

<u>Week</u>	<u>Unit</u>	<u>Texts</u>	<u>Speaking & Listening</u>	<u>Text & Sentence level</u>	<u>Word level</u>	<u>Letters & Sounds</u>	<u>Outcome/ audience</u>
1 (2 Days) 05.01.17	<i>Fiction - Settings (Imitate)</i>	Owl Babies	<p>Listen to and discuss stories with focused attention.</p> <p>Follow a set of instructions to make a chocolate nest (Wow Starter).</p> <p>Participating in discussion, activities and role play linked to the story.</p> <p>Follow the structure of a story, using story making word and actions.</p>	<p>To understand the structure of the story - beginning, middle, end.</p> <p>Know that every sentence capital letters, finger spaces and full stops.</p> <p>Use connectives to link sentences and texts.</p> <p>Use punctuation . ! ? correctly when rewriting the story.</p>	<p>Using descriptive language for the setting.</p> <p>Using technical terminology - adjective, connective, nonfiction, wishing tale,</p> <p>Recognising learnt phonemes/graphemes when decoding words.</p> <p>Using phonic knowledge when segmenting new and learned words for writing.</p>	Phase 4 See individual group planning for detail	<p>Children will be immersed in the story - WOW starter,</p> <p>Introduction to the role play area & learning the story.</p> <p>Children will begin to retell Owl Babies, using story making language and actions.</p>
2 09.01.17	<i>Fiction - Settings (Imitate)</i>	Owl Babies	<p>Retelling the story using props/role play and using story making actions and language.</p> <p>Respond appropriately to books and drama.</p> <p>Shares ideas - knows when to listen and when to talk.</p> <p>Be able to discuss their own writing with peers and adults clearly.</p>	<p>Correctly link sentences to write texts.</p> <p>To be able to write the Owl Babies story, including a beginning, middle and an end.</p> <p>Write a descriptive piece of text about a story setting.</p> <p>To use capital letters, finger spaces and punctuation, correctly and consistently.</p>	<p>Form lower case letters correctly and in the correct direction, keeping consistent letter size.</p> <p>Use time connectives to sequence the story.</p> <p>Use phonic knowledge to read / write new and learnt words.</p> <p>Spell plurals correctly (s es) in writing.</p>	Phase 4 See individual group planning for detail	<p>Children will have learnt the story Owl Babies.</p> <p>Children will be able to retell Owl Babies, using story making actions and language.</p> <p>Children will be able to describe the setting in detail.</p>
3 16.01.17	<i>Fiction - Settings (Innovate)</i>	Owl Babies	<p>Orally compose sentences before writing,</p> <p>Ask and answer questions about the text.</p> <p>Use expression in their story telling, to make the meaning of the text clear.</p> <p>Share ideas in a group to develop thinking and collect ideas.</p>	<p>To understand that changing one element of a story does not change the structure.</p> <p>To be able to read and discuss their own writing, with peers and adults.</p> <p>To use capital letters, finger spaces and punctuation, correctly and consistently.</p>	<p>Use phonic knowledge to read / write new and learnt words.</p> <p>Use prefix 'un' correctly in writing.</p> <p>Use technical vocabulary when discussing writing.</p> <p>Form upper and lower case letters correctly.</p>	Phase 4 See individual group planning for detail	<p>Children will learn the innovated story, with a changed setting.</p> <p>Children will be able to describe the innovated setting in detail.</p> <p>Children will be able to write the innovated story, noting key differences between the original story and the innovated story.</p>

Literacy Planning Year 1

Medium Term Spring A 2016

<p>4 23.01.17</p>	<p>Fiction - Settings (Invent)</p>	<p>Owl Babies</p>	<p>Shares ideas in a group to develop thinking and collect ideas.</p> <p>Retell their invented story to peers and adults.</p> <p>Respond appropriately to books and drama.</p>	<p>To be able to create their own version of the Owl Babies story, changing the setting.</p> <p>To use capital letters, finger spaces and punctuation, correctly and consistently.</p> <p>To begin to use suffixes/prefixes in their writing.</p> <p>To be able to clearly read their writing aloud to peers and adults.</p>	<p>Use phonic knowledge to read / write new and learnt words.</p> <p>Use suffixes (ing ed er est) to spell words correctly, within a piece of writing.</p> <p>Use descriptive language for the invented setting for their own story.</p>	<p>Phase 4 See individual group planning for detail</p>	<p>Children will create their own version of the Owl Babies story, changing the setting.</p> <p>Children will describe their invented setting in detail.</p> <p>Children will write their own invented story - describing the setting in detail.</p>
<p>5 30.01.17</p>	<p>Non-Fiction</p>	<p>We're going on a bear hunt</p>	<p>Use terms 'fiction' and 'non fiction' beginning to describe the features.</p> <p>Participating in discussion, activities and role play linked to the story.</p> <p>Listen to and discuss stories with focused attention.</p> <p>Listen to a recount and discuss some of the features.</p>	<p>To understand the structure of a recount.</p> <p>To be able to write a text in the first person, using a capital for the personal pronoun I.</p> <p>To use capital letters, finger spaces and punctuation, correctly and consistently.</p>	<p>Use the correct terminology to discuss fiction and nonfiction.</p> <p>Use language related to a recount - order, chronological, sequence, retell, events.</p> <p>Form lower case letters correctly and in the correct direction, keeping consistent letter size.</p>	<p>Phase 4 See individual group planning for detail</p>	<p>Children will understand the key features of writing a recount.</p> <p>Children will write a recount of the story.</p>
<p>6 06.02.17</p>	<p>Non-Fiction (Assessment Week)</p>	<p>We're going on a bear hunt</p>	<p>Use terms 'fiction' and 'non fiction' beginning to describe the features.</p> <p>Retell their recount using expression to make the meaning clear.</p> <p>Remain attentive in small group and whole class activities.</p>	<p>To demonstrate an understanding of the structure of a recount, by writing our own.</p> <p>Write a recount of our own day.</p> <p>Correctly link sentences to write texts.</p> <p>To use capital letters, finger spaces and punctuation, correctly and consistently.</p>	<p>Use the correct terminology to discuss fiction and nonfiction.</p> <p>Using knowledge of stories that we have learnt to write their own recount - nonfiction language.</p> <p>Use phonic knowledge to read / write new and learnt words.</p>	<p>Phase 4 See individual group planning for detail</p>	<p>Children will attempt to write their own recount.</p> <p>Children will use the language / style of a recount.</p>