

Talk for Writing	Text	Genre	Focus
Narrative	The Magic Paintbrush	Tale of lost and found.	Character Dialogue

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area in The Magic Paintbrush theme.</p> <p>Wow starter -</p> <p><u>Noodle Tasting</u>: Chn to make and eat Ramen noodles using chopsticks.</p> <p><u>Chinese Writing</u>: Chn to paint a chosen word in Chinese symbols. (Black paint on Red card.)</p> <p><u>Dragon Painting</u>: Chn to fold A4 page in half, paint a design on one half of the page in traditional Chinese dragon colours (Red, green, blue, yellow, gold). Fold in in half to make symmetrical pattern, Add eyes, tissue paper, and metallic ribbon to embellish.</p> <p>Retell story as a whole class each day using actions. Move to story circles when ready.</p> <p>Story map the story.</p> <p>Sequence the story.</p> <p>Boxing up.</p> <p>Role play / drama act out a key scene.</p> <p>Add puppets, props and backdrops to facilitate storytelling a range of different traditional stories.</p> <p>Storybook language.</p>	<p>Retell story as a whole class each day using actions. Move to story circles when ready.</p> <p>Story map the story.</p> <p>Sequence the story.</p> <p>Boxing up.</p> <p>Use sentences in their different forms of writing.</p> <p>Compose grammatically correct sentences orally before writing.</p> <p>Independent application of phonics up to and including phase 5 taught so far.</p> <p>Begin to join sentences using co-ordination and subordination.</p> <p>Identify nouns and adjectives.</p> <p>Use adverbials of time (time connectives) 'Early one morning' etc.</p> <p>Discuss, understand and use the past and present tense.</p> <p>Discuss the use of repetition.</p> <p>Use interesting adjective to make noun phrases E.g. 'the sly fox' or 'the large brown rat'.</p> <p>Use sentences in their different forms eg. Command, statement, question, exclamation.</p>	<p>Once upon a time</p> <p>There was</p> <p>Lived happily ever after.</p>	<p>No innovation - SATs and revision (write for different purposes)</p> <p>Ideas for invention</p> <p>No invention - SATs and revision (write for different purposes)</p>

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, 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 *water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please*. Teach spelling the words *little, one, do, when, what, out*.

Phonics - Blue Group 1 (MA) SH

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, have, like, some, come, were, there*. Practise reading and spelling HF and polysyllabic words. Practise reading and

Green writing target HA (Exp2)

Composition: Plan or say what a piece of writing will be about. Write down ideas including keywords and new vocabulary. Apply phonic knowledge consistently and accurately across a range of writing. Encapsulate what they want to say, sentence by sentence. Attempt writing for different purposes. Show increasing stamina for writing. Re-read own writing to check for sense and accuracy. Proof read to make corrections to spellings, grammar and punctuation. **Grammar:** Begin to join sentences using co-ordination and subordination. Become familiar with past and present tense. Demarcate most sentences with capital letters and full stops with some use of question marks and exclamation marks. Use sentences with different forms in their writing (statements, questions, commands and exclamations). Use some expanded noun phrases to describe and specify. Use present and past tense mostly correctly and consistently. Use co-ordination and some subordination. **Spelling:** Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Spell many common exception words

Blue 1 and 2 writing target MA (Emg2/Exp 2)

Composition: Plan or say what a piece of writing will be about. Write down ideas including keywords and new vocabulary. Apply phonic knowledge consistently and accurately across a range of writing. Encapsulate what they want to say, sentence by sentence. Attempt writing for different purposes. Show increasing stamina for writing. Re-read own writing to check for sense and accuracy. Proof read to make corrections to spellings, grammar and punctuation. **Grammar:** Begin to join sentences using co-ordination and subordination. Become familiar with past and present tense. Demarcate most sentences with capital letters and full stops with some use of question marks and exclamation marks. Use sentences with different forms in their writing (statements, questions, commands and exclamations). Use some expanded noun phrases to describe and specify. Use present and past tense mostly correctly and consistently. Use co-ordination and some subordination. **Spelling:** Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.

Red writing target LA (Emg2)

Composition: Compose a variety of grammatically correct sentences orally and mentally before writing. Attempt to writing for different purposes. Begin to show stamina for writing. Read writing to check that it makes sense and make some corrections. **Grammar:** Begin to join sentences using co- ordination and subordination. Become familiar with past and present tense. Identify nouns and adjectives. Demarcate sentences with capital letters and full stops. Begin to use sentences with different forms (questions and exclamations). **Spelling:** Segment many words representing these by graphemes, spelling some correctly. Spell some common exception words correctly. Use suffixes eg, -ment, -ness, -ful, -less, -ly, to spell some words correctly. Write from memory simple sentences dictated which include common exception words and a range of punctuation. **Handwriting:** Correctly form lower case letters starting and finishing in the right place. Form lower case letters of the correct size relative to one another. Use spacing between words. Sit letters on the line. **Guided Reading (LA) SH (Exc1/Emg2)** **Word Recognition:** Read 40+ graphemes

<p>writing sentences.</p> <p>Phonics - Blue Group 2 (MA) MO'N</p> <p>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 <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>Phonics - Red Group (LA) SS</p> <p>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 <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>correctly.</p> <p>Spell some words with the contracted form.</p> <p>Add suffixes eg, -ment, -ness, -ful, -less, -ly, to spell some words correctly.</p> <p>Write from memory simple sentences dictated by the teacher which include common exception words and a range of punctuation taught so far - mostly accurately.</p> <p>Handwriting:</p> <p>Use the diagonal and horizontal strokes needed to join letters in some of their writing.</p> <p>Write capital letters and digits of the correct size relative to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Sit letters on the line.</p> <p>Guided Reading (HA) MK (Exp2)</p> <p>Word Recognition: Read alternative sound for graphemes ph5+.</p> <p>Decode texts quickly and accurately.</p> <p>Recognise words of two or more syllables.</p> <p>Read common suffixes and prefixes.</p> <p>Read most common exceptions words for Year 2.</p> <p>Attempt unknown words with little support.</p> <p>Begin to sight read.</p> <p>Confidently sound out unknown words.</p> <p>Read from Gold+ book band.</p> <p>Read aloud many words quickly and accurately without overt sounding and blending.</p> <p>Comprehension: Choose a book based</p>	<p>Spell many common exception words correctly.</p> <p>Spell some words with the contracted form.</p> <p>Add suffixes eg, -ment, -ness, -ful, -less, -ly, to spell some words correctly.</p> <p>Write from memory simple sentences dictated by the teacher which include common exception words and a range of punctuation taught so far - mostly accurately.</p> <p>Handwriting:</p> <p>Use the diagonal and horizontal strokes needed to join letters in some of their writing.</p> <p>Write capital letters and digits of the correct size relative to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Sit letters on the line.</p> <p>Guided Reading Blue 1 (MA) SS (Emg2/Exp2)</p> <p>Word Recognition:</p> <p>Read alternative sound for graphemes ph5+.</p> <p>Decode texts quickly and accurately.</p> <p>Recognise words of two or more syllables.</p> <p>Read common suffixes and prefixes.</p> <p>Read most common exceptions words for Year 2.</p> <p>Attempt unknown words with little support.</p> <p>Begin to sight read.</p> <p>Confidently sound out unknown words.</p> <p>Read from Gold+ book band.</p> <p>Read aloud many words quickly and</p>	<p>and some alternatives.</p> <p>Apply phonic knowledge independently for unfamiliar and polysyllabic words.</p> <p>Read a range of prefixes, suffixes and contractions.</p> <p>Read with fluency, pace and intonation.</p> <p>Begin to use expression.</p> <p>Take account of a wider range of punctuation without affecting fluency.</p> <p>Read confidently and loudly.</p> <p>Read common exception words.</p> <p>Sound out unfamiliar words using phonic knowledge.</p> <p>Understand the use of apostrophes.</p> <p>Read without overt sounding or blending.</p> <p>Comprehension: Often choose to read a book alone.</p> <p>Read and understand a range of text, e.g. poetry, stories, non-fiction as a group.</p> <p>Answer questions and make inferences about these texts.</p> <p>Link reading to own experiences.</p> <p>Re-tell a range of stories and poetry sequencing events.</p> <p>Understand meaning of words through discussion and context.</p> <p>Predict what may happen, with reasoning.</p>
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	<p>on prior reading. Read and understand a range of text that challenge. Discuss and share views about the text. Identify key themes and discuss the reasons for events in story. Begin to understand effect of different words and phrases (humour etc.). Use expression to make meaning clear. Check what is read makes sense. Ask and answer questions about the text. Make some inferences. Predict what might happen based on</p>	<p>accurately without overt sounding and blending. Comprehension: Choose a book based on prior reading. Read and understand a range of text that challenge. Discuss and share views about the text. Identify key themes and discuss the reasons for events in story. Begin to understand effect of different words and phrases (humour etc.). Use expression to make meaning clear. Check what is read makes sense. Ask and answer questions about the text. Make some inferences. Predict what might happen based on what was read so far. Use knowledge of punctuation to make reading clear and expressive.</p> <p>Guided Reading Blue 2 (MA) MO'N (Emg2/Exp2) Word Recognition: Read alternative sound for graphemes ph5+. Decode texts quickly and accurately. Recognise words of two or more syllables. Read common suffixes and prefixes. Read most common exceptions words for Year 2. Attempt unknown words with little support. Begin to sight read. Confidently sound out unknown words. Read from Gold+ book band. Read aloud many words quickly and</p>	
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		<p>accurately without overt sounding and blending.</p> <p>Comprehension: Choose a book based on prior reading.</p> <p>Read and understand a range of text that challenge.</p> <p>Discuss and share views about the text.</p> <p>Identify key themes and discuss the reasons for events in story.</p> <p>Begin to understand effect of different words and phrases (humour etc.).</p> <p>Use expression to make meaning clear.</p> <p>Check what is read makes sense.</p> <p>Ask and answer questions about the text.</p> <p>Make some inferences.</p> <p>Predict what might happen based on what was read so far.</p> <p>Use knowledge of punctuation to make reading clear and expressive.</p>	
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<u>Week</u> Home books	<u>Speaking & Listening</u>	<u>Talk for writing</u>	<u>Sentence & Word level</u>	<u>Outcome/ audience</u>
1	<p>Listening to the story. Re-telling the story. Discussions during wow morning and during lessons. Role play. Hot Seating. Listening and speaking to the class, group and in pairs. Retelling the story as a class and in story circles. Retelling the story to a partner using their story maps. Planning sentences orally before writing. Reading out finished pieces of writing and listening to others.</p>	<p>Imitation stage Wow Starter: Noodle Tasting: Chn to make and eat Ramen noodles using chopsticks. Chinese Writing: Chn to paint a chosen word in Chinese symbols. (Black paint on Red card.) Dragon Painting: Chn to fold A4 page in half, paint a design on one half of the page in traditional Chinese dragon colours (Red, green, blue, yellow, gold). Fold in in half to make symmetrical pattern, Add eyes, tissue paper, and metallic ribbon to embellish.</p> <p>Read and discuss the story.</p> <p>Discuss and agree on the actions for the story. Retell story as a whole class using actions.</p> <p>Re-tell the story in story circles using the actions.</p> <p>Write a setting description for the world of the magic paintbrush.</p> <p>Show photo of a scene - describe the setting plan.</p> <p>Independent Write Revision: Show photo of a scene - describe the setting independently.</p> <p>SPaG Focus: Adding -s and -es.</p>	<p>Composition: Compose a variety of grammatically correct sentences orally and mentally before writing. Attempt to writing for different purposes. Show increasing stamina for writing. Read writing to check that it makes sense and make some corrections. Grammar: Join sentences using co- ordination and subordination. Consistently and correctly use past and present tense. Identify nouns and adjectives. Demarcate most sentences with capital letters and full stops. Begin to use sentences with different forms (questions and exclamations). Spelling: Segment many words representing these by graphemes, spelling most correctly. Spell some common exception words correctly. Use suffixes eg, -ment, -ness, -ful, -less, - ly, to spell some words correctly. Write some words in their contracted form. Write from memory simple sentences dictated which include common exception words and a range of punctuation. Handwriting: Correctly form lower case letters starting and finishing in the right place. Form capital letters and digits of the correct size relative to one another and lower case letters. Use appropriate spacing between words relative to letter size. Sit letters on the line.</p>	<p>Audience: Another reader.</p> <p>Outcome: To know and understand the story of the magic paintbrush.</p> <p>To retell the story of the magic paintbrush.</p> <p>To write a setting description</p>

2

GREEN

Listening to the story.
Re-telling the story.
Role play.
Discussing their writing 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.
Listening and speaking to the class, group and in pairs.
Retelling the story as a class and in story circles.

Revision – Writing for different purposes.

Re-tell the story in story circles using the actions.

Instructions:

Discuss where you would normally find instructions.

Model the main features of writing instructions (Numbered, sequential, fronted adverbials, commands).

Set of instructions for making Ramen noodles.

Independent Write:

Write a set of instructions for getting ready for school – from when you wake up until you arrive at school.

Explanation Text:

Explanation text power point: focus main features (Fronted adverbials, conjunctions, structure.)

Give chn explanation text to read - chn to highlight main features.

Learn all about Chinese New Year and use bullet points to list main events.

Independent Write:

Chn to write explanation text about how to celebrate Chinese new year independently.

SPaG Focus:

Irregular verbs – past tense
Contractions

Composition: Compose a variety of grammatically correct sentences orally and mentally before writing.
Attempt to writing for different purposes.
Show increasing stamina for writing.
Read writing to check that it makes sense and make some corrections.

Grammar:

Join sentences using co- ordination and subordination.
Consistently and correctly use past and present tense.
Identify nouns and adjectives.
Demarcate most sentences with capital letters and full stops.
Begin to use sentences with different forms (questions and exclamations).

Spelling: Segment many words representing these by graphemes, spelling most correctly.
Spell some common exception words correctly.
Use suffixes eg, -ment, -ness, -ful, -less, - ly, to spell some words correctly.

Write some words in their contracted form.
Write from memory simple sentences dictated which include common exception words and a range of punctuation.

Handwriting:

Correctly form lower case letters starting and finishing in the right place.
Form capital letters and digits of the correct size relative to one another and lower case letters.
Use appropriate spacing between words relative to letter size.
Sit letters on the line.

Audience:
Another reader.

Outcome:
To write a set of instructions.

To write an explanation text.

3
BLUE

Listening to the story.
Re-telling the story.
Role play.
Discussing their writing 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.
Listening and speaking to the class, group and in pairs.
Retelling the story as a class and in story circles.

Revision - Writing for different purposes.

Re-tell the story in story circles using the actions.

Book Review:

Look at an example and discuss features of a book review.

Shared write: how to do a book review.

Read the book version of the magic paintbrush and chn to complete a review.

Independent Write:

Chn to listen to a story and complete a book review independently.

Character description:

Discuss character descriptions - what the person looks like, their personality, what they like to do.

Shared write - teacher write character description of self with class input.

Chn to write character description of themselves.

Independent Write:

Chn to write character description of Chan independently.

SPaG Focus:

Punctuation
Identifying word classes

Composition: Compose a variety of grammatically correct sentences orally and mentally before writing.
Attempt to writing for different purposes.
Show increasing stamina for writing.
Read writing to check that it makes sense and make some corrections.

Grammar:

Join sentences using co- ordination and subordination.
Consistently and correctly use past and present tense.
Identify nouns and adjectives.

Demarcate most sentences with capital letters and full stops.

Begin to use sentences with different forms (questions and exclamations).

Spelling: Segment many words representing these by graphemes, spelling most correctly.

Spell some common exception words correctly.

Use suffixes eg, -ment, -ness, -ful, -less, - ly, to spell som using the actions.

Continue the story to the end,

Write some words in their contracted form.

Write from memory simple sentences dictated which include common exception words and a range of punctuation.

Handwriting:

Correctly form lower case letters starting and finishing in the right place.

Form capital letters and digits of the correct size relative to one another and lower case letters.

Use appropriate spacing between words relative to letter size.

Sit letters on the line.

Audience:
Another reader.

Outcome:
To write a book review.

To write a character description.

<p style="text-align: center;">4 RED</p>	<p>Listening to the story. Re-telling the story. Role play. Discussing their writing 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. Listening and speaking to the class, group and in pairs. Retelling the story as a class and in story circles.</p>	<p><u>Revision – Writing for different purposes.</u></p> <p>Re-tell the story in story circles using the actions.</p> <p><u>Non chronological Report:</u> Explain how a NCR is different from an explanation text. It only gives you information on a topic not an order of how to do something.</p> <p>Show NCR of <i>Great Wall of China</i>. Point out features eg. Title, Sub headings, formal style.</p> <p>NCR of <i>Great Wall of China</i> chopped up - chn to reorder on A4 sheet.</p> <p>Chn to plan NCR about <i>Great Wall of China</i> using bullet points.</p> <p><u>Independent Write:</u> Chn to write Non Chronological Report about the <i>Great wall of China</i>.</p>	<p>Composition: Compose a variety of grammatically correct sentences orally and mentally before writing. Attempt to writing for different purposes. Show increasing stamina for writing. Read writing to check that it makes sense and make some corrections.</p> <p>Grammar: Join sentences using co- ordination and subordination. Consistently and correctly use past and present tense. Identify nouns and adjectives. Demarcate most sentences with capital letters and full stops. Begin to use sentences with different forms (questions and exclamations).</p> <p>Spelling: Segment many words representing these by graphemes, spelling most correctly. Spell some common exception words correctly. Use suffixes eg, -ment, -ness, -ful, -less, - ly, to spell some words correctly. Write some words in their contracted form. Write from memory simple sentences dictated which include common exception words and a range of punctuation.</p> <p>Handwriting: Correctly form lower case letters starting and finishing in the right place. Form capital letters and digits of the correct size relative to one another and lower case letters. Use appropriate spacing between words relative to letter size. Sit letters on the line.</p>	<p>Audience: Another reader.</p> <p>Outcome: To write a Non Chronological Report.</p>
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<p>5</p>	<p>Listening to the story. Re-telling the story. Role play. Discussing their writing 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. Listening and speaking to the class, group and in pairs. Retelling the story as a class and in story circles.</p>	<p>Revision - Writing for different purposes.</p> <p>Re-tell the story in story circles using the actions.</p> <p>Persuasive Letter:</p> <p>Revisit key feature of a persuasive text (emotive language, adjectives, rhetorical questions, exclamations)</p> <p>Chn to be shown a picture and must use persuasive writing to convince the reader to buy the item in one paragraph.</p> <p>Revisit overall layout of letter writing - date, address, greeting, sign off etc.)</p> <p>Chn to plan persuasive letter to Chan to convince him to visit the UK.</p> <p>Independent Write:</p> <p>Chn to write Persuasive letter to Chan to convince him to visit the UK.</p> <p>SPaG Focus:</p> <p>Different sentence types</p>	<p>Composition: Compose a variety of grammatically correct sentences orally and mentally before writing. Attempt to writing for different purposes. Show increasing stamina for writing. Read writing to check that it makes sense and make some corrections.</p> <p>Grammar:</p> <p>Join sentences using co- ordination and subordination. Consistently and correctly use past and present tense. Identify nouns and adjectives. Demarcate most sentences with capital letters and full stops. Begin to use sentences with different forms (questions and exclamations).</p> <p>Spelling: Segment many words representing these by graphemes, spelling most correctly. Spell some common exception words correctly. Use suffixes eg, -ment, -ness, -ful, -less, - ly, to spell some words correctly. Write some words in their contracted form. Write from memory simple sentences dictated which include common exception words and a range of punctuation.</p> <p>Handwriting:</p> <p>Correctly form lower case letters starting and finishing in the right place. Form capital letters and digits of the correct size relative to one another and lower case letters. Use appropriate spacing between words relative to letter size. Sit letters on the line.</p>	<p>Audience: Another reader.</p> <p>Outcome: To write a persuasive letter.</p>

<p><u>6</u></p>	<p><u>Assessment Week</u></p>	<p><u>Revision - Writing for different purposes.</u></p> <p>Independent Write: Recount</p> <p>Independent Write: Narrative</p>	<p>Composition: Compose a variety of grammatically correct sentences orally and mentally before writing. Attempt to writing for different purposes. Show increasing stamina for writing. Read writing to check that it makes sense and make some corrections.</p> <p>Grammar: Join sentences using co- ordination and subordination. Consistently and correctly use past and present tense. Identify nouns and adjectives. Demarcate most sentences with capital letters and full stops. Begin to use sentences with different forms (questions and exclamations).</p> <p>Spelling: Segment many words representing these by graphemes, spelling most correctly. Spell some common exception words correctly. Use suffixes eg, -ment, -ness, -ful, -less, - ly, to spell some words correctly. Write some words in their contracted form. Write from memory simple sentences dictated which include common exception words and a range of punctuation.</p> <p>Handwriting: Correctly form lower case letters starting and finishing in the right place. Form capital letters and digits of the correct size relative to one another and lower case letters. Use appropriate spacing between words relative to letter size. Sit letters on the line.</p>	<p>Audience: Another reader.</p> <p>Outcome: To write a recount.</p> <p>To write a narrative.</p>
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