

Talk for Writing	Text	Genre	Focus
<b>Narrative</b> <small>weeks 1-3</small>	The three bears	Lost and found tale	Character action
<b>Non-Fiction</b> <small>weeks 4-5</small>	Dear Goldilocks/three bears	Persuasive text (letter)	Exciting adjectives

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area - The three bears Chinese café. This is to provide opportunities to develop multi-cultural links and to broaden knowledge and understanding of the world in a setting with some familiar features to enable the children to be confident to play and communicate confidently whilst learning and extending their vocabulary. Children will learn about forests and trees initially from the story setting and then this will lead into further science and KUV activities with planting, environments and seasonal observations this half term. Starter day- trees, forest school activities, making bear "listening" ears. Drawing and painting bears. Making porridge. Role-play cafe's with children taking turns to be customers and café workers.</p>	<p>Joining in with telling the story and NF text. Becoming more confident with repeated refrains. Listening with sustained attention. Making and responding to other children's comments appropriately. Asking and answering different sorts of questions. Following instructions with more than one step. Speaking with at least two word responses (LA)- up to full sentences (HA). Hearing and writing cvc words in isolation (LA) and within short captions (MA) and simple sentences (HA). Phase 2 &amp; 3 tricky word spellings-see phonics planning. Spacing words. Adding full stop to end of writing. Forming letters with the correct orientation. Using word banks to support writing captions and short sentences.</p>	<p>Identifying and naming features, items and objects in the café correctly. Discuss purpose of features. Discuss jobs in the café. Name vocabulary of forests and trees, and bears.</p> <p>Developing description and building categories using features of the café. Using an adjective in front of a noun to extend verbal responses. Building up from one word to simple sentence responses.</p> <p>Characters - naming and describing actions-what do they do? Find the words in the text.</p> <p>Reading and writing key vocabulary using phonic knowledge.</p>	<p>Innovate story by changing the characters actions.                      HA - Compose and write innovated character sentences added into the original story.                      LA - suggest and write single words to add to characters to build a word bank. Choose and add adjectives to each character in the story eg the silly miller or the greedy king etc building a sentence as a group.                      Innovate instruction text by changing the letter to reply to the bears.</p>
			<p><b>Ideas for invention</b></p> <p>Group composition and writing of new story - changing characters and setting. Write a letter to a character of choice.</p>

## Letters and sounds planning - Summer 2017 - A

<b>Week</b> <i>Home books</i>	<b>Group A- GN (new group HA x4)</b>	<b>Group B- SW (new group x10)</b>	<b>Group C- LTB/CV</b>	<b>Group D- SB</b>
<p><i>All groups assess and move as needed. Plan for ½ term.</i></p>	<p>Revise quickly phase 3 phonemes and letter names. Work through phase 4 quickly as children are recognising consonant clusters in their own reading but need to practice use in writing. Begin phase 5 and work at pace to complete set 1 by half term if not sooner. Adapt as you go along- if children appear to be struggling slow down and repeat phonemes as needed.</p>	<p>Continue to revise to consolidate and embed phonemes and phonemes/grapheme correspondences of phase 3. <i>Children are struggling to retain knowledge beyond each lesson. Provide lots of repetition and teach through multi-sensory approach. Focus one day on the actions and include one day a week of games.</i> Develop confidence and independence with recognition of, blending to read, and segmenting to write cvc words in captions and simple sentences. Continue to develop confidence with letter names and alphabetical order.</p>	<p>Continue to revise to consolidate early Phase 3 phonemes up to set 8. Be able to hear and write all phonemes in a cvc word independently and be able to write a simple three word caption independently. Join in with singing the alphabet song. Watch Jolly phonics DVD. Complete alphabet jigsaws. Matching alphabet dominoes etc Spend at least one day a week on listening &amp; memory games.</p> <p>Read simple cvc words in a three word caption. Write a three word caption. Read phase 2 words instantly.</p>	<p><i>Children need to continue to develop confidence and ability with phase 1 listening activities- alongside beginning to move on to phase 2 recognising phoneme/grapheme correspondences.</i> <i>Link to objectives in pre-reading and motor development sessions to provide repetition and familiarity.</i></p> <p>Whilst continuing Phase 1 activities. and games also continue to develop children's familiarity with letter shapes - through use of puzzles, games, threading letters, making with dough, finding letter pebbles in sand etc. focus on s a t p i n m d and g o. Teach c-k-ck-e-u from week 2-6.</p> <p>Children need to continue to practice hearing initial sounds correctly and then hearing end sounds correctly. They need to become able to orally blend a word and then to segment - vc and then cvc words.</p> <p>Play games such as Kim's game and lotto to develop focus. Use listening centre to develop listening skill. Use real objects for a sound sort with adult modeling speech. Play pairs and memory games.</p> <p>Children to continue to practice writing names. Children to sing the alphabet - watch the jolly phonics alphabet dvd.</p>
<b>2</b> <b>24-28</b> <b>Apr</b>	Phase 4	-ai - ee -igh	-j -v	
<b>3</b> <b>2-5</b> <b>May</b>	Phase 5 -ay (day) -ou (out) -ie (tie) -ea (eat)	-oa -oo (boot) - oo (look)	- w -x	
<b>4</b> <b>8-12</b> <b>May</b>	-oy (boy) -ir (girl) -ur (blue) -aw (saw)	-ar -or -ur	-y -z -zz	
<b>5</b> <b>15-19</b> <b>May</b> <i>(SAT's week)</i>	-wh -ph -ew (knew) -oe (toe)	-ow -oi -er	-qu	
<b>6</b> <b>22-26</b> <b>May</b>	-au (Paul) -ey (money) Revise	-ear -air -ure	-ch -sh	

## Guided Reading - Summer 2017 - A

<u>Week</u>	<b>Group A-GN (new group x4)</b>	<b>Group B- SW (new group x10)</b>	<b>Group C- LT/CV</b>	<b>Group D-SB</b>
<i>All groups assess and move as needed. Plan for <math>\frac{1}{2}</math> term.</i>	Develop confidence with all Phase 3-4 tricky word recognition. Reading decodable words from up to phase 4. Aim to read sentences more fluently using a variety of reading cues to correct and decode on the run. Read from reading scheme at a familiar level to develop confidence then extend to next level for challenge. Sometimes use books from phonetic scheme to encourage blending.	Develop confidence with newer Phase 2 and some of phase 3 tricky word recognition. Practise to build up skills to read decodable words by blending from Phase 2 and 3 single letter phonemes. Play games such as pairs or lotto to build confidence. Read from scheme at familiar level to develop skill to read sentence. Sometimes use books from phonetic scheme to encourage blending.	Continue to develop confidence with Phase 2 tricky and decodable words. Play games such as lotto and pairs to develop pre-reading skills of matching and sequencing. Listen to stories, make predictions and retell. Match 1-1 as reading. Use initial letter cues. Read from Pink band 3-5 words to ensure matching 1-1 as reading, linking to phonics planning. Sometimes use books from phonetic scheme to encourage blending.	Phase 1 -2 Phonics level. Continue to develop auditory skills listening to sounds and discriminating between them. Play pre-reading matching games and recognition games to assess recall & memory. Explore and enjoy stories learning key vocabulary, and exploring context. Share a story sack once a week. Use the listening centre once a week. Share Nursery rhymes and finger puppets once a week.
<b>1</b> 2 days only. <b>18-21</b> <b>Apr</b>		NF-A world of sport	NF-My cat	Row your boat
<b>2</b> <b>24-28</b> <b>Apr</b>		F-Josie and the puppy	F-Elvis and the camping trip	Splish splash splosh
<b>3</b> <b>2-5</b> <b>May</b>		Rhyme-Mig the pig	F- on the beach.	Each peach pear plum
<b>4</b> <b>8-12</b> <b>May</b>		F-Tummy ache	Rhyme -Three little monkeys	Where's my teddy?
<b>5</b> <b>15-19</b> <b>May</b> (SAT's week)		F-The Giant's stew	Animal presents	The train ride.
<b>6</b> <b>22-26</b> <b>May</b>		NF-Bears in the night	Ling and the turtle	The journey home.

## Literacy Medium term planning - Summer 2017 - A

<b>Week</b>  <small>Home books</small>	<b>Text title</b>	<b>Speaking and listening</b> <b>Communication &amp; language</b>	<b>Talk for writing</b>	<b>Spelling, punctuation &amp; grammar (SPaG)</b>	<b>Outcome</b>
<b>1</b>  <b>18-21</b> <b>Apr</b>	<u><b>The Three Bears</b></u> <b>Imitation</b> Character actions. <b>Goldilocks cottage/ The Three Bears Chinese café.</b>	Join in with retelling story using actions. Speak clearly to say all six action words and the size vocabulary from the text, producing the beginning and end sounds clearly for each word. Join in with role-play and small world play using voice to enhance and sustain play, conversing with others Extend vocabulary-toys names, kitchen utensils, equipment and features, days of the week, times of day, action words. Answer what questions.	Retell the story, model first then encourage children to join in with actions, beginning to use speech for the repeated refrains. Develop and extend vocab. through practical activities eg ...make porridge, play musical chairs, small world house play set up features eg big/ middle-sized/baby-sized. Support play in role-play area to prepare food, name and understand how to use features. Use three bears puppets to retell story, listening centre - versions of story.	Speaking in whole sentences, recognising and using key vocabulary from the text Learn STC signs for six basic actions from text. Use STC mat to play lotto and pairs games. Read using appropriate cues. Write using phonics.	Children confident to join in with repeated refrains, able to sequence big middle-sized and baby-sized, able to anticipate or follow sequence first, next, finally within story.
<b>2</b>  <b>24-28</b> <b>Apr</b> <b>Red group</b>	<b>Imitation/ innovation</b>	Join in with retelling story including some of the innovations, using actions. Speak clearly to say all six action words with the different grammatically correct endings, and the variations of the size vocabulary from the text, producing the beginning and end sounds clearly for each word. Join in with role-play and small world play using voice to enhance and sustain play, conversing with others Answer where questions related to story and topic eg Why did Goldilocks go into the cottage? Say "because" properly. Continue to play games to follow instructions eg Simon says.	Continue to develop and extend vocabulary through practical activities play musical chairs, small world house play, setting up story features eg big/middle-sized/baby-sized chairs etc, supported play in role-play area to prepare food in the café, naming and understanding how to use features etc, use three bears puppets to retell story, listening centre -different versions of three bears stories. Work in groups to model and draw story maps. In groups decide on words to change the actions within the text. Record as a group story map.	Identify the action words. Understand what an action word is-doing word/verb. Read and spell six main words from text. Learn STC signs for six basic actions. Read using appropriate cues, use STC mat to play lotto and pairs games. Write using phonics. Read text together to find and highlight action words in the text. Work in groups to suggest other action words/verbs . segment to spell to create a word bank to choose from.	Children able to retell story in groups with support as necessary by following their story maps. Answer questions using the word because properly.

<p>3 2-5 May (May day) Yellow group</p>	<p><b>Innovation/ invention</b></p>	<p>Say sentences confidently with appropriate expression. Understand how to innovate the action words eg knocked or walked, replacing them with appropriate vocabulary, understanding that sentences must make sense. Continue to answer why questions with correct pronunciation of word because. Play in role-play area alongside peers, taking turns in conversation, listening and responding to peers in role appropriately.</p>	<p>Innovate and write new sentences by replacing the action words. Retell through role play. Draw story maps for the innovated sentences and add into the whole story. Make picture story board to aid sequencing and retelling. Use innovations within whole story to retell. In groups invent new story led by adult, using the innovations but changing the character and setting to create new tale of lost and found.</p>	<p>Action words - verbs. Focus on word endings for verbs eg ed and ing. Give children root words and add ed and ing endings with correct spellings. HA to use in writing, LA in speech.</p>	<p>New story inventions added to Literacy wall with selection of ideas for innovated sentences displayed around to allow children to change and create new stories.</p>
<p>4 8-12 May Blue group</p>	<p><b><u>Dear Goldilocks</u> Imitation</b> Persuasive text in the form of a letter <b>Role play area- cafe</b></p>	<p>Retell text, practising to become confident with vocabulary and sequence- Understand meaning and context of vocabulary. Understand and explain difference between a statement and a persuasive sentence.). Say text in group circles- listening to others to know when to take turn. Maintain attention , make relevant comments and stick to the theme. Who questions.</p>	<p>Starter day activity - visit a café (Morrisons). Capture vocabulary of the visit. What was good about the café- why would people want to go? Learn to say the persuasive text. Draw text map.</p>	<p>Sentences-making sense. Using the context of the NF text- HA cut and paste words into a sentence, LA with adult support to read sentences fill in missing words by hearing what sounds right and makes sense. Use phase key words appropriate to GR/phonics levels. Reinforce use of full stop to end a sentence.</p>	<p>Display letters on Literacy wall with key phrases.</p>
<p>5 15-19 May (SAT's week) Green group</p>	<p><b>Innovation-dear bears.</b></p>	<p>Develop and retell innovated text. Build and use build a vocabulary bank of persuasive words/phrases. Choose a starter and continue the sentence. Use voice confidently to express ideas and knowledge. Answer how questions.</p>	<p>Explore and become familiar with context in order to innovate the text with by changing the place to visit or the character writing the letter. Work in groups to suggest focus of text and to innovate text map. Practise writing key vocabulary. Say text from maps. Adult model how to write text from the map HA saying and writing sentence by sentence. LA guided and shared writing and drawing.</p>	<p>Sentences-making sense. Using the context of the NF text- HA cut and paste words into a sentence, LA with adult support to read sentences fill in missing words by hearing what sounds right and makes sense. Use phase key words appropriate to GR/phonics levels. Reinforce use of full stop to end a sentence.</p>	<p>Write letter to Morrisons to say thank you .</p>

<p>6 22-26 May</p>	<p><i>Assessment week</i></p>	<p>Play speaking and listening games with increased confidence. Speak in increasingly longer sentences. Answer when questions.</p>	<p><b>Assessment week</b> Writing assessment books Write a letter to a character. Write a story about three bears. <i>Planning targets and IEP's for next half term.</i></p>	<p>Change the role-play area ready for the next story-where the wild things are.</p>
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## Writing targets - Summer A 2017

<b>Red</b>	<b>Yellow</b>	<b>Blue</b>	<b>Green</b>
<p>To compose a sentence independently for writing.</p> <p>To attempt to write a sentence independently understanding process.</p> <p>To write using phonetic knowledge.</p> <p>To spell some tricky words correctly and consistently.</p> <p>To sequence and write more than one sentence in sentence like clauses. To space words.</p> <p>To add a capital letter to the beginning and a full stop to the end of a piece of writing.</p> <p>To re-read own writing.</p> <p>To form all 26 letters of the alphabet from memory.</p> <p>To produce recognisable letter shapes, mostly with the correct orientation.</p>	<p>To compose a sentence independently for writing in response to a given task.</p> <p>To attempt to write a short sentence or caption independently understanding and following the process with only adult direction.</p> <p>To attempt to write using phonetic knowledge with the support of alphabet cards to segment cvc words</p> <p>To spell phase 2 tricky words correctly and consistently.</p> <p>To sort capital and lower case letter shapes matching to the correct set.</p> <p>To add a full stop to the end of a piece of writing.</p> <p>To form all 26 letters from memory with some pace and control.</p>	<p>To compose a caption or simple sentence independently for writing in response to a given task.</p> <p>To shared write with an adult, naming all heard cvc sounds.</p> <p>To write cvc words independently.</p> <p>To find letters on alphabet card as part of shared writing and for ind writing.</p> <p>To copy three word captions as adult models writing.</p> <p>To learn to spell phase 2 tricky and decodable words building up familiarity and stamina for writing.</p> <p>To form letter shapes with the correct orientation.</p> <p>To continue fine motor activities to build up pencil control and grip.</p>	<p>To continue to build up physical development skills including fine motor skills of control and manipulation, gross motor skills of balance and co-ordination, pencil control activities such as grip and flexibility.</p> <p>To follow and draw a straight or curved line.</p> <p>To colour inside a closed shape.</p> <p>To copy circles and lines.</p> <p>To mark make confidently with a range of media, giving purpose to marks made.</p> <p>To use a tripod grip. To develop arm strength and wrist flexibility.</p> <p>To form and write some recognisable letters.</p> <p>To write own name consistently correctly.</p>