

Talk for Writing	Text	Genre	Focus
<b>Narrative</b> <small>weeks 1-3</small>	The three little pigs	Tale of defeating the monster	Character description
<b>Non-Fiction</b> <small>weeks 4-5</small>	Facts about pigs	Information	Facts in a list

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>WOW Starter- build houses using different materials.</p> <p>Role-play area/ three little pigs house.</p> <p>Small world play/ construction kits to build houses.</p> <p>Finger puppets and hand puppets/ puppet theatre.</p> <p>Huffing and puffing activity- straws and bubbles.</p> <p>Rhymes or games e.g. musical bumps and ring of roses.</p> <p>Make a fan.</p> <p>WOW Starter- watch Charlotte's Web,</p> <p>small world play with farm sets and painting farm animal pictures.</p> <p>Forest School activities such as natural collections, animal shelters and seasonal obs.</p>	<p>Join in with retelling story with confidence when repeating refrains/ non-fiction.</p> <p>Understand the difference between fact and fiction.</p> <p>Listen with sustained attention.</p> <p>Make comments and respond to others appropriately.</p> <p>Explaining of ideas and following instructions.</p> <p>Speaking with two word responses- up to full sentences.</p> <p>Read key words- see vocab.</p> <p>Spell key words as appropriate.</p> <p>Attempting writing own words up to simple sentences.</p> <p>Use capital letters, space words and add full stop at the end of sentences as appropriate.</p> <p>Recognise nouns and adjectives in isolation and in a sentence.</p> <p>Use nouns (I spy).</p>	<p>Recognise- I, you, me, my, your, no, not, the, mum, he and she.</p> <p>Farm/ animal/ house/ homes vocab.</p> <p>Traditional story vocab e.g. once upon a time.</p> <p>Character adjectives- appearance.</p> <p>Feelings vocab.</p> <p>Kitchen hygiene.</p> <p>How and why questions.</p> <p>Say the word because correctly.</p>	<p>Write sentences to include character description.</p> <p>Write facts about Autumn.</p> <hr/> <p><b>Ideas for invention</b></p> <p>Group invention of defeating the monster tale using children's ideas.</p> <p><u>Author Focus: Dr Seuss.</u></p> <p>Read selection of books over the half term.</p> <p>Visit website.</p> <p>Create/share fact sheet.</p> <p>Enjoy rhyming texts.</p>

## Letters and sounds planning - Autumn 2017 - A

<b>Week</b> <i>Home books</i>	<b>Group A-</b> restart phase 3. Aim to secure knowledge from year 1 by half term.	<b>Group B-</b> revise phase 2.	<b>Group C-</b> revise phase 2.	<b>Group D-</b> phase 1 activities. Revise and assess children's need for future planning.
1	Puzzles and word games.	Puzzles and word games.	Puzzles and word games.	Phase 1 activities- environmental sounds.
2	j, v, w, x	s, a, t, p	s, a, t, p	Phase 1 activities- instrumental sounds.
3	y, z, zz, qu	i, n, m, d	i, n, m, d	Phase 1 activities- body percussion.
4	ch, sh	g, o, c, k	g, o, c, k	Phase 1 activities- rhythm and rhyme.
5	th, ng	ck, e, u, r	ck, e, u, r	Phase 1 activities- alliteration.
6	ai, ee	h, b, f, l	h, b, f, l	Phase 1 activities- voice sounds.
7	igh, oa	ff, ll, ss	ff, ll, ss	Phase 1 activities- oral blending and segmenting.

### Reading targets

During the first half term children will continue to follow the EYFS model of double phonics in place of guided reading sessions, one session to concentrate on new sounds and blending, one session to concentrate on writing and letter formation.

Individual reading will continue daily to develop confidence and application of word recognition, aiming to move on at least one book band.

Red - Target 40-60+	Yellow - Target 40-60+	Green - Target 40-60+/40-60m	Blue - Target 40-60-22-36
---------------------	------------------------	------------------------------	---------------------------

Literacy Medium term planning - Autumn 2017 - A

<u>Week</u> Home books	Text title	Speaking and listening Communication & language	Talk for writing	Spelling, punctuation & grammar (SPaG)	Outcome
1		<b>Author focus-Dr Seuss</b> Introduce the Bear, chn to discuss suggestions of names and vote. Discuss ideas of places the bear might need to know about.	Adult to model writing list of areas from chn's suggestions of places the bear might need to know about. Chn to visit areas of the school and take photographs.	Look at photographs and create sentences- adult to model speech and scribe. Match sentences to pictures (adult support with reading) and stick in book.	Create books of class 4's bear around school- including book covers.
2 Red HB	The Three Little Pigs Imitation	Retell story and begin to change voice for different characters. Use appropriate story and topic vocab.	Starter Day and follow up activities- building houses out of a range of materials, huffing and puffing activity- straws and bubbles, small world and puppet play, drawing pigs and houses and Role-play area. Retelling of story and draw story map.	Ordinal numbers matching activity e.g. matching one to first.	Film retelling of story.
3 Yellow HB	The Three Little Pigs Innovation	Practice saying sentences- talking tins/ film using camera or tablet. Take on the role of different characters in the story.	Identify characters, think about how they could make them the same and different and create word banks for different characters.	Build sentences about the characters using chn's words and common exception words- guided session followed by independent work.	Creating group word banks for display.
4 Green HB	The Three Little Pigs Invention	Practice retelling innovated story. Ensure chn are speaking in whole sentences.	Write sentences about the characters following building sentences work. Add sentences into original story and practice retelling. Invent story as a group	Build sentences independently. Spell the/and correctly.	Display or create a book of group invented story maps.

			following the format of the innovated story map. Adults to scribe and create new story map. Independent writing of either the innovated or invented story.		
<b>5</b> Blue HB	Facts about Pigs Imitation	Retell facts about pigs. Practice saying the sentences from the text map.	Starter Day- watch Charlotte's Web. Small world play with farm sets and painting farm animal pictures. Draw text map.	Differentiate between fact and opinion activity- about pigs. Reading and sorting sentences, taking note of capital letters and full stops. Reorder the text map.	
<b>6</b>	Facts about Autumn Innovation	Discuss photos and make suggestions of descriptive Autumn vocab. With support discuss as a group choices for innovated sentences. Retell innovated text map.	Write facts about pigs independently from own text maps. Autumn Walk to gather information. Discuss photos taken on the walk and create phrases/sentences- write independently or adult to scribe. As a group discuss text map and agree new sentences for innovation. Innovate text map using post it's. Adult model and chn follow individually.	Use capital letters and full stops in own writing.	Create a photo montage with key words/ phrases.
<b>7</b>	Assessment week	Review progress and consolidate as needed.	Independent writing of facts about Autumn.	Review progress and consolidate as needed.	Fact sheets about Autumn.

\*This is general planning for the class but will be differentiated to meet the needs of all children on a weekly basis. Therefore some groups will only do some of the activities as appropriate.



Writing targets - Autumn A 2017

<b>Red</b> Target 40-60+	<b>Yellow</b> Target 40-60+	<b>Green</b> Target 40-60+	<b>Blue</b> Target 40-60m to 16-26m
<p>Write a sentence with a capital letter, full stop and finger spaces.            Identify nouns and adjectives.            Spelling- spell phase 2 common exception words.            Handwriting- complete giraffe letters and one-armed robot letters.</p>	<p>Write a caption independently with finger spaces.            Spelling- key words identified in talk for writing plan: I, you, me, my, your, no, not, the, mum, he and she.            Handwriting- revise patterns and begin giraffe letters.</p>	<p>Write a caption independently with finger spaces.            Spelling- key words identified in talk for writing plan: I, you, me, my, your, no, not, the, mum, he and she.            Handwriting- revise patterns and begin giraffe letters.</p>	<p>Independently segment and write words.            Spelling- VC words, mum and dad.            Handwriting- patterns and fine motor activities e.g. dough gym.</p>