wedding- Rosalind and the king (links to RE)</p> <p>Retell story as a whole class each day using actions. Move to story circles then story pairs when ready. Story map the story. Sequence the story. Box up the story. Drama act out a key scene dressed up as main characters. Freeze frame and use to inspire writing.</p> <p>Interview characters. Look at story from a different perspective. E.g. How did the Miller feel lying about his daughter's abilities just to impress the King? How did the King feel? Was</p>	<p>Retell story as a whole class each day using actions. Move to story circles then story pairs when ready. Discuss the genre of the text. Talk about other texts in this style. Story map the story. Sequence the story. Box up the story Re-read work and edit. Understand that a story has a beginning middle and end. Compose sentences orally before writing. Independent application of phonics up to and including phase 4. Use capital letters, full stops and question marks. Discuss exclamation marks. Discuss the meaning of 'boasted/boastful'. Use simple connectives 'and' 'then'. Use simple causal connectives 'so that', 'because'. Use adverbials of time (time connectives) 'once upon a time', 'by the next morning', 'after a year', 'that night' etc Discuss adverbial starters 'sadly'</p>	<p>Use simple connectives 'and' 'then'. Use simple causal connectives 'so that', 'because'. Use adverbials of time (time connectives) 'once upon a time', 'by the next morning', 'after a year', 'that night' etc Discuss adverbial starters 'sadly' 'luckily'. Discuss the use of repetition. Use simple adjective to make interesting noun phrases that can enhance character descriptions. E.g. 'silly miller', 'little old man' etc. Include emotions to describe what a characters personality is like. Extend language by using subject-specific words. E.g. 'daughter', 'straw-bale', 'spinning', 'boasted' etc.</p> <p>To use appropriate vocabulary from above.</p> <p>Language features: Formal and impersonal. Present tense. Generalisation.</p>	<p>Substitution: Focus on character changes to continue with character description objective. Addition: Simultaneously focus on adding in more description in the form of adding adjectives to produce interesting noun phrases.</p> <p>Substitution: Focus on changing the character who has a different special skill (not spinning straw into gold) Addition: Simultaneously focus on adding in more description in the form of adding adjectives to produce interesting noun phrases.</p> <p>Ideas for invention Beginning: Choose a different well-known character and a different well-known setting.</p> <p>Build up: Choose a different 'activity' that one character says that another can do i.e. not spinning.</p> <p>Problem: The character can't do the task.</p> <p>Resolution: Choose a different way of solving the problem.</p>

<p>Rumpelstiltskin a good or bad character?</p> <p>Wow starter- Castle models (kings, buildings, objects, princesses etc). Rosalind writes class a letter explaining she wants to sell her castle and some of her objects. She needs help to research and advertise them.</p> <p>Discuss non-fiction texts. Look at non-fiction texts based around castles, knights, princesses, kings, jewellery etc. Making a castle picture - and provide factual information.</p> <p>Imitation: Castle facts. Innovation: Castle facts in Autumn. Independent application: Live in a castle at different times of the year.... Knights, swords etc.</p>	<p>'luckily'. Discuss past tense. Discuss the use of repetition. Use simple adjective to make interesting noun phrases 'silly miller', 'little old man' etc.</p> <p>Analyse and annotate various information texts on castles / kings/ princesses etc to pick out key features.</p> <p>Understand the unique features. Look at and analyse the structure.</p>	<p>Detail where necessary - to include some explanation. Varied connectives and sentence starters for coherence.</p> <p>Text features: To present non-fiction information in an unbiased way that is easy to understand. Logical order. Paragraphs often begin with a topic sentence. Organised into categories/sections with subheadings.</p>	<p>Ending: Keep the ending happy, to be in-keeping with traditional stories.</p> <p>Information text about a castle in Autumn.</p> <p>How have castles changed in time? How is a kings life different to our lives? Links to history, DT) Look at construction of castle (material links to Science) Links to what homes were like a long time ago (History)</p>
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<u>Week</u>	<u>Speaking & Listening</u>	<u>Talk for writing</u>	<u>Sentence & Word level</u>	<u>Outcome/ audience</u>
<p style="text-align: center;"><u>1</u></p> <p>1st September - 2nd September</p>	<p>Discussing what questions to ask. Discussing their ideas about the book based on only one picture. Presenting their ideas in pairs and then to the rest of the class. Telling their captions orally before writing.</p>	<p>Eliza and the moonchild.</p> <p>Wow- Position a spaceship in the classroom. Children to write questions they would like to ask e.g how the spaceship has got to earth etc, what is it made out of? What is it doing here? Who came to earth? Why did they come to earth? Where have they come from?</p> <p>Children to share their questions to their partner and their partner must respond to this orally and then written.</p> <p>Questions to be shared as a group and then to the whole class.</p> <p>Thought shower by only seeing one picture from the book. What do they think this book is about? Who are the main characters? What are the main events? Chn to present their group's ideas to the rest of class. Compare and discuss their thoughts alongside the evidence collected.</p> <p>Show children a letter from the moonchild introducing the story.</p> <p>Read the book to the chn and discuss. Chn to recall key events ready to sequence the storyboard next week.</p>	<p>Use phonic knowledge up to and including phase 4.</p> <p>Use full stops, capital letter, good letter formation and finger space independently,</p> <p>Use adjectives to add description. Upgrade adjectives to more interesting ones before using them. Discuss adverbs.</p> <p>To discuss use of question language and question marks.</p> <p>Comprehension:</p> <p>Link reading to own experiences. Predict what may happen in a fiction text, with reasoning. Behave like a reader and knows how books work.</p>	<p>Write a set of questions based on their initial thoughts.</p> <p>To predict a story using a prop and picture.</p> <p>To pick out the key events of a story.</p>
<p style="text-align: center;"><u>2</u></p> <p>5-9th September 2016</p>	<p>Asking and answering questions during hot-seating. Discussing their initial thoughts and comparing it the story.</p>	<p>Re- read the book and discuss the sequence of events. Children to create a storyboard with the main events that takes place.</p>	<p>Use phonic knowledge up to and including phase 4.</p> <p>Use full stops, capital letter, good letter formation and finger space independently,</p>	<p>To write their own story board with detailed captions this.</p>

	<p>Discussing what they might have said and what they think the characters said or thought. Speaking in first person as the moonchild. Telling their captions orally before writing. Using their storyboards to retell their story to the class.</p>	<p>Children to annotate their pictures recording the key events. Children to use descriptive language related to colour.</p> <p>Children to write the opening of the story. Discuss different ways to open a story.</p> <p>Hot seating characters and recording thoughts about what they have seen.</p> <p>Children to take on the role of the moonchild. How was he feeling? What were his thoughts on earth? Relate thoughts to colour.</p> <p>Children to recreate a picture of the earth using a variety of colours. They will then write sentences underneath using descriptive language and first person. What can the moonchild see?</p> <p><i>What would they say if they had met the moonchild? What would they be thinking?</i></p> <p>Children to write a letter to thank Eliza for the picture and experience in Earth. Discussion on how they will get the letter to Earth.</p>	<p>Use adjectives to add description. Upgrade adjectives to more interesting ones before using them. Upgrade verbs e.g. the moonchild looked around' when you could use 'themoonchild looked carefully in amazement. Use alternative words for 'said' Re-read to check for meaning and edit appropriately.</p> <p>Comprehension: Answer questions and make inferences about these texts. Link reading to own experiences. Understand meaning of words through discussion and context. Predict what may happen, with reasoning. Re-tell a text, sequencing main events.</p>	<p>To write the opening of the story.</p> <p>To produce a painting of the colours on Earth and write what the moonchild can see using descriptive language. Describe the colours.</p> <p>Write a thank you letter to Eliza.</p>
<p style="text-align: center;"><u>3</u></p> <p style="text-align: center;"><u>12th - 16th</u> <u>September</u> Immersion / imitation</p>	<p>Listening to the story and retell the story using props and actions. Discussions during wow morning and during literacy lessons. Drama and freeze frame activities will develop group work skills (co-</p>	<p>Fiction - imitation stage. Wow morning!</p> <p>Read the story and decide on the actions. Retell each day as a class. Move to story circles then story pairs when ready.</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing. Use STC to support writing. Apply phonic knowledge to writing. Sequence sentences to form short narrative. Read writing to check that it</p>	<p>Outcome: To produce individual story maps and use them to retell the story independently. To write a character description using the adjectives and verbs explored in the week. To be able to sequence the key events using pictures and write captions to accompany them. To write the opening of the story, including their</p>

	<p>operation, discussion, confidence and sharing, presenting and reflecting of ideas.</p> <p>Retelling the story to a partner using their story maps.</p> <p>Discussion of character description.</p> <p>Retelling the story at home using their story maps.</p> <p>Interview characters.</p> <p>Look at story from a different perspective. E.g. How did the Miller feel lying about his daughter's abilities just to impress the King? How did the King feel? Was Rumpelstiltskin a good or bad character?</p>	<p>Discuss the type of story-traditional tale.</p> <p>Story map the story chn to think of their own pictures/symbols. Start as a class then chn to continue independently. Key words to be included. Children will make a story map and use it to retell the story.</p> <p>Explore the role play area and props.</p> <p>Analyse the text for punctuation, adverbial starters, adjectives, noun phrases, adverbials of time (time connectives) and causal connectives</p> <p>Analyse the text parts that give clues to the characters description.</p> <p>Sequence the story using pictures. Chn to write the captions to go with them,</p> <p>Write a list of questions to ask the characters during 'Hot Seating' activity. Make a question hand. Learn question words. Use STC.</p> <p>Write a list of descriptive vocabulary to describe the story characters.</p> <p>Write sentences to describe a story character including adjectives and verbs (draw picture)</p> <p>Friday's independent write -Write</p>	<p>makes sense.</p> <p>Grammar: Use simple conjunctions 'and' 'then'. Use simple causal conjunctions 'so that', 'because'. Use capital I as a pronoun. Use capital letters for names of people and places. Separate words with spaces consistently. Discuss new terminology that may appear in the story. Use adverbials of time (time connectives) 'once upon a time', 'by the next morning', 'after a year', 'that night' etc Discuss adverbial starters 'sadly' 'luckily'. Use simple adjectives to make interesting noun phrases that can enhance character descriptions. E.g. 'silly miller', 'little old man' etc. Include emotions to describe what a characters personality is like. Extend language by using subject-specific words. E.g. 'daughter', 'straw-bale', 'spinning', 'boasted' etc. Demarcate sentences with capital letters and full stops. Discuss use of repetition. Spelling: segment words using their phonics knowledge up to phase 4. Spell some common exception words correctly.</p> <p>Comprehension: Read and understand a range of texts. Link reading to own experiences. Retell stories, sequencing events. Use terms fiction and non-fiction, beginning to describe features.</p>	<p>character descriptions.</p> <p>Audience: partner to read work. Class to share children's beginning character descriptions.</p>
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		<p>a description of one of the characters using the descriptions explored in the week.</p>	<p>Read simple sentences, pausing at a full stop.</p>	
<p>4 19th - 23rd September Innovation</p>	<p>Retelling the story as whole class and in story circles every day. Discussing their innovations as a class and with their talk partner. Participation in shared writes. Asking and answering questions. Planning sentences orally before writing. Reading out finished pieces of writing and listening to others. Hotseating in the view of one character. (Starter) Games- descriptive language... describing people they know/ class.</p>	<p>Fiction - innovation week. Retell the story every day in story circles.</p> <p>Substitution: Focus on character changes to continue with character description objective. Addition: Simultaneously focus on adding in more description in the form of adding adjectives to produce interesting noun phrases. Discuss as a class the options for character change. Draw a picture of the new character and add a description. Shared writes to focus on key language points and adding detail through noun-phrases. Focus especially on character description. Look at adjectives that will convey description visual and emotional characteristics. Write sentences to retell the innovated story opening. Box up as a class, then chn to box up individually, Children to write their innovated version using their boxing up grids and the shared writes to help/magpie.</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge Sequence sentences to form short narrative. Read writing to check that it makes sense. Grammar: Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Brainstorm a list of possible adjectives that could be used and turn these into expanded noun phrases to insert into their innovated story. Combine words into sentences using conjunctions e.g and, then but or because. Use adverbials of time (time connectives) 'once upon a time', 'by the next morning', 'after a year', 'that night' etc Discuss adverbial starters 'sadly' 'luckily'. Demarcate sentences with capital letters and full stops. Discuss use of repetition. Spelling: Use up to phase 4 phonics Handwriting: Correctly and consistently form upper and lower case letters</p>	<p>Outcome: Children can retell the innovated text with different actions for the characters within the story. To write a description of a new character using new expanded noun phrases. To box up their innovated ideas ready to write the opening of the text. To use shared writes to write an innovated version of the original text (opening) concentrating on including their new character descriptions.</p>

<p style="text-align: center;">5 26th-30th September Invention</p>	<p>Continued use of whole class and story circles retelling of story each day. Participation in shared writes. Talk partners to discuss invention of stories. Talking through their own story maps with their group/partner. Composing sentences orally before writing. Explain their story and tell it orally first.</p>	<p>Discuss the overall type of story (traditional tale) and ensure the chn are clear that their invention must still follow this theme even though they are inventing a new story.</p> <p>Write a description of their new character.</p> <p>Write a description of someone else/ someone they know in the class- can others guess who you have written about? (starter?)</p> <p>Children to talk through their stories and then story map ideas use this to box up. Emphasis on the importance of including adjectives to help with character description.</p> <p>As chn write, they must compose each sentence orally before writing.</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge Sequence sentences to form short narrative. Read writing to check that it makes sense.</p> <p>Grammar: Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Use simple adjective to make interesting noun phrases that can enhance character descriptions. Combine words into sentences using conjunctions e.g and but, then, so that or because. Demarcate sentences with capital letters and full stops. Discuss adverbial starters 'sadly' 'luckily'. Discuss use of repetition.</p> <p>Spelling: Use up to phase 4 phonics</p>	<p>To produce their own map of ideas, box them up and write a story that is in the style of a traditional tale. Concentrate on character descriptions.</p> <p>Fiction writing assessment: independent character description.</p>
<p style="text-align: center;">6 3rd-7th October Non- fiction</p>	<p>WOW starter: Introduce the letter from Rosalind and discuss the key features of the text. Castle constructions Design objects in Rumpelstiltskin Introduce information texts. Understand the features of the</p>	<p>WOW starter: Imitation and innovation stage. Introduce information texts based around castle, kings, jewellery, knights etc. Watch castle documentaries/ videos. Text map and box up the information text.</p>	<p>Introduce the vocabulary used within these texts title, you will need etc.</p> <p>Purpose/ audience, Language features: Formal and impersonal. Present tense. Generalisation.</p>	<p>To understand the language and text features of an information text. To produce own information text innovated from the original text.</p> <p>Text map and box up the information text. Making a castle picture - and provide factual information about visiting a castle in</p>

	<p>information text. Analyze and annotate various information texts to pick out key features. Role-play. Understand the features of the information text. Use expanded noun phrases in facts.</p> <p>During innovation, play spelling and sentence games. Drama games 'expert, role playing on TV programmes' tune children into using language in their writing.</p> <p>In role as a castle tour guide explain what castles look like and how it is looked after.</p> <p>Explore reporting games using the digital camera to make mini-programmes.</p> <p>Vocabulary games; identify key or technical vocabulary needed for the topic and provide a list. Children to sort the key words and the definitions in pairs. E.g autumn leaves, daylight, castle features (moat etc).</p> <p>'join'- select different connectives and practise using them to join new short sentences to make one</p> <p>Add on games- using list of connectives. Sentences games. E.g topic sentence, half a sentence and key words.</p>	<p>Discuss non-fiction texts. Reader and writer discussions. Explore writing ingredients. Analyse and annotate various information texts on castles / kings/ princesses etc to pick out key features. Understand the features of the information text. Look at and analyse the structure (Logical order, paragraphs often begin with a topic sentence, organised into categories/sections with subheadings)</p> <p>Discuss language features such as Formal and impersonal. Present tense Generalisation. Detail where necessary - to include some explanation. Varied connectives and sentence starters for coherence.</p> <p>Children to work in groups to research and present their paragraph they have analysed. Create a mindmap of ideas of castle and autumn from the children's group research.</p> <p>Draw a picture of their selected fact file e.g knight, castle, lakes, kings, armour, swords etc. Draw and label the castle/ Draw a map to show the castle surroundings (autumn</p> <p>Use expanded noun phrases in facts.</p>	<p>Detail where necessary - to include some explanation. Technical vocabulary. Varied connectives and sentence starters for coherence.</p> <p>Text features: To present non-fiction information in an unbiased way that is easy to understand. Logical order. Paragraphs often begin with a topic sentence. Headings Organised into categories/sections with subheadings. Logical connectives Generalisers 'most, many, some, a few, the majority', all, usually, occasionally, the vast majority Imperative verbs Descriptive Technical language Sentence openers: amazingly, intriguingly, surprisingly, interestingly, Comparison: is similar to, unlike, identical to, related to, in the same way.</p> <p>Discuss the ingredients for non-fiction writing: Plan it, link it, Express it, Check it. Use colour coding to look for the key features.</p> <p>Comprehension: begin to understand the difference between stories and information texts. Understand the meaning of words through discussion and context. Listen and respond appropriately to</p>	<p>Autumn.</p>
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<p>7 10th -14th October <u>Non-fiction</u></p>	<p>Discuss features of non-fiction texts. Discuss new ideas for their own non-fiction text e.g.. school, house, cottage, caravan. tent etc. in autumn or... Live in a castle at different times of the year. Composing sentences orally before writing. Could decide on explaining castles in summer. Telling ideas aloud before writing and stories aloud after writing.</p>	<p>Non-fiction - invention stage Information text about a place visited in autumn. Visiting a castle in different seasons. LA. Planning- using boxed up method as well as the writing.</p> <p>places: What does it look like? What are its' key features? Where do you find it? Why do people go to it? How big/ small? Modern or old? If in the past, how does it differ from today?</p>	<p>To use appropriate vocabulary from above.</p> <p>Language features: Formal and impersonal. Present tense. Generalisation. Detail where necessary - to include some explanation. Technical vocabulary. Varied connectives and sentence starters for coherence. Connectives to add information 'furthermore' 'also' 'moreover' 'additionally'</p> <p>Text features: To present non-fiction information in an unbiased way that is easy to understand. Logical order. Paragraphs often begin with a topic sentence. Organised into categories/sections with subheadings.</p> <p>Comprehension: begin to understand the difference between stories and information texts. Understand the meaning of words through discussion and context. Listen and respond</p>	<p>Children to text map the different sources they can use for non-fiction text. Children to draw their object with key expanded noun phrases they can use.</p> <p>Children are to produce fact file with information text about a place/ object/ character of their choice using the appropriate language and text features.</p>

			appropriately to stories and non-fiction texts.	
<u>8</u> 17 th -21 st October			ASSESSMENT WEEK Short writing task based upon what we have learnt and linked to the story of 'Rumpelstiltskin' Non-Fiction focus: writing assessment. Write a list of facts based on a subject using descriptive language (forest/castle/ person/ animal)	