

Talk for Writing	Text	Genre	Focus
Narrative	The Papaya that Spoke	Quest tale	Character description
Non-Fiction			Discussion letters

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area in The Papaya that Spoke theme.</p> <p>Wow starter - Letter delivered inviting the chn to go on a quest to search for the hidden box. Chn split into three groups and follow a set of clues which will lead each group to a separate box. Unopened boxes to go back to class and play pass the parcel. Each box contains a papaya.</p> <p>Discuss papaya - what might it taste like? What might it look like inside?</p> <p>Fruit tasting session with papaya, papaya juice and dried papaya.</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>Discussion of quest tales.</p> <p>Sequence the story.</p> <p>Boxing up.</p> <p>Role play / drama act out a key scene.</p> <p>Freeze frame and use to inspire writing.</p> <p>Interview characters/hot seating.</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>Discussion of quest tales.</p> <p>Sequence the story.</p> <p>Boxing up.</p> <p>Understand how to write a character description which includes noun phrases.</p> <p>Compose sentences orally before writing.</p> <p>Independent application of phonics up to and including phase 5 and phase 6 taught so far.</p> <p>Use a range of punctuation, including question and exclamation marks correctly.</p> <p>Combine words into sentences using conjunctions 'and', 'but', 'or' and 'because'.</p> <p>Identify verbs, nouns and adjectives.</p> <p>Discuss adverbials of time 'once upon a time', 'first', 'next', 'after that' etc</p>	<p>Once upon a time</p> <p>There was</p> <p>Who lived</p> <p>Hungry</p> <p>To his amazement</p> <p>Spoke</p> <p>Fast</p> <p>Faster</p> <p>Why</p> <p>First</p> <p>Next</p> <p>After that</p> <p>Finally</p> <p>Impossible</p> <p>Imagine</p> <p>Things</p> <p>Speak</p> <p>Silence</p> <p>Suddenly</p> <p>Non-fiction</p> <p>Discuss/discussion</p> <p>Balance argument</p> <p>For/against</p> <p>Reasons</p> <p>View point</p>	<p>Substitution: Focus on character changes to continue with character description objective. E.g. change the farmer, fisherman, shepherd, King.</p> <p>Addition: Simultaneously focus on adding in more description in the form of adding adjectives to produce interesting noun phrases.</p> <hr/> <p>Ideas for invention</p> <p>Change all of the characters, the setting and the quest. E.g. The farmers quest is not to pick a papaya it could be another fruit or any inanimate object that would surprise you if it spoke.</p>

	<p>Discuss, understand and use the past tense. Discuss the use of repetition. Use interesting and relevant adjective to make interesting noun phrases E.g. 'juicy papaya' or 'the large shaggy dog'. Discuss the lack of noun phrases in the story and how we could add them to improve it.</p> <p>Non-Fiction. What does 'discuss' mean? What do you think a discussion letter is? Discuss the features of a letter (address, date, paragraphs, sign off). Discuss the text features: introduce the reader to the topic under discussion; stating why this is a matter of interest, state the main reasons for a certain view; followed by the main reasons against; ending with a reasoned conclusion. Not their opinion (not I think) needs to be the passive voice (some people think, others) Discuss what is meant by arguments for and arguments against. Discuss the language features. Passive voice, a range of conjunctions (and , because, however), present tense, sign posts (on the other hand, in addition, in conclusion)</p>	<p>Passive voice Conjunctions Present tense Sign posts (on the other hand, in addition, in conclusion) Address Date Paragraphs Signature Conclusion</p>	
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Phonics - Green Group (HA) EF

Practice recognition and recall of split digraph graphemes.
Practice recognition and recall of other phase 5 graphemes.
Generate options for spelling each of the long vowel phonemes.
Read phoneme spotter stories.
Practice the alternative spellings of long vowel phonemes discussing frequency of these and position in word,
Practice reading and spelling high-frequency words from appendix 1 as suggested by children's errors in their writing.
Practice reading and spelling polysyllabic words.
Practice spotting long vowel phonemes in reading.

Phonics - Blue Group (MA) DH

Practice recognition and recall of split digraph graphemes.
Practice recognition and recall of other phase 5 graphemes.
Generate options for spelling each of the long vowel phonemes.
Read phoneme spotter stories.
Practice the alternative spellings of long vowel phonemes discussing frequency of these and position in word,
Practice reading and spelling high-frequency words from appendix 1 as suggested by children's errors in

Green writing target HA (Emg 2)

Composition: In guided group work, plan or say what a piece of writing will be about.
With question prompts, write down ideas including key words and new vocabulary.
Orally compose grammatically correct sentences.
Independently write a grammatically correct sentence.
Attempt writing for different purposes with some support.
Begin to show stamina for writing.
Begin to re-read own writing to check for sense and accuracy.
With some guidance, proof read to make corrections to spellings, grammar and punctuation.
Grammar:
Demarcate some sentences with capital letters and full stops.
With adult support begin to use sentences with different forms in writing (questions, exclamations)
Become familiar with past and present tense.
Begin to join sentences using coordination and subordination.
Identify nouns and adjectives.
Spelling:
Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.
Spell some common exception words.
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught

Blue writing target MA (Emg 2)

Composition: In guided group work, plan or say what a piece of writing will be about.
With question prompts, write down ideas including key words and new vocabulary.
Orally compose grammatically correct sentences.
Independently write a grammatically correct sentence.
Attempt writing for different purposes with some support.
Begin to show stamina for writing.
Begin to re-read own writing to check for sense and accuracy.
With some guidance, proof read to make corrections to spellings, grammar and punctuation.
Grammar:
Demarcate some sentences with capital letters and full stops.
With adult support begin to use sentences with different forms in writing (questions, exclamations)
Become familiar with past and present tense.
Begin to join sentences using coordination and subordination.
Identify nouns and adjectives.
Spelling:
Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.
Spell some common exception words.
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught

Red writing target LA (Emg 2)

Composition: In guided group work, plan or say what a piece of writing will be about.
With question prompts, write down ideas including key words and new vocabulary.
Orally compose grammatically correct sentences.
Independently write a grammatically correct sentence.
Attempt writing for different purposes with some support.
Begin to show stamina for writing.
Begin to re-read own writing to check for sense and accuracy.
With some guidance, proof read to make corrections to spellings, grammar and punctuation.
Grammar:
Demarcate some sentences with capital letters and full stops.
With adult support begin to use sentences with different forms in writing (questions, exclamations)
Become familiar with past and present tense.
Begin to join sentences using coordination and subordination.
Identify nouns and adjectives.
Spelling:
Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.
Spell some common exception words.
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - sometimes accurately.
Handwriting:

<p>their writing. Practice reading and spelling polysyllabic words. Practice spotting long vowel phonemes in reading. Phonics - Red Group (LA) SS Practice recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Teach alternative spellings of phonemes for spelling. Practice reading and spelling words with adjacent consonants and words with newly learned graphemes. Practice reading and spelling high-frequency words. Practice reading and spelling polysyllabic words. Practice reading sentences. Practice writing sentences.</p>	<p>so far - sometimes accurately. Handwriting: Form lower-case letters in the correct direction. Form lower-case letters of the correct size relative to one another in some of the writing. Use spacing between words. Sit letters on the line.</p> <p>Guided Reading (HA) DH (Emg 2) Word Recognition: Blend sounds to read words containing common graphemes for all 40+ phonemes up to ph 4. Read some words with two or more syllables. Read common exception words. Read many words within sentences without overt sounding and blending. Sound out unfamiliar words using phonics knowledge. Read words with suffixes (-s, -es, -ing, -ed, -er, -est) Recognise and read words with contractions. Understand use of apostrophes. Read aloud confidently. Comprehension: Often choose to read a book alone. Read and understand a range of text, e.g. poetry, stories, non-fiction as a group. Answer questions and make inferences about these texts. Link reading to own experiences. Re-tell a range of stories and poetry sequencing events.</p>	<p>so far - sometimes accurately. Handwriting: Form lower-case letters in the correct direction. Form lower-case letters of the correct size relative to one another in some of the writing. Use spacing between words. Sit letters on the line.</p> <p>Guided Reading (MA)SS (Emg 2) Word Recognition: Blend sounds to read words containing common graphemes for all 40+ phonemes up to ph 4. Read some words with two or more syllables. Read common exception words. Read many words within sentences without overt sounding and blending. Sound out unfamiliar words using phonics knowledge. Read words with suffixes (-s, -es, -ing, -ed, -er, -est) Recognise and read words with contractions. Understand use of apostrophes. Read aloud confidently. Comprehension: Often choose to read a book alone. Read and understand a range of text, e.g. poetry, stories, non-fiction as a group. Answer questions and make inferences about these texts. Link reading to own experiences. Re-tell a range of stories and poetry sequencing events.</p>	<p>Form lower-case letters in the correct direction. Form lower-case letters of the correct size relative to one another in some of the writing. Use spacing between words. Sit letters on the line.</p> <p>Guided Reading (LA) EH (Emg 2) Word Recognition: Blend sounds to read words containing common graphemes for all 40+ phonemes up to ph 4. Read some words with two or more syllables. Read common exception words. Read many words within sentences without overt sounding and blending. Sound out unfamiliar words using phonics knowledge. Read words with suffixes (-s, -es, -ing, -ed, -er, -est) Recognise and read words with contractions. Understand use of apostrophes. Read aloud confidently. Comprehension: Often choose to read a book alone. Read and understand a range of text, e.g. poetry, stories, non-fiction as a group. Answer questions and make inferences about these texts. Link reading to own experiences. Re-tell a range of stories and poetry sequencing events. Understand meaning of words through</p>
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	Understand meaning of words through discussion and context. Predict what may happen, with reasoning.	Understand meaning of words through discussion and context. Predict what may happen, with reasoning.	discussion and context. Predict what may happen, with reasoning.
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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>Discussing their ideas about the book based on only one picture. Reasoning and justifying their thoughts with peers. Presenting their ideas to the rest of the class. Make contributions by discussing their ideas with the adults and other chn in the class. Respond appropriately to the contributions of others. Composing sentences orally before writing. Appropriately sustain talk & interactions. Take different roles in groups & use the language appropriate to the role. Reading their work to an adult or peer.</p>	<p>No TFW this week.</p> <p>Chn to draw a portrait of their mum for their individual portfolios. Then write a character description about her.</p> <p>Chn to write a recount about their summer holiday using the correct language and text features.</p> <p>Tuesday by David Wiesner. Thought shower by only seeing one picture from the book. What do they think this book is about? Who are the main characters? What are the main events? Chn to present their group's ideas to the rest of class. Compare and discuss their thoughts. Read the book to the chn and discuss.</p> <p>Read the story to the chn once again. Chn to recall key events by drawing a story board. This will form their plan.</p> <p>Chn to write the narrative to go with the book.</p>	<p><i>Bold statements from Interim Framework Analysis Sheet.</i></p> <p>Composition: In guided group work, plan or say what a piece of writing will be about. With question prompts, write down ideas including key words and new vocabulary. Orally compose grammatically correct sentences. Independently write a grammatically correct sentence. Attempt writing for different purposes with some support. Begin to show stamina for writing. Begin to re-read own writing to check for sense and accuracy. With some guidance, proof read to make corrections to spellings, grammar and punctuation.</p> <p>Grammar: Demarcate some sentences with capital letters and full stops. With adult support begin to use sentences with different forms in writing (questions, exclamations) Become familiar with past and present tense. Begin to join sentences using coordination and subordination. Identify nouns and adjectives.</p> <p>Spelling: Segment spoken words into phonemes and represent these by graphemes, spelling some correctly. Spell some common exception words. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - sometimes accurately.</p> <p>Handwriting: Form lower-case letters in the correct direction. Form lower-case letters of the correct size relative to one another in some of the writing. Use spacing between words. Sit letters on the line.</p>	<p>Outcome: To produce a character description of their mum. To write a recount of their summer holiday. To predict a story using a picture. To pick out the key events of a story and draw a sequenced story board with detailed captions. To use pictures as inspiration to write a narrative.</p>

Listening to the story.
Re-telling the story.
Discussions during wow morning and during lessons.
Role play.
Listening and speaking to the class, group and in pairs.
Retelling the story to a partner using their story maps.
Retelling the story at home using their story maps.
Discussing their ideas.
Reasoning and justifying their thoughts with peers.
Presenting their ideas to the rest of the class.
Make contributions by discussing their ideas with the adults and other chn in the class.
Respond appropriately to the contributions of others.
Composing sentences orally before writing.
Appropriately sustain talk & interactions.
Take different roles in groups & use the language appropriate to the role.
Reading their work to an adult or peer.

Fiction - imitation stage

Wow starter: Letter delivered inviting the chn to go on a quest to search for the hidden box. Chn split into three groups and follow a set of clues which will lead each group to a separate box. Unopened boxes to go back to class and play pass the parcel. Each box contains a papaya. Discuss papaya - what might it taste like? What might it look like inside? Fruit tasting session with papaya, papaya juice and dried papaya. All chn to go into the role play area in groups of four to act out the story with adult to keep them focused. Read the story.

In groups, discuss and agree on the actions for the story. Retell story in groups each day using actions. List all the characters in the story in journals.

Discuss the fact that this is a quest tale and what this means/involves. In groups, chn to do story maps. HA individually, MA in pairs, LA as a guided group. Use story map to re-tell the story to a partner.

Discuss what a character description is and what it includes. Chn to draw a picture of the Farmer and answer the following questions: What does he look like? How is he feeling? Do his feelings change in different parts of the story? What does he do? What is the problem? How does he resolve it?

Chn to write a character description, of the Farmer, using the previous days picture and notes.

Bold statements from Interim Framework Analysis Sheet.

Composition: In guided group work, plan or say what a piece of writing will be about.

With question prompts, write down ideas including key words and new vocabulary.

Orally compose grammatically correct sentences.

Independently write a grammatically correct sentence.

Attempt writing for different purposes with some support.

Begin to show stamina for writing.

Begin to re-read own writing to check for sense and accuracy.

With some guidance, proof read to make corrections to spellings, grammar and punctuation.

Grammar:

Demarcate some sentences with capital letters and full stops.

With adult support begin to use sentences with different forms in writing (questions, exclamations)

Become familiar with past and present tense.

Begin to join sentences using coordination and subordination.

Identify nouns and adjectives.

Spelling:

Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.

Spell some common exception words.

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - sometimes accurately.

Handwriting:

Form lower-case letters in the correct direction.

Form lower-case letters of the correct size relative to one another in some of the writing.

Use spacing between words.

Sit letters on the line.

Audience:
Another reader.

Outcome: To write a character description.

Retelling the story in story circles.
Discussing their innovations as a class and with their talk partner.
Participation in shared writes.
Discussing their ideas.
Reasoning and justifying their thoughts with peers.
Presenting their ideas to the rest of the class.
Make contributions by discussing their ideas with the adults and other chn in the class.
Respond appropriately to the contributions of others.
Composing sentences orally before writing.
Appropriately sustain talk & interactions.
Take different roles in groups & use the language appropriate to the role.
Reading their work to an adult or peer.

Fiction - innovation stage

Substitution: Focus on character changes to continue with character description objective. E.g. change the farmer, fisherman, shepherd, King.
Addition: Simultaneously focus on adding in more description in the form of adding adjectives to produce interesting noun phrases.
Shared writes to focus on key language points and adding detail through noun-phrases. Focus especially on character description. Look at adjectives that will convey description visual and emotional characteristics.

In groups, chn to analyse character descriptions from well-known traditional tales and make a list of features that make a good one.

Retell original story to remind them of the sequence of events. In groups of 6, chn to role play the story using props from role play area. Chn to decide on who they are going to change the characters to and then act it out once more with the changes. Freeze frame one scene including their new main character and photograph.

In groups, plan changes to characters.. Shared write of new group character. Then chn to plan their own changes Chn to write a character descripton for their new main character, using the freeze frame photo as inspiration.

Story map of innovated story with new characters,

Chn to independently write their innovated version of the story with a character description of the main character as the first paragraph.

Bold statements from Interim Framework Analysis Sheet.

Composition: In guided group work, plan or say what a piece of writing will be about.
With question prompts, write down ideas including key words and new vocabulary.
Orally compose grammatically correct sentences.
Independently write a grammatically correct sentence.
Attempt writing for different purposes with some support.
Begin to show stamina for writing.
Begin to re-read own writing to check for sense and accuracy.
With some guidance, proof read to make corrections to spellings, grammar and punctuation.

Grammar:
Demarcate some sentences with capital letters and full stops.
With adult support begin to use sentences with different forms in writing (questions, exclamations)
Become familiar with past and present tense.
Begin to join sentences using coordination and subordination.
Identify nouns and adjectives.

Spelling:
Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.
Spell some common exception words.
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - sometimes accurately.

Handwriting:
Form lower-case letters in the correct direction.
Form lower-case letters of the correct size relative to one another in some of the writing.
Use spacing between words.
Sit letters on the line.

Audience:
Another reader.

Outcome: To write an innovated story which includes a detailed character description.

Continued use of story circles and retelling of story each day.
Participation in shared writes.
Talking through their own story maps with their group/partner.
Discussing their ideas.
Reasoning and justifying their thoughts with peers.
Presenting their ideas to the rest of the class.
Make contributions by discussing their ideas with the adults and other chn in the class.
Respond appropriately to the contributions of others.
Composing sentences orally before writing.
Appropriately sustain talk & interactions.
Take different roles in groups & use the language appropriate to the role.
Reading their work to an adult or peer.

Fiction - invention stage.

Discuss the overall type of story (quest tale) and ensure the chn are clear that their invention must still follow this theme even though they are inventing a new story.
Change all of the characters, the setting and the quest. E.g. The farmer's quest is not to pick a papaya it could be another fruit or any inanimate object that would surprise you if it spoke.
Chn to make a poster titled 'What makes a good character description?'
With explanations for each feature.

Chn to have a selection of pictures of characters, face down on table. In pairs, they choose one then hot seat each other about the characters looks, personality, likes/dislikes etc to build up a character profile. Swap roles and repeat with another picture. Chn to stick their picture in their book and write a detailed character description about them.

Chn to do a story mountain for their innovated quest tale. Then list expanded noun phrases that they are going to use to describe their characters.

Chn to write their own invented story of The Papaya that Spoke which includes a character description as the first paragraph, using their story mountain to help.

Independently write a quest tale which includes a character description as the first paragraph.

Bold statements from Interim Framework Analysis Sheet.

Composition: In guided group work, plan or say what a piece of writing will be about.
With question prompts, write down ideas including key words and new vocabulary.
Orally compose grammatically correct sentences.
Independently write a grammatically correct sentence.
Attempt writing for different purposes with some support.
Begin to show stamina for writing.
Begin to re-read own writing to check for sense and accuracy.

With some guidance, proof read to make corrections to spellings, grammar and punctuation.

Grammar:

Demarcate some sentences with capital letters and full stops.

With adult support begin to use sentences with different forms in writing (questions, exclamations)
Become familiar with past and present tense.
Begin to join sentences using coordination and subordination.

Identify nouns and adjectives.

Spelling:

Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.

Spell some common exception words.

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - sometimes accurately.

Handwriting:

Form lower-case letters in the correct direction.

Form lower-case letters of the correct size relative to one another in some of the writing.

Use spacing between words.

Sit letters on the line.

Audience:
Another reader.

Outcome: To write an invented quest tale which has a detailed character description as the first paragraph.

<p style="text-align: center;">5</p>	<p>Retelling the text in story circles and in pairs. Discussing their innovations as a class and with their talk partner. Participation in shared writes. Discussing their ideas. Reasoning and justifying their thoughts with peers. Presenting their ideas to the rest of the class. Make contributions by discussing their ideas with the adults and other in the class. Respond appropriately to the contributions of others. Composing sentences orally before writing. Appropriately sustain talk & interactions. Take different roles in groups & use the language appropriate to the role. Reading their work to an adult or peer.</p>	<p>Non-fiction - imitation and innovation stage</p> <p>Wow starter: Chn to be given a debate card titled 'How wrong was Goldilocks?' During the morning they split their group in half. Half believe she was right, half believe she was wrong. They write a balanced argument and turn it into a news script. One member of each group will film their group's discussion. All films to be shown to class.</p> <p>Chn to be given lots of statements and they sort proper evidence from someone's viewpoint. Read the chn three discussion letters all about the same topic and discuss features of them. What makes one better/worse than the other? Chn to make their own chart titled 'What you need to make a discussion letter interesting.'</p> <p>Read the chn my discussion letter for 'Papayas cannot speak!' Discuss the features. Chn to do a text map of this letter.</p> <p>Chn to change the original letter to fish, goats, chairs cannot speak. Then plan their new letter by listing all the points of view they are going to include and listing all the signposts they are going to use.</p> <p>Chn to write their own innovated balanced discussion letter.</p>	<p><i>Bold statements from Interim Framework Analysis Sheet.</i></p> <p>Composition: In guided group work, plan or say what a piece of writing will be about. With question prompts, write down ideas including key words and new vocabulary. Orally compose grammatically correct sentences. Independently write a grammatically correct sentence. Attempt writing for different purposes with some support. Begin to show stamina for writing. Begin to re-read own writing to check for sense and accuracy. With some guidance, proof read to make corrections to spellings, grammar and punctuation.</p> <p>Grammar: Demarcate some sentences with capital letters and full stops. With adult support begin to use sentences with different forms in writing (questions, exclamations) Become familiar with past and present tense. Begin to join sentences using coordination and subordination. Identify nouns and adjectives.</p> <p>Spelling: Segment spoken words into phonemes and represent these by graphemes, spelling some correctly. Spell some common exception words. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - sometimes accurately.</p> <p>Handwriting: Form lower-case letters in the correct direction. Form lower-case letters of the correct size relative to one another in some of the writing. Use spacing between words. Sit letters on the line.</p>	<p>Audience: Someone who is interested in an issue.</p> <p>Outcome: To write a discussion text using correct text and language features.</p>
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<p>6</p>	<p>Retelling the text as a class, in story circles and in pairs. Discussing their inventions as a class and with their talk partner. Participation in shared writes. Discussing their ideas. Reasoning and justifying their thoughts with peers. Presenting their ideas to the rest of the class. Make contributions by discussing their ideas with the adults and other chn in the class. Respond appropriately to the contributions of others. Composing sentences orally before writing. Appropriately sustain talk & interactions. Take different roles in groups & use the language appropriate to the role. Reading their work to an adult or peer.</p>	<p>Non-fiction - invention stage</p> <p>Remind chn of the text and language features of discussion letters. Chn to list all suitable conjunctions and signposts that they might be able to use in a discussion letter. Then chn to be given a cloze procedure of a discussion letter that has all of the conjunctions and signposts missing. They have to fill them in appropriately.</p> <p>Read the chn my very basic discussion letter for 'dragons make good pets.' Chn to have a cut up version of it. They have to firstly put it back in order/sequence then edit and improve it so that it has much more detail.</p> <p>Guided write to demonstrate how to effectively plan a new discussion letter. Chn to plan a discussion letter of their choice by listing all the points of view they are going to include and listing all the signposts they are going to use.</p> <p>Guided write to demonstrate how to write their new discussion letter. Chn to write their own using plan from yesterday.</p> <p>Chn to independently plan and write a discussion letter of their choice.</p>	<p><i>Bold statements from Interim Framework Analysis Sheet.</i></p> <p>Composition: In guided group work, plan or say what a piece of writing will be about. With question prompts, write down ideas including key words and new vocabulary. Orally compose grammatically correct sentences. Independently write a grammatically correct sentence. Attempt writing for different purposes with some support. Begin to show stamina for writing. Begin to re-read own writing to check for sense and accuracy. With some guidance, proof read to make corrections to spellings, grammar and punctuation.</p> <p>Grammar: Demarcate some sentences with capital letters and full stops. With adult support begin to use sentences with different forms in writing (questions, exclamations) Become familiar with past and present tense. Begin to join sentences using coordination and subordination. Identify nouns and adjectives.</p> <p>Spelling: Segment spoken words into phonemes and represent these by graphemes, spelling some correctly. Spell some common exception words. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - sometimes accurately.</p> <p>Handwriting: Form lower-case letters in the correct direction. Form lower-case letters of the correct size relative to one another in some of the writing. Use spacing between words. Sit letters on the line.</p>	<p>Audience: Someone who is interested in an issue.</p> <p>Outcome: To write a discussion text using correct text and language features.</p>
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ASSESSMENT WEEK - No differentiation as all chn need to write at EMG 2 level independently.

<p><u>7</u></p>	<p>Discussing their ideas. Reasoning and justifying their thoughts with peers. Presenting their ideas to the rest of the class. Make contributions by discussing their ideas with the adults and other chn in the class. Respond appropriately to the contributions of others. Composing sentences orally before writing. Appropriately sustain talk & interactions. Take different roles in groups & use the language appropriate to the role. Reading their work to an adult or peer.</p>	<p>Chn to independently write a character description about a selected character.</p> <p>Chn to independently plan a quest tale with a character description as the first paragraph.</p> <p>Chn to independently write a quest tale with a character description as the first paragraph.</p> <p>Chn to independently plan and write a discussion letter of their choice with a balanced argument and include all text and language features.</p> <p>Chn to do a cold write of any genre using the objects supplied as inspiration.</p>	<p><i>Bold statements from Interim Framework Analysis Sheet.</i></p> <p>Composition: In guided group work, plan or say what a piece of writing will be about. With question prompts, write down ideas including key words and new vocabulary. Orally compose grammatically correct sentences. Independently write a grammatically correct sentence. Attempt writing for different purposes with some support. Begin to show stamina for writing. Begin to re-read own writing to check for sense and accuracy. With some guidance, proof read to make corrections to spellings, grammar and punctuation.</p> <p>Grammar: Demarcate some sentences with capital letters and full stops. With adult support begin to use sentences with different forms in writing (questions, exclamations) Become familiar with past and present tense. Begin to join sentences using coordination and subordination. Identify nouns and adjectives.</p> <p>Spelling: Segment spoken words into phonemes and represent these by graphemes, spelling some correctly. Spell some common exception words. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - sometimes accurately.</p> <p>Handwriting: Form lower-case letters in the correct direction. Form lower-case letters of the correct size relative to one another in some of the writing. Use spacing between words. Sit letters on the line.</p>	
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