

Talk for Writing	Text	Genre	Focus
Narrative	The Enormous Turnip	Problem and Resolution	Character Emotions
Non-Fiction	Eating a healthy diet / Why we should eat 5 a day.	Explanation	Explanation text

Immersion in the text	Working with the text	Vocabulary	Ideas to innovate/invent
<p>Wow Starter - Making enormous turnips - paper Mache</p> <p>Role play area - Garden centre</p> <p>Story props / puppets</p> <p>Art activities - printing with vegetables, collage of different veggies</p> <p>Forest school - pushes and pulls</p> <p>Tending to our vegetable plot</p> <p>Learning about how vegetables grow / why they are good for us</p> <p>Construction area - building farms / can they make vegetables out of Lego etc.</p> <p>Playdough - making veggies</p> <p>Creating moving split pin puppets</p> <p>Links with science - pushes & pulls, weather (growing)</p> <p>Wow Starter - Making a healthy fruit salad - explaining why they have chosen specific fruits.</p> <p>Role play - Greengrocers</p> <p>Reading stories e.g. Handa's surprise / Oliver's vegetables</p> <p>Sorting foods into 'healthy' 'unhealthy'</p> <p>Links with P.E staying healthy</p>	<p>Retelling the story - using actions</p> <p>Creating story map - JH to create one in front of the children and then children to create their own.</p> <p>Using puppets / props to act out the story.</p> <p>Telling the story in groups / partners / story circles</p> <p>Sequencing the story</p> <p>Descriptions of characters - emotions. How are they feeling?</p> <p>Boxing up the story / creating story mountains / washing line stories etc.</p> <p>Orally & mentally composing sentences / narratives.</p> <p>Demarcating sentences with capital letters and full stops. Can they add in any other punctuation - using exclamation marks etc.</p> <p>Checking through work and editing it appropriately</p> <p>Using connectives</p> <p>Using suffixes and prefixes</p> <p>Using phonic knowledge to spell words accurately - phase 5 phonics</p> <p>Read and discuss features of explanation texts</p> <p>Retell an explanation text with actions</p> <p>Using descriptive language to explain in detail</p> <p>Composing and writing grammatically correct sentences</p>	<p>Time / sequencing language e.g. once upon a time, next, finally</p> <p>Emotions e.g. happy, unhappy, calm, nervous, scared etc.</p> <p>Using connectives 'and, but' - can children think of any ways to change these to make it more exciting e.g. using so, then etc.</p> <p>SpaG language e.g. sentence, finger space, full stop, punctuation, exclamation mark, question mark, connective, adjective, verb</p> <p>Describe</p> <p>Emotion</p> <p>Character</p> <p>Story</p> <p>Retell</p> <p>Action</p> <p>Explain</p> <p>Describe</p> <p>How</p> <p>Why</p> <p>Order</p> <p>Chronological</p> <p>Sequence</p> <p>Present tense</p> <p>Third person</p>	<p>Changing the main item in the story e.g. The Enormous Carrot / Apple etc.</p> <p>Children to invent their own item The Enormous</p> <p>Innovating the character's emotions e.g. changing the happy old man to the frightened old man - how does this change the story?</p> <p>Inventing their own character emotions for their invented version of the story.</p> <p>Adding in additional verbs etc. to explain how the character is feeling.</p> <p>Innovate the explanation text - why you should exercise / eat a healthy balanced diet.</p> <p>Invent their own explanation e.g. why you should eat</p> <p>Children to choose a food and then they must explain why it is a good food to eat - try to be healthy and talk about the benefits - descriptive language</p>

<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 17.04.17	Character Emotions - Imitate	The Enormous Turnip	<p>Listen and respond to the story.</p> <p>Retell the story using actions.</p> <p>Orally and mentally compose a variety of sentences before writing,</p> <p>Discuss their writing with teachers and their peers.</p> <p>Knows when to listen and when to talk.</p>	<p>Understand how to link sentences to form a narrative.</p> <p>Use capital letters correctly across their writing - beginning a sentence, names, places etc.</p> <p>Combine sentences using conjunctions - and so but</p> <p>Re-read writing to check that it makes sense.</p>	<p>Use our phonic knowledge to spell words accurately.</p> <p>Spell many common exception words - most spelt correctly.</p> <p>Use common prefixes and suffixes, consistently and accurately.</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p>	<p>Phase 5 See individual group planning for detail</p>	<p>Children will be able to retell the story - The Enormous Turnip, as a whole class.</p> <p>They will create their own story map.</p> <p>They will be able to use some appropriate words to describe the character's emotion during the story.</p>
2 24.04.17	Character Emotions - Innovate	The Enormous Turnip	<p>Have confidence to talk to their peers and share ideas.</p> <p>Talks about own experiences and listens to others - talking about our own emotions.</p> <p>Orally and mentally compose a variety of sentences before writing,</p>	<p>To use capital letters, finger spaces and punctuation, correctly and consistently.</p> <p>Correctly link sentences to write texts.</p> <p>Discuss own writing with a teacher or peer.</p> <p>Edit their writing to make it the best it can be.</p>	<p>Spell many common exception words.</p> <p>Recognising learnt phonemes/graphemes when decoding words.</p> <p>Begin to use technical terminology to discuss their writing - e.g. adjective, noun, verb</p>	<p>Phase 5 See individual group planning for detail</p>	<p>Children will have learnt an innovated version of the story with changes to the vegetable and character emotions, in a small group.</p> <p>Children will use descriptive words and language to describe the innovated emotions from the story.</p> <p>Children will plan the innovated story using a story mountain or storyboard</p>

<p>3 01.05.17</p>	<p>Character Emotions - Invent</p>	<p>The Enormous Turnip</p>	<p>Share ideas in a group aloud to develop thinking and collect ideas.</p> <p>Modulates voice to suit a variety of occasions.</p> <p>Can make choices about their writing - which emotions will be suitable for different characters and the story.</p> <p>Discuss their writing with teachers and their peers.</p>	<p>Plan/draft their writing.</p> <p>Use connectives in their writing to combine and extend sentences.</p> <p>Correctly link sentences to write texts.</p> <p>Consistently use capital letters in the correct places across their writing.</p>	<p>Form lower case letters correctly and in the correct direction, keeping consistent letter size.</p> <p>Using phonic knowledge when segmenting new and learned words for writing.</p> <p>Use letter names to spell words - differentiating between alternative ways of spelling the same sound.</p>	<p>Phase 5 See individual group planning for detail</p>	<p>Children will invent their own version of the story - changing the emotions of the characters in the story.</p> <p>Children will plan their writing in a variety of different ways - describing the character's emotions, creating a story map etc.</p> <p>Children will be able to tell their story to a peer - partner work.</p>
<p>4 08.05.17</p>	<p>Explanation</p>	<p>The Enormous Turnip - Why you need 5 a Day</p> <p>Handa's surprise / Oliver's vegetables - Other stories</p>	<p>Have confidence to talk to their peers and share ideas.</p> <p>Knows when to listen and when to talk.</p> <p>Talks about own experiences and listens to others.</p> <p>Use descriptive language to explain something to others.</p>	<p>Compose a variety of different sentence to create an explanation text about eating healthy food.</p> <p>Combine words into sentences using conjunctions e.g. and but or because.</p> <p>Use correct punctuation within our writing.</p> <p>Correctly link sentences to write texts.</p>	<p>Use the correct terminology to discuss fiction and nonfiction - what do we need in an explanation text?</p> <p>Spell many common exception words correctly.</p> <p>Using phonic knowledge to consistently spell words accurately.</p> <p>Spell days of the week correctly across writing</p>	<p>Phase 5 See individual group planning for detail</p>	<p>Children will understand the key element of writing an explanation text.</p> <p>Children will retell the explanation text - Why eating 5 a day is good for you.</p> <p>Children will be able to create a text map for the explanation text - Why eating 5 a day is good for you.</p>

Literacy Planning Year 1

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<p>5 15.05.17</p>	<p>Explanation - Invent</p>	<p>The Enormous Turnip - Why you need 5 a Day Handa's surprise / Oliver's vegetables - Other stories</p>	<p>Talks about own experiences and listens to others. Use descriptive language to explain something to others. Discuss their writing with teachers and their peers.</p>	<p>Correctly link sentences to write texts. Compose a variety of different sentence to create an explanation text about eating certain foods (invented by the children) Re-read writing to check that it makes sense. Use correct punctuation within our writing.</p>	<p>Spell days of the week correctly across writing Use the correct terminology to discuss fiction and nonfiction - what do we need in an explanation text? Using phonic knowledge to consistently spell words accurately.</p>	<p>Phase 5 See individual group planning for detail</p>	<p>Children will invent their own explanation text - Why eating ___ is good for you. Children will be able to use descriptive language to explain something to their peers. Children will plan their writing using a variety of different formats e.g. text maps, boxing up their writing.</p>
<p>6 22.05.17</p>	<p>Assessment Week</p>	<p>Assessment Week</p>	<p>Consolidation of learning from previous weeks / filling gaps / end of phase checks etc.</p>	<p>Consolidation of learning from previous weeks / filling gaps / end of phase checks etc.</p>	<p>Consolidation of learning from previous weeks / filling gaps / end of phase checks etc.</p>	<p>Phase 5 See individual group planning for detail</p>	<p>Children will have completed a writing assessment of an explanation text. They will complete word checks / end of phase phonic checks.</p>