

Talk for Writing	Text	Genre	Focus
Narrative	The Papaya That Spoke	Quest Tale	Punctuation
Non-Fiction			Recount

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area in The Papaya that Spoke theme. Wow starter - Chn to come back from PE to find a box. They open the box to find a package. Using the Papaya song they play pass the parcel until they discover the papaya. Discussion about what it is and what it might look like inside. Taster session of papaya and other papaya products. Play the papaya video. Retell story as a whole class each day using actions. Move to story circles when ready. Story map the story. Sequence the story. Boxing up. To use a wide range of punctuation correctly including question and exclamation marks. Compose sentences orally before writing. Independent application of phonics up to and including phase 5 taught so far. Combine words into sentences using conjunctions 'and', 'but', 'or' and 'because'. Identify nouns and adjectives. Use adverbials of time (time connectives) 'Early one morning', 'At that moment' etc. Discuss, understand and use the past and present tense. Discuss the use of repetition. Use interesting adjective to make noun phrases E.g. 'the sly fox' or</p> <p>Non-fiction Role-play area in The Papaya that Spoke theme. Wow Starter - chn to discuss in</p>	<p>Retell story as a whole class each day using actions. Move to story circles when ready. Story map the story. Sequence the story. Boxing up. To use a wide range of punctuation correctly including question and exclamation marks. Compose sentences orally before writing. Independent application of phonics up to and including phase 5 taught so far. Combine words into sentences using conjunctions 'and', 'but', 'or' and 'because'. Identify nouns and adjectives. Use adverbials of time (time connectives) 'Early one morning', 'At that moment' etc. Discuss, understand and use the past and present tense. Discuss the use of repetition. Use interesting adjective to make noun phrases E.g. 'the sly fox' or</p>	<p>Once upon a time There was Who lived Hungry To his amazement Spoke Fast Faster Why First Next After that Finally Impossible Imagine Things Speak Silence Suddenly</p> <p>Non-fiction Recount Past tense Adverbials of time Conjunctions Direct speech</p>	<p>Substitution: Focus on character changes E.g. change the items that speak. HA can also change the occupation of the main character from a farmer to something else. Addition: Simultaneously focus on a range of punctuation . ! ?</p> <p>Non-fiction Chn to write their own recount for the papaya's day. Chn to write their own recount for the farmer's day.</p> <hr/> <p><b>Ideas for invention</b> Change all of the characters, their occupations and the setting so that the chn have their own quest tale inspired by The Papaya that Spoke.</p> <p>Non-fiction Chn to write a recount for what the teachers did at the weekend. Chn to write a recount for what they did at the weekend.</p>

groups what they did at the weekend. Using talking tins children record what they have done at the weekend. The recorder gets passed to the next group. Chn listen to recording, take notes and present their recount to the class.

'the large brown rat'.

Non-fiction  
Retell the Papaya's recount as a whole class each day using actions.  
Move to story circles when ready.  
Story map the story.  
Sequence the story.  
Boxing up.  
To use a wide range of punctuation correctly including question and exclamation marks.  
Compose sentences orally before writing.  
Independent application of phonics up to and including phase 5 taught so far.  
Combine words into sentences using conjunctions 'and', 'but', 'or' and 'because'.  
Identify nouns and adjectives.  
Use adverbials of time. E.g. yesterday, last week, etc.  
Discuss, understand and use the past tense.  
Use interesting adjectives.

**Phonics - Green Group (HA) MK**  
Practice recognition and recall of phase 2, 3 & 5 as they are learned. Teach new graphemes for reading. Practice reading and spelling words with adjacent consonants and words with newly learned graphemes. Learn new phonemes /zh/ as in treasure. Teach reading the words *oh, their, people, Mr, Mrs, looked, called, asked*. Teach spelling the words *said, so,*

**Green writing target HA (Exp)**  
**Composition:** Compose a variety of sentences orally and mentally before writing.  
Apply phonic knowledge consistently and accurately across a range of writing.  
Sequence sentences to form short narrative.  
Read writing to check that it makes

**Blue writing target MA (Exp/Emg)**  
**Composition:** Compose a variety of sentences orally and mentally before writing.  
Apply phonic knowledge consistently and accurately across a range of writing.  
Sequence sentences to form short narrative.  
Read writing to check that it makes

**Red writing target LA (Emg)**  
**Composition:** Independently compose sentences orally before writing.  
Write independently using phonic knowledge.  
Correctly link sentences to write texts.  
Read own writing to peers and adults clearly.  
Discuss own writing with teacher or others.

<p>have, like, some, come, were, there. Practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences. Practice recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Teach alternative pronunciations of graphemes for reading. Teach reading the words <i>water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</i>. Teach spelling the words <i>little, one, do, when, what, out</i>.</p> <p><b>Phonics - Blue Group (MA) NK</b> Practice recognition and recall of phase 2, 3 &amp; 5 as they are learned. Teach new graphemes for reading. Practice reading and spelling words with adjacent consonants and words with newly learned graphemes. Learn new phonemes /zh/ as in <i>treasure</i>. Teach reading the words <i>oh, their, people, Mr, Mrs, looked, called, asked</i>. Teach spelling the words <i>said, so, have, like, some, come, were, there</i>. Practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences.</p> <p><b>Phonics - Red Group (LA) SS/MO'N</b> Practice recognition and recall of phase 2, 3 &amp; 5 as they are learned. Teach new graphemes for reading. Practice reading and spelling words with adjacent consonants and words with newly learned</p>	<p>sense. <b>Grammar:</b> 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. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks. <b>Spelling:</b> Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated. <b>Handwriting:</b> Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place.</p>	<p>sense. <b>Grammar:</b> 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. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks. <b>Spelling:</b> Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated. <b>Handwriting:</b> Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place.</p>	<p>Share ideas in a group aloud to develop thinking and collect ideas. Plan/draft writing. Re-read to check for meaning and edit appropriately. <b>Grammar:</b> Leave appropriately sized spaces between words. Use 'and' to join words and clauses in sentences. Use capital letters for names, days, months, places. Use capital for pronoun 'I'. Correctly use a full stop to show end of a sentence. Correctly identify where to use a question mark. Use a question mark correctly. Correctly identify where to use an exclamation mark - to show anger or excitement. Use an exclamation mark correctly. Discuss work using grammatical terminology. <b>Spelling:</b> Segment words into the 40+ phonemes taught, independently. Represent sounds as a grapheme. Represent some alternative sounds as graphemes. Spell many common exception words. Spell days of the week correctly. Say letter names to spell words. Spell plurals correctly -s, -es,(verbs) Spell words with the prefix 'un' correctly (verbs and adjectives). Add suffixes -ing, -ed,-er, -est to spell words correctly, needing to not change root word, within a piece of writing. Write from memory simple sentences that have been dictated, including sounds</p>
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<p>graphemes. Learn new phonemes /zh/ as in treasure. Teach reading the words <i>oh, their, people, Mr, Mrs, looked, called, asked</i>. Teach spelling the words <i>said, so, have, like, some, come, were, there</i>. Practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences.</p>	<p>Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.</p> <p><b>Guided Reading (HA) NK (Exp/Exc)</b></p> <p><b>Word Recognition:</b> Read 40+ graphemes and some alternatives. Apply phonic knowledge independently for unfamiliar and polysyllabic words. Read a range of prefixes, suffixes and contractions. Read with fluency, pace and intonation. Begin to use expression. Take account of a wider range of punctuation without affecting fluency. Read at purple or above.</p> <p><b>Comprehension:</b> Often choose to read a book alone. Read and understand a range of text, e.g. poetry, stories, non-fiction as a group. Answer questions and make inferences about these texts. Link reading to own experiences. Re-tell a range of stories and poetry sequencing events. Understand meaning of words through discussion and context. Predict what may happen, with reasoning. Compare and discuss a range of text types and books by different authors.</p>	<p>Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.</p> <p><b>Guided Reading (MA)SS/Mo'N (Emg/Exp)</b></p> <p><b>Word Recognition:</b> Read 40+ graphemes and some alternatives. Apply phonic knowledge independently for unfamiliar and polysyllabic words. Read a range of prefixes, suffixes and contractions. Read with fluency, pace and intonation. Begin to use expression. Take account of a wider range of punctuation without affecting fluency. Read at purple or above.</p> <p><b>Comprehension:</b> Often choose to read a book alone. Read and understand a range of text, e.g. poetry, stories, non-fiction as a group. Answer questions and make inferences about these texts. Link reading to own experiences. Re-tell a range of stories and poetry sequencing events. Understand meaning of words through discussion and context. Predict what may happen, with reasoning. Compare and discuss a range of text types and books by different authors.</p>	<p>taught so far.</p> <p><b>Handwriting:</b> Keep consistent letter size. Form lower case letters correctly - correct direction, starting and finishing in the right place. From capital letters correctly. From digits 0-9 correctly. Know which letters belong to each family. Letters consistently sitting on line.</p> <p><b>Guided Reading (LA) MK (Emg)</b></p> <p><b>Word Recognition:</b> Apply phonic knowledge independently. Read 40 graphemes. Recognise some alternative sounds for graphemes. Recognise words that contain two or more syllables. Read 50+ common exception words. Read words containing suffixes ('er', 'ed' ending). Read words containing plurals 's' and 'es'. Read words containing 'un' (prefix) Read words with contractions. Read aloud from books up to 40+ graphemes without overt sounding and blending. Read with increasing pace and fluency. Read from Orange+ book band.</p> <p><b>Comprehension:</b> Often choose to read a book alone. Read and understand a range of text, e.g. poetry, stories, non-fiction as a group. Answer questions and make inferences about these texts. Link reading to own experiences. Re-tell a range of stories and poetry sequencing events.</p>
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			<p>Understand meaning of words through discussion and context.</p> <p>Predict what may happen, with reasoning.</p> <p>Attempt to read unknown book without adult support.</p> <p>Listen and demonstrate understanding of fiction, non-fiction and poetry.</p> <p>Re-tell a text, sequencing main events.</p> <p>Use terms fiction and non-fiction, beginning to describe the features.</p> <p>Begin to use some expression to help make meaning clear, with adult prompting.</p> <p>Read a range of sentence types, taking account of . , ? and !</p>
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<u>Week</u> Home books	<u>Speaking &amp; Listening</u>	<u>Talk for writing</u>	<u>Sentence &amp; Word level</u>	<u>Outcome/ audience</u>
<p><u>1</u></p> <p>GREEN</p>	<p>Listening to the story. Re-telling the story. Discussions during wow morning and during lessons. Discussions during the opening of the box session. Role play. Listening and speaking to the class, group and in pairs. Retelling the story to a partner using their story maps. Retelling the story at home using their story maps.</p>	<p>Fiction - imitation stage</p> <p>Wow starter - Chn to come back from PE to find a box. They open the box to find a package. Using the Papaya song they play pass the parcel until they discover the papaya. Discussion about what it is and what it might look like inside. Taster session of papaya and other papaya products. Play the papaya video. Read the story.</p> <p>Discuss and agree on the actions for the story. Retell story as a whole class using actions, the chn work in groups to retell it once more.</p> <p>Story map the story. Start of story already done - discuss. Chn to move to groups and continue.</p> <p>Write the first half of the story using the story map as a plan.</p> <p>Independent write - continue the story to the end, including a range of punctuation.</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense. <b>Grammar:</b> 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. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks. <b>Spelling:</b> Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated. <b>Handwriting:</b> Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.</p>	<p>Audience: Another reader.</p> <p>Outcome: To write a quest tale using a range of punctuation.</p>







**2**  
**BLUE**

Retelling the story as a class and in story circles.  
Discussing their innovations as a class and with their talk partner.  
Participation in shared writes.  
Planning sentences orally before writing.  
Reading out finished pieces of writing and listening to others.

Fiction - innovation & invent stage.

Re-tell the story in story circles using the actions.  
Chn to plan their innovation story based on the quest tale.

Re-tell the story in story circles using the actions.  
Chn to write the beginning of their story based on their plan.

Re-tell the story in story circles using the actions.  
Chn to write the rest of their story following on from their previous writing.

Re-tell the story in story circles using the actions.  
Chn to plan their invented quest tale based on The Papaya that Spoke story.

Re-tell the story in story circles using the actions.  
Independent write - chn to write their invented quest tale based on The Papaya that Spoke story.

**Composition:** Compose a variety of sentences orally and mentally before writing.

Apply phonic knowledge consistently and accurately across a range of writing.

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.

Combine words into sentences using conjunctions e.g and but or because.

Demarcate sentences with capital letters and full stops.

Demarcate some sentences with question marks and exclamation marks.

**Spelling:** Segment many words representing these by graphemes.

Spell words containing the 40+ phonemes already taught, quickly and accurately.

Spell most common exception words correctly.

Spell days of the week correctly and consistently in all writing.

Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently.

Use letter names to distinguish between alternative spellings of the same sound.

Apply simple spelling rules (app 1).

Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately.

Write from memory compound sentences dictated.

**Handwriting:** Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place.

Begin to join letters taught in handwriting so far.

Understand which letters belong to each handwriting family.

Audience:  
Another reader.

Outcome: To write a quest tale using a range of punctuation.



<p style="text-align: center;"><b>3</b> <b>RED</b></p>	<p>Retelling the recount as a class and in story circles.          Discussing their innovations as a class and with their talk partner.          Participation in shared writes.          Planning sentences orally before writing.          Reading out finished pieces of writing and listening to others.</p>	<p>Imitation &amp; innovation          Non-fiction - imitation and innovation stage</p> <p>Wow starter - chn to discuss in groups what they did at the weekend. Using talking tins children record what they have done at the weekend. The recorder gets passed to the next group. Chn listen to recording, take notes and present their recount to the class.</p> <p>Read the chn the papaya's recount. Discuss all the features of a recount text. (Focus on Who? What? Where? When? Why? Adverbials of time, conjunctions, direct speech, past tense and a range of punctuation.)          Chn to have a copy of the papaya's recount cut into paragraphs and they have to reorder the text.          Chn to plan a recount for the papaya.</p> <p>Chn to write a recount for the papaya on the day he spoke to the farmer.</p> <p>Chn to plan their own recount for the farmer.</p> <p>Independent write: Chn to write a recount of the farmer's day.</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing.          Apply phonic knowledge consistently and accurately across a range of writing.          Sequence sentences to form short narrative.          Read writing to check that it makes sense.  <b>Grammar:</b> 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.          Combine words into sentences using conjunctions e.g and but or because.          Demarcate sentences with capital letters and full stops.          Demarcate some sentences with question marks and exclamation marks.  <b>Spelling:</b> Segment many words representing these by graphemes.          Spell words containing the 40+ phonemes already taught, quickly and accurately.          Spell most common exception words correctly.          Spell days of the week correctly and consistently in all writing.          Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently.          Use letter names to distinguish between alternative spellings of the same sound.          Apply simple spelling rules (app 1).          Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately.          Write from memory compound sentences dictated.  <b>Handwriting:</b> Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place.          Begin to join letters taught in handwriting so far.          Understand which letters belong to each handwriting family.</p>	<p><b>Audience:</b>          Someone who wants to know what happened.</p>
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<p><b>4</b></p>	<p>Retelling the recount as a class and in story circles.          Discussing their inventions as a class and with their talk partner.          Participation in shared writes.          Planning sentences orally before writing.          Reading out finished pieces of writing and listening to others.</p>	<p>Invent          Remind the chn of all the features of a recount text. (Focus on Who? What? Where? When? Why? Adverbials of time, conjunctions, direct speech, past tense and a range of punctuation.)          Chn to be split into four groups and interview the teacher with them about their weekend. Teachers to tell them something fictitious and wonderful which links to the Papaya story. Chn to make notes on a planning sheet.</p> <p>Chn to write the beginning and middle of the recount of the teachers fictitious weekend.</p> <p>Chn to write the end of the recount of the teachers fictitious weekend.</p> <p>Chn to 'phone a friend' and tell them all about their weekend then plan their own recount for what they did at the weekend.</p> <p>Independent write: Chn to write a journal entry which recounts what they did at the weekend.</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing.          Apply phonic knowledge consistently and accurately across a range of writing.          Sequence sentences to form short narrative.          Read writing to check that it makes sense.  <b>Grammar:</b> 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.          Combine words into sentences using conjunctions e.g and but or because.          Demarcate sentences with capital letters and full stops.          Demarcate some sentences with question marks and exclamation marks.  <b>Spelling:</b> Segment many words representing these by graphemes.          Spell words containing the 40+ phonemes already taught, quickly and accurately.          Spell most common exception words correctly.          Spell days of the week correctly and consistently in all writing.          Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently.          Use letter names to distinguish between alternative spellings of the same sound.          Apply simple spelling rules (app 1).          Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately.          Write from memory compound sentences dictated.  <b>Handwriting:</b> Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place.          Begin to join letters taught in handwriting so far.          Understand which letters belong to each handwriting family.</p>	<p><b>Audience:</b>          Someone who wants to know what happened.</p>
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5

ASSESSMENT WEEK!

6

CHRISTMAS WEEK!

7

CHRISTMAS WEEK!