

Literacy Medium Term Planning

Class 3: Year 1

Summer Term A 2017

Talk for Writing	Text	Genre	Focus
Narrative	Rumplestiltskin	Cinderella Story	Character emotions
Non-Fiction	Persuasive letter from Rumplestiltskin.	-	Persuasion/Letter

Fiction [Non-fiction](#)

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>WOW Starter- Having a gold party. Children to create decorations for the 'Gold' party. Make spaghetti which can be spun into small 'gold' parcels. Children to help cook the pasta and then spin it on a fork to eat later. Also make fairy cakes that will be covered with gold decorations.</p> <p>Non-Fiction- A letter; from Rumplestiltskin trying to persuade Rosalyn to forgive him.</p>	<p>Use key story vocabulary from the text to sign when retelling the story. Emphasise the character's dialogue in the story by speaking with expression. Use adjectives to describe the character's emotions explain that by using powerful describing words it helps us to build a clear picture in our head of how a character may be feeling.</p> <p>Learn about letters and the way in which we can write a letter to make it persuasive. Children to compose a letter in reply to the one Rumplestiltskin sent (saying that she will not forgive him)</p>	<p>Straw, spinning, miller, ring, gold, forest, necklace, greedy, spinning wheel etc. Emotions vocabulary to describe the characters e.g. happy, sad, terrified, afraid, pleased etc.</p> <p>Use vocabulary related to persuasion. Include the main parts that should be included in a letter e.g. address, main points of a persuasion argument etc.</p>	<p>Change the character's emotions within the story. Explore different phrases/words for character emotions for building imagery in heads.</p> <p>Imitate/Innovate/Invent new character to create another persuasion letter this time writing to Rumplestiltskin from another characters view. Encourage the children to use persuasive vocabulary as they write their letters.</p>

<u>Week</u>	<u>Speaking & Listening</u>	<u>Text and sentence level activities</u>	<u>Word activities</u>	<u>Outcome/ audience</u>
<p>28</p> <p>18/04/17- 21/04/17</p> <p>Fiction Rumpelstiltskin</p> <p>Imitation.</p>	<p>Introduce the story using props. Retell the story using the correct signs and props. Use the costumes and the role-play area.</p> <p>Read snippets of stories with good vocabulary that emphasises on the characters emotions. Children to close their eyes and imagine the characters being described.</p>	<p>Use key story vocabulary to sign when retelling the story.</p> <p>Ensure work is in sentences and they contain a capital letter where appropriate. Use of finger spaces needs to be reinforced with green group.</p> <p>Encourage the children to apply their phonics when spelling especially at the beginning of a sentence.</p> <p>Blue, Red and Yellow group need to focus on capital letters and full stops.</p> <p>Blue group need to begin thinking about extending their sentences and including suffixes.</p>	<p>Use STC to support children's understanding of the story and vocabulary used. Discuss any new words that may appear in the story e.g. miller, spinning wheel etc.</p> <p>Describe how the characters may feel within the story and what their emotions are.</p>	<p>Children can retell the story using key story vocabulary. Draw story map to retell the story.</p> <p>Writing to retell the characters emotions.</p>

29

24/04/17-
28/04/17

Fiction

Rumplestiltskin

Innovation

Children to join in with retelling the story using actions and signing.

Children to discuss the characters emotions within the story. What words can we use to fully describe characters emotions? What words build a good picture in our heads?

Support children's understanding of story language. Use different phrases/words for character emotions.

Box up events to help them invent their own characters emotions.

Explore different words and their meanings, how does a person that was really terrified make us feel?

Discuss the effect certain words can portray.

Write sentences using the finger spaces to retell the innovated story. Work on capital letters/full stops. Encourage the children to apply phonic knowledge.

Use STC to support children's understanding of the story and vocabulary used. Explore vocabulary to describe the characters emotions. Brainstorm a list of possible ideas that could be used.

Children can retell the innovated text with different actions for the characters within the story. Children can use different phrases/words to explain the characters emotions.

30

02/05/17-
05/05/17

Fiction

Rumplestiltskin

Invention

Explain to the children that they are going to invent their own character emotions for the story and they will have to have different vocabulary to describe the characters emotions from the previous emotions. Explain that the setting will stay the same.

Continue retelling the story each day. Talking through their own story maps with their group/partner. Composing sentences orally before writing. Explain their story and tell it orally first.

Discuss the overall type of story (Cinderella story) and ensure the chn are clear that their invention must still follow this theme even though they are inventing a new story. Chn to tell their story orally first. Then story map ideas and use this to box up. Emphasis the importance of including adjectives to help with story emotions. As chn write, they must compose each sentence orally before writing.

Use simple connectives 'and' 'then'.
Green/Yellow/Red group.

Use simple causal connectives 'so that', 'because'. Blue group.

Use adjectives to describe the characters emotions.

To map own ideas and write a story that is in the style of a Cinderella tale. To concentrate on the characters emotions for the new invented story.

<p><u>31</u> <u>Non- Fiction</u></p> <p>08/05/17- 12/05/17</p>	<p>WOW Starter to introduce Non-Fiction text. Letter from Rumpelstiltskin to ask Rosalyn to forgive him for being mean.</p>	<p>Learn the text. Understand the unique features. Look at and analyse the structure of persuasion letters. Label the main parts of a letter.</p>	<p>Explain what persuasion letters means to the children. Introduce the vocabulary used within these texts.</p>	<p>To understand the language and text features of a persuasion letter.</p>
<p><u>32</u> <u>Non- Fiction</u></p> <p>15/05/17- 19/05/17</p>	<p>Persuasive letter recap from Rumpelstiltskin which the children will then use as a basis to write a reply.</p>	<p>Write a list of items that need to be included within a persuasive letter. Write sentences using the finger spaces to retell the innovated letter. Work on capital letters/full stops. Encourage the children to apply phonic knowledge, apply this at the beginning of a sentence where possible.</p>	<p>Reinforce the vocabulary used within these letters. What are the main features? Address, to and from etc.</p>	<p>Children can produce a letter to reply to Rumpelstiltskin from another character within the story. To produce own persuasion letter innovated from the original text.</p>
<p><u>33</u></p> <p>22.05.17- 26.05.17</p>	<p>ASSESSMENT WEEK</p>			

