

Talk for Writing	Text	Genre	Focus
Narrative	The Magic Brush	A Tale of Lost and Found	Character description
Non-Fiction			Discussion letters

Immersion in the text	Working with the text	Non Fiction	Ideas for innovation
<p><b>Wow starter -</b>  <b>Wow Starter:</b>  <u>Noodle Tasting:</u> Chn to make and eat Ramen noodles using chopsticks.  <u>Chinese Writing:</u> Chn to paint a chosen word in Chinese symbols. (Black paint on Red card.)  <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>Role-play area in The Magic Brush theme.                      Retell story as a whole class each day using actions.                      Move to story circles when ready.                      Story map the story.                      Sequence the story.                      Boxing up.                      Role play / drama act out a key scene.                      Freeze frame and use to inspire writing.                      Interview characters - Hotseating.</p>	<p>Retell story as a whole class each day using actions.                      Move to story circles when ready.                      Story map the story.                      Sequence the story.                      Boxing up.                      Understand how to write a character description - appearance, personality, actions.                      Compose sentences orally before writing.                      Independent application of phonics up to and including phase 5 taught so far.                      Use a range of punctuation, including question and exclamation marks correctly.                      Combine words into sentences using conjunctions 'and', 'but', 'or' and 'because'.                      Identify nouns and adjectives.                      Use adverbials of time (time connectives) 'Early one morning', 'At that moment' etc.                      Discuss, understand and use the past tense.</p>	<p><b>Discussion Letter</b>  <b>Wow Starter:</b>                      Explore concept of equal/balance - linked to PE gymnastics, linked to Numeracy weighing scales.</p> <p>Pose a question which could have arguments for and against. Do a class vote. Split the class in half and see which side can come up with the most valid arguments. Discuss how there are two sides to every argument and it is important to review both. Redo class vote after listening to arguments.</p> <p>Show example of discussion letter and point out key features.</p> <p>Chn to identify features of a discussion text.</p> <p>Storymap discussion letter.</p> <p>Box up discussion letter.</p>	<p>Substitution: Focus on character changes to continue with character description objective. E.g. change Chang or the Emperor's characters and HA can also change the paintbrush for a different magical item.                      Addition: Simultaneously focus on adding in more description in the form of adding adjectives to produce interesting noun phrases to describe the characters.</p> <p><b>Ideas for invention</b>                      Change all of the characters, HA also to change the setting and the ending so that the chn have their own story inspired by The Magic Brush. Chn touse knowledge gained from 'Around the World' Geography topic to simulate ideas for a new setting and characters.</p>

<p>Discuss the character of Chang vs The Emperor.</p>	<p>Discuss the use of repetition. Use simple adjective to make interesting noun phrases E.g. 'the kind boy' or 'the greedy Emperor'.</p>		
<p><b>Phonics - Green Group (HA) MK</b> Practice recognition and recall of phase 2, 3 &amp; 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. 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 <i>water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</i>. Teach spelling the words <i>little, one, do, when, what, out</i>.</p> <p><b>Phonics - Blue Group (MA) SH</b> Practice recognition and recall of phase 2, 3 &amp; 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,</i></p>	<p><b>Green writing target HA (Exc1/Emg2)</b> <b>Composition:</b> 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. <b>Grammar:</b> 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). <b>Spelling:</b> 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. <b>Handwriting:</b> Correctly form lower case letters starting and finishing in the right place. Form lower case letters of the correct</p>	<p><b>Blue writing target MA (Exc1)</b> <b>Composition:</b> Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense. <b>Grammar:</b> Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks. <b>Spelling:</b> Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly,</p>	<p><b>Red writing target LA (Emg1/Exp1)</b> <b>Composition:</b> Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense. <b>Grammar:</b> Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks. <b>Spelling:</b> Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1).</p>

<p>asked. 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><b>Phonics - Red Group (LA) MO'N</b> Practice recognition and recall of phase 2, 3 &amp; 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 <i>treasure</i>. 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>size relative to one another. Use spacing between words. Sit letters on the line.</p> <p><b>Guided Reading (HA) MK (Emg2)</b> <b>Word Recognition:</b> Read 40+ graphemes and some alternatives. Apply phonic knowledge independently for unfamiliar and polysyllabic words. Read a range of prefixes, suffixes and contractions. Read with fluency, pace and intonation. Begin to use expression. Take account of a wider range of punctuation without affecting fluency. Read confidently and loudly. Read common exception words. Sound out unfamiliar words using phonic knowledge. Understand the use of apostrophes. Read without overt sounding or blending. <b>Comprehension:</b> 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 discussion and context. Predict what may happen, with reasoning.</p>	<p>accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated. <b>Handwriting:</b> Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.</p> <p><b>Guided Reading (MA) MON (Exc1/Exp1)</b> <b>Word Recognition:</b> Read 40+ graphemes and some alternatives. Apply phonic knowledge independently for unfamiliar and polysyllabic words. Read a range of prefixes, suffixes and contractions. Read with fluency, pace and intonation. Begin to use expression. Take account of a wider range of punctuation without affecting fluency. Read at purple or above. <b>Comprehension:</b> Often choose to read a book alone. Read and understand a range of text, e.g. poetry, stories, non-fiction as a group.</p>	<p>Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated. <b>Handwriting:</b> Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.</p> <p><b>Guided Reading (LA) SH (Emg1/Exp1)</b> <b>Word Recognition:</b> Apply phonic knowledge independently. Read 40 graphemes. Recognise some alternative sounds for graphemes. Recognise words that contain two or more syllables. Read 50+ common exception words. Read words containing suffixes ('er', 'ed' ending). Read words containing plurals 's' and 'es'. Read words containing 'un' (prefix) Read words with contractions. Read aloud from books up to 40+ graphemes without overt sounding and blending. Read with increasing pace and fluency. Read from Orange+ book band. <b>Comprehension:</b> Often choose to read a book alone. Read and understand a range of text, e.g.</p>
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		<p>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 discussion and context.  Predict what may happen, with reasoning.  Compare and discuss a range of text types and books by different authors.</p>	<p>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 discussion and context.  Predict what may happen, with reasoning.  Attempt to read unknown book without adult support.  Listen and demonstrate understanding of fiction, non-fiction and poetry.  Re-tell a text, sequencing main events.  Use terms fiction and non-fiction, beginning to describe the features.  Begin to use some expression to help make meaning clear, with adult prompting.  Read a range of sentence types, taking account of . , ? and ! 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 discussion and context.  Predict what may happen, with reasoning.  Attempt to read unknown book without adult support.  Listen and demonstrate understanding of fiction, non-fiction and poetry.  Re-tell a text, sequencing main events.  Use terms fiction and non-fiction, beginning to describe the features.  Begin to use some expression to help make meaning clear, with adult prompting.  Read a range of sentence types, taking account of . , ? and !</p>
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<b>Week</b> Home books	<b>Speaking &amp; Listening</b>	<b>Talk for writing</b>	<b>Sentence &amp; Word level</b>	<b>Outcome/ audience</b>
<u>1</u>	<p>Discussing their ideas with the adults and other chn in the class.</p> <p>Composing sentences orally before writing.</p> <p>Reading their work to an adult or peer.</p> <p>Talk Partners.</p> <p>Listening to the story.</p> <p>Re-telling the story.</p> <p>Discussions during wow morning and during lessons.</p> <p>Role play.</p>	<p><b>No TFW this week.</b></p> <p><b>The day the Crayons quit</b></p> <p><b>Wow Starter:</b></p> <ul style="list-style-type: none"> <li>-Listen to the story</li> <li>-Make crayon friends &amp; speech bubbles</li> <li>-Colour Duncan's picture</li> <li>- Don't quit I need you to draw..</li> <li>- Melted Crayon Mold</li> <li>- Crayon popularity graph</li> <li>- Crayon extension work</li> </ul> <p>Read through story and discuss. My favourite colour crayon is....</p> <p>Chn to choose one of the crayons from the story and analyze their complaints.</p> <p>Chn to summarise all the crayons complaints and choose one crayon to respond to. Chn to plan response.</p> <p><b>Independent Write:</b> Chn to write a letter to their crayon of choice, persuading them not to leave.</p> <p><b>SPaG:</b> Full stops and capital letters.</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense.</p> <p><b>Grammar:</b> Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks.</p> <p><b>Spelling:</b> Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated.</p> <p><b>Handwriting:</b> Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.</p>	<p>Audience: The crayons</p> <p>Outcome: To write a letter to the crayons convincing them to come back.</p>





<p style="text-align: center;"><u>2</u></p> <p style="text-align: center;">Green HB</p>	<p>Listening to the story.</p> <p>Re-telling the story.</p> <p>Discussions during wow morning and during lessons.</p> <p>Role play.</p> <p>Listening and speaking to the class, group and in pairs.</p> <p>Retelling the story to a partner using their story maps.</p> <p>Retelling the story at home using their story maps.</p> <p>Planning sentences orally before writing.</p> <p>Reading out finished pieces of writing and listening to others.</p> <p>Talk Partners.</p> <p>Hot Seating.</p>	<p><b>TfW Starts</b></p> <p><b>The Magic Brush - Imitation</b></p> <p><b>Wow Starter:</b>  <u>Noodle Tasting:</u> Chn to make and eat Ramen noodles using chopsticks.  <u>Chinese Writing:</u> Chn to paint a chosen word in Chinese symbols. (Black paint on Red card.)  <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>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>Create a story map</p> <p>Box up the story.</p> <p><b>Independent Write:</b> Write the story of 'The Magic Brush'</p> <p><b>SPaG:</b> Punctuation and capital letters</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense. <b>Grammar:</b> Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks. <b>Spelling:</b> Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated. <b>Handwriting:</b> Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.</p>	<p><b>Audience:</b> Another reader.</p> <p><b>Outcome:</b> To know and understand the story 'The Magic Brush'.</p>
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<p style="text-align: center;"><u>3</u></p> <p style="text-align: center;">Blue HB</p>	<p>Listening to the story.</p> <p>Re-telling the story.</p> <p>Role play.</p> <p>Listening and speaking to the class, group and in pairs.</p> <p>Retelling the story to a partner using their story maps.</p> <p>Retelling the story at home using their story maps.</p> <p>Planning sentences orally before writing.</p> <p>Reading out finished pieces of writing and listening to others.</p> <p>Talk Partners.</p> <p>Hot Seating.</p>	<p style="background-color: #00FFFF;"><b>The Magic Brush - Innovation</b></p> <p>Re-tell the story in story circles using the actions.</p> <p>Plan character description for Chang. Chn to draw a picture of the Chang and answer the following questions: What does he look like? What is his personality 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?</p> <p>Write a character description for Chang using the previous day's picture and notes.</p> <p>Story Map innovated version of 'The Magic Brush'. HA to change brush to a different magical item and include a character description. MA to change the items he paints and include a character description. LA to add a character description to the story.</p> <p>Box up innovated version of 'The Magic Brush' which includes character description.</p> <p style="background-color: #00FF00;"><b>Independent write:</b></p> <p>Write innovated version of 'The Magic Brush' which includes character description.</p> <p style="background-color: #FF0000;"><b>SPaG:</b> Word classes</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing.</p> <p>Apply phonic knowledge consistently and accurately across a range of writing.</p> <p>Sequence sentences to form short narrative.</p> <p>Read writing to check that it makes sense.</p> <p><b>Grammar:</b> Use capital I as a pronoun.</p> <p>Use capital letters for names of people, places, days of the week within a piece of writing.</p> <p>Separate words with spaces consistently.</p> <p>Combine words into sentences using conjunctions e.g and but or because.</p> <p>Demarcate sentences with capital letters and full stops.</p> <p>Demarcate some sentences with question marks and exclamation marks.</p> <p><b>Spelling:</b> Segment many words representing these by graphemes.</p> <p>Spell words containing the 40+ phonemes already taught, quickly and accurately.</p> <p>Spell most common exception words correctly.</p> <p>Spell days of the week correctly and consistently in all writing.</p> <p>Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Apply simple spelling rules (app 1).</p> <p>Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately.</p> <p>Write from memory compound sentences dictated.</p> <p><b>Handwriting:</b> Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place.</p> <p>Begin to join letters taught in handwriting so far.</p> <p>Understand which letters belong to each handwriting family.</p>	<p>Audience: Another reader.</p> <p>Outcome: To include a character description in an innovated version of 'The Magic Brush'.</p>
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<p style="text-align: center;"><u>4</u></p> <p style="text-align: center;">Red HB</p>	<p>Listening to the story.</p> <p>Re-telling the story.</p> <p>Role play.</p> <p>Listening and speaking to the class, group and in pairs.</p> <p>Retelling the story to a partner using their story maps.</p> <p>Retelling the story at home using their story maps.</p> <p>Planning sentences orally before writing.</p> <p>Reading out finished pieces of writing and listening to others.</p> <p>Talk Partners.</p> <p>Hot Seating.</p>	<p style="background-color: #00FFFF;"><b>The Magic Brush - Invention</b></p> <p>Re-tell the story in story circles using the actions.</p> <p>Discuss inventions:  Substitution: Change the villain, change the people Chang helps. Change the paintbrush to another magical item.  Change the items that Chang paints.  Addition: Add in more description in the form of adding adjectives to produce interesting noun phrases.</p> <p>Chn to plan a character description for their new villain.</p> <p>Chn to write character description for their new villain. Chn to use noun phrases that will convey description visual and emotional characteristics.</p> <p>Chn to story map their own lost and found tale based on 'The Magic Brush'.</p> <p>Box up their own lost and found tale based on 'The Magic Brush'.</p> <p style="background-color: #00FF00;"><b>Independent write:</b>  Chn to write their own lost and found tale based on 'The Magic Brush', including a character description for the villain.</p> <p style="background-color: #FF0000;"><b>SPaG:</b> Noun Phrases</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing.  Apply phonic knowledge consistently and accurately across a range of writing.  Sequence sentences to form short narrative.  Read writing to check that it makes sense.  <b>Grammar:</b> Use capital I as a pronoun.  Use capital letters for names of people, places, days of the week within a piece of writing.  Separate words with spaces consistently.  Combine words into sentences using conjunctions e.g and but or because.  Demarcate sentences with capital letters and full stops.  Demarcate some sentences with question marks and exclamation marks.  <b>Spelling:</b> Segment many words representing these by graphemes.  Spell words containing the 40+ phonemes already taught, quickly and accurately.  Spell most common exception words correctly.  Spell days of the week correctly and consistently in all writing.  Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently.  Use letter names to distinguish between alternative spellings of the same sound.  Apply simple spelling rules (app 1).  Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately.  Write from memory compound sentences dictated.  <b>Handwriting:</b> Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place.  Begin to join letters taught in handwriting so far.  Understand which letters belong to each handwriting family.</p>	<p><b>Audience:</b>  Another reader.</p> <p><b>Outcome:</b>  To write their own lost and found tale based on 'The Magic Brush', including a character description for the villain.</p>
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<p style="text-align: center;"><b>5</b></p>	<p>Listening to the story.</p> <p>Re-telling the story.</p> <p>Role play.</p> <p>Listening and speaking to the class, group and in pairs.</p> <p>Retelling the story to a partner using their story maps.</p> <p>Retelling the story at home using their story maps.</p> <p>Planning sentences orally before writing.</p> <p>Reading out finished pieces of writing and listening to others.</p> <p>Talk Partners.</p> <p>Hot Seating.</p> <p>Explain their story and tell it orally first.</p>	<p><b>Non - Fiction: Discussion Letter</b></p> <p><b>Wow Starter:</b> Explore concept of equal/balance - linked to PE gymnastics, linked to Numeracy weighing scales.</p> <p>Pose a question which could have arguments for and against. Do a class vote. Split the class in half and see which side can come up with the most valid arguments. Discuss how there are two sides to every argument and it is important to review both. Redo class vote after listening to arguments.</p> <p>Show example of discussion letter and point out key features.</p> <p>Chn to identify features of a discussion text.</p> <p>Storymap discussion letter example.</p> <p>Box up innovated version of discussion letter.</p> <p><b>Independent Write:</b> Write innovated discussion letter linked to text.</p> <p><b>SPaG:</b> Prefixes and suffixes</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense.</p> <p><b>Grammar:</b> Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks.</p> <p><b>Spelling:</b> Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated.</p> <p><b>Handwriting:</b> Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.</p>	<p><b>Audience:</b> Someone who is interested in an issue (Chang).</p> <p><b>Outcome:</b> Write innovated discussion letter linked to text using correct language features.</p>
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<p><b>6</b></p>	<p>Listening to the story.</p> <p>Re-telling the story.</p> <p>Role play.</p> <p>Listening and speaking to the class, group and in pairs.</p> <p>Retelling the story to a partner using their story maps.</p> <p>Retelling the story at home using their story maps.</p> <p>Planning sentences orally before writing.</p> <p>Reading out finished pieces of writing and listening to others.</p> <p>Talk Partners.</p> <p>Hot Seating.</p> <p>Explain their story and tell it orally first.</p>	<p><b>Non - Fiction: Discussion Letter</b></p> <p>Remind chn of the text and language features of discussion letters.</p> <p>Chn to independently plan their own innovated, balanced discussion letter on 'Should school uniform be banned?'</p> <p>Chn to create story map for their discussion letter.</p> <p>Chn to box up their discussion letter.</p> <p><b>Independent write:</b> Chn to write their own discussion letter providing balanced arguments.</p> <p><b>SPaG:</b> Punctuation and capital letters.</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense.</p> <p><b>Grammar:</b> Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks.</p> <p><b>Spelling:</b> Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated.</p> <p><b>Handwriting:</b> Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.</p>	<p><b>Audience:</b> Someone who is interested in an issue.</p> <p><b>Outcome:</b> To write a discussion text using correct text and language features.</p>
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### Assessment Week:

Chn to complete independent writes based on skills learnt this term for assessment purposes.

Character description

Discussion Letter

Narrative

Letter writing



