

Medium Term Planning

Class 6: Year 1

Autumn B November 2017

Talk for Writing	Text	Genre	Focus
Narrative	How Tortoise got his shell	Warning tale	Openings and endings
Non-Fiction			Recount

Fiction Non-fiction

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area - story props, puppets etc.</p> <p>WOW starter: <i>Tortoise visit if possible.</i> <i>Clay tortoise models: Children to score the patterns. When dry children may paint them.</i> <i>Put on top of a leaf.</i> <i>Protecting shell models...construction models.</i> <i>Creative craft model making.</i> <i>Turtle puzzles to put together.</i> <i>Children to make their own puzzles.</i></p> <p>Retell story as a whole class each day using actions. Move to story circles then story pairs when ready. Story map the story. Sequence the story. Box up the story. Drama act out a key scene dressed up as main characters. Freeze frame and use to inspire writing.</p> <p>Interview characters. Look at story from a different perspective.</p>	<p>Discuss the genre of the story (warning tale). Talk about other warning tales that they might know.</p> <p>Retell story as a whole class each day using actions. Move to story circles then story pairs when ready.</p> <p>Story map the story. Sequence the story. Box up the story Re-read work and edit. Understand that a story has a beginning middle and end. Compose sentences orally before writing. Independent application of phonics up to and including phase 4 and phase 5. Use capital letters, full stops and question marks. Discuss exclamation marks. Use simple connectives 'and' 'then'. Use simple causal connectives 'so that', 'because'. Discuss the meaning of 'soared' find synonyms. Sequence of three.. they climbed</p>	<p>Use simple conjunctions 'and' 'then'. Use simple causal conjunctions 'so that', 'because'. Use adverbials of time (time connectives) 'once upon a time', 'one day'. Use interesting adjectives to extend noun phrases and add detail to descriptions. Use words to indicate that they are writing a warning tale e.g. 'silly old tortoise'. Look at capital letters and full stops. Time connectives: First, next, after that, finally</p> <p>Start with an introduction to 'hook the reader'. Include who? What? When? Where? And why? Past tense Time connectives Sentence sign posts Specific and descriptive</p>	<p>Substitution: Change the tortoise for a different animal and the flying for a different action. E.g. How the camel got his hump or how the tiger got his stripes. Addition: Simultaneously add more description. Once upon a time the birds did not know how to fly. But one day crow was standing on a rock. It was so hot that he began to flap his wings. The more he flapped, the cooler he grew. Suddenly he flapped so quickly that to his amazement he began to fly! He soared high above the trees....</p> <p>Chn to write a recount of the vet visited and talk about the order of activities in the WOW starter day. Chn to make connections to the story by discussing the events which happened to the tortoise using first person language.</p>
			<p>Ideas for invention</p> <p>Chn to write their own warning tale in</p>

<p><u>Wow starter.</u> Animal hunt- chn to find hidden animals and facts within the environment. Animal diagrams- baby and adult. Discuss animal bodies. Make animal out of various creative materials. Discuss different types of animals. Veterinary nurse question makings. Blake vets visit- veterinary nurse</p>	<p>and they climbed and they climbed . He tumbled down and down and down.</p> <p>Discuss verbs 'jumped' 'climb' fly' Discuss noun birds, tiger, elephant, giraffe, tortoise.</p> <p>Analyse and annotate various recount texts to familiarize the chn with the features.</p> <p>Understand the unique features. Look at and analyse the structure. Discuss the purpose of a recount.</p> <p>Chn to think about discussing events what happened to Tortoise from point of view of all the other birds who were watching.</p> <p>Chn to write a recount of the events during veterinary nurse visit.</p>		<p>which the main character is told not to do something and they don't listen. A rescue takes place and the main character learns a lesson.</p> <p>Beginning: Choose a different well-known animal and a setting.</p> <p>Build up: Choose a animal showing his skills.</p> <p>Problem: Another animal goes to help.</p> <p>Resolution: Choose a different way of solving the problem. How is the animal rescued?</p> <p>Ending: The main character learns a lesson .</p> <p>Opening MC(s) are warned not to do something Build up MC(s) do what they have been warned against Problem Something goes wrong and the MC(s) are in trouble Resolution MC(s) are eventually rescued Ending MC(s) are told off/punished for not listening to the warning.</p> <p>Children to write their own recount on an article of their own choice.</p>
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<u>Week</u>	<u>Speaking & Listening</u>	<u>Talk for writing</u>	<u>Sentence & Word level</u>	<u>Outcome/ audience</u>
<p style="text-align: center;">1 30th October - 3rd November Immersion / imitation http://www.fun-with-pictures.com/image-files/printable-tortoise-jigsaw.jpg</p>	<p>Engage in group discussions during WOW starter morning.</p> <p>Listening to the story and retell the story using props and actions.</p> <p>Drama and freeze frame activities will develop group work skills (co-operation, discussion, confidence and sharing, presenting and reflecting of ideas.</p> <p>Retelling the story to a partner using their story maps.</p> <p>Discussion of character description.</p> <p>Retelling the story at home using their story maps.</p> <p>Interview characters.</p> <p>Look at the story from the crows point of view..</p> <p>Tortoise and the group of crows at the end.</p>	<p>Fiction - imitation stage.</p> <p>Wow morning!</p> <p>Watch video on tortoises.</p> <p>Chn to make a clay model each of a tortoise with the emphasis on making the shell look right by scoring it correctly. When dry chn to paint their tortoises</p> <p>Children create puzzles of tortoises with discussion on how to put the pieces together.</p> <p>Read the story and decide on the actions. Retell each day as a class.</p> <p>Move to story circles then story pairs when ready.</p> <p>Sequence the story and analyse what makes a good beginning and ending.</p> <p>Discuss the type of story- warning tale.</p> <p>Discuss the elements:</p> <p>Opening MC(s) are warned not to do something</p> <p>Build up MC(s) do what they have been warned against</p> <p>Problem Something goes wrong and the MC(s) are in trouble</p> <p>Resolution MC(s) are eventually rescued</p> <p>Ending MC(s) are told off/punished for not listening to the warning</p> <p>Story map the story chn to think of their own pictures/symbols. Start as a class then chn to continue independently. Key words to be included.</p> <p>Children will make a story map and use</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing.</p> <p>Attempt to apply phonics knowledge in captions of at least three words.</p> <p>Correctly link sentences to write text. Read own writing with teacher or others.</p> <p>Share ideas in a group to develop thinking and collect ideas.</p> <p>Plan/draft writing.</p> <p>Read writing to check that it makes sense.</p> <p>Grammar: Leave appropriate sized spaces between words</p> <p>Use and to join words and clauses.</p> <p>Use capital letters for starting sentences, names, days, months and places.</p> <p>Correctly, use a full stop at the end of a sentence.</p> <p>Discuss use of exclamation mark.</p> <p>Begin to discuss work using grammatical terminology.</p> <p>Discuss new terminology that may appear in the story.</p> <p>Use adverbials of time (time connectives) 'once upon a time', one day</p> <p>Discuss use of repetition.</p> <p>Time connectives: first, next, after that, finally.</p> <p>Spelling: segment words using their phonics knowledge up to phase 5 and including this phase.</p> <p>Represent some alternative graphemes.</p> <p>Spell some common exception words correctly.</p> <p>Begin to use suffixes 's', ed, ing, es</p> <p>Begin to use prefix 'un'</p> <p>Handwriting: Keep consistent letter size.</p> <p>Form lower case letters in the correct direction, starting and finishing on the line.</p> <p>Comprehension:</p> <p>Read and understand a range of texts.</p> <p>Link reading to own experiences.</p> <p>Retell stories, sequencing events.</p> <p>Use terms fiction and non-fiction, beginning to describe features.</p> <p>Read simple sentences, pausing at a full stop.</p>	<p>Outcome:</p> <p>Wednesday: WOW starter morning</p> <p>Thursday: Freeze frame the opening and create textmap.</p> <p>Friday write the opening</p> <p>Audience: partner to read work.</p> <p>Class to share their storymaps and openings of the story.</p>

		<p>it to retell the story.</p> <p>Explore the role play area and props.</p> <p>Analyse the opening of the text for punctuation, adverbial starters, adjectives, noun phrases, adverbials of time (time connectives) and causal connectives.</p>		
<p>2 6th- 10th November Innovation</p>	<p>Retelling the story as whole class and in story circles every day. Discussing their innovations as a class and with their talk partner. Participation in shared writes. Asking and answering questions. Planning sentences orally before writing. Reading out finished pieces of writing and listening to others. (Starter) Games- descriptive language... describing people they know/ class.</p>	<p>Fiction - innovation week. Retell the story every day in story circles.</p> <p>Substitution: Change the tortoise for a different animal and the flying for a different action. E.g. How the camel got his hump or how the tiger got his stripes.</p> <p>Children to analyse opening and endings.</p> <p>Chn to draw their new character and describe this character. Children to analyse the text language - focussing on the opening and ending using character description.</p> <p>Adding: Simultaneously add more description. Discuss the possible changes as a class.</p> <p>Boxing up of events to identify a clear beginning and ending. Shared writes to focus on key language and text features. Chn to write their innovated version of the Tortoise story. Box up as a class, then chn to box up individually,</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing. Attempt to apply phonics knowledge in captions of at least three words. Correctly link sentences to write text. Read own writing with teacher or others. Share ideas in a group to develop thinking and collect ideas. Plan/draft writing. Read writing to check that it makes sense.</p> <p>Grammar: Leave appropriate sized spaces between words Use and to join words and clauses. Use capital letters for starting sentences, names, days, months and places. Correctly, use a full stop at the end of a sentence. Discuss use of exclamation mark. Begin to discuss work using grammatical terminology. Discuss new terminology that may appear in the story. Use adverbials of time (time connectives) 'once upon a time', one day Discuss use of repetition. Time connectives: first, next, after that, finally.</p> <p>Spelling: segment words using their phonics knowledge up to phase 5 and including this phase. Represent some alternative graphemes. Spell some common exception words correctly. Begin to use suffixes 's', ed, ing, es Begin to use prefix 'un'</p> <p>Handwriting: Keep consistent letter size. Form lower case letters in the correct direction, starting and finishing on the line.</p>	<p>Activities/ learning outcomes:</p> <p>To retell the innovated story using actions. To box up their innovated ideas ready to write the opening of the text. To use shared writes to write an innovated version of the story that has a clear beginning and ending.</p> <p>Monday: Discuss examples of openings of stories- select best opening and illustrate this. Innovate the text and draw new character. Tuesday: create freeze frames and write key sentences./ box up framework. Wednesday: Textmap Thursday: Opening Friday: Ending.</p>

		<p>Children to write their innovated version using their boxing up grids and the shared writes to help/magpie.</p>	<p>Comprehension: Read and understand a range of texts. Link reading to own experiences. Retell stories, sequencing events. Use terms fiction and non-fiction, beginning to describe features. Read simple sentences, pausing at a full stop.</p>	
<p style="text-align: center;"><u>3</u> 13th - <u>17th</u> November</p> <p>Invention</p>	<p>Continued use of whole class and story circles retelling of story each day. Participation in shared writes. Talk partners to discuss invention of stories. Talking through their own story maps with their group/partner. Composing sentences orally before writing. Explain their story and tell it orally first.</p>	<p>Discuss the overall type of story (warning tale_ and ensure the chn are clear that their invention must still follow this theme even though they are inventing a new story.</p> <p>Chn to write their own warning tale in which the main character is told not to do something and they don't listen. A rescue takes place and the main character learns a lesson.</p> <p>Talk through the structure of a warning tale: build up, problem ,resolution, ending.</p> <p>Children to talk through their stories and then story map ideas use this to box up. Emphasis on the importance of including conjunctions, description to add more detail.</p> <p>As chn write, they must compose each sentence orally before writing.</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing. Attempt to apply phonics knowledge in captions of at least three words. Correctly link sentences to write text. Read own writing with teacher or others. Share ideas in a group to develop thinking and collect ideas. Plan/draft writing. Read writing to check that it makes sense. Grammar: Leave appropriate sized spaces between words Use and to join words and clauses. Use capital letters for starting sentences, names, days, months and places. Correctly, use a full stop at the end of a sentence. Discuss use of exclamation mark. Begin to discuss work using grammatical terminology. Discuss new terminology that may appear in the story. Use adverbials of time (time connectives) 'once upon a time', one day Discuss use of repetition. Time connectives: first, next, after that, finally. Spelling: segment words using their phonics knowledge up to phase 5 and including this phase. Represent some alternative graphemes. Spell some common exception words correctly. Begin to use suffixes 's', ed, ing, es Begin to use prefix 'un' Handwriting: Keep consistent letter size. Form lower case letters in the correct direction, starting and finishing on the line.</p>	<p>To produce their own map of ideas, box them up and write a story that is in the style of a warning tale.</p> <p>To have a clear beginning and ending to their story.</p>

			<p>Comprehension: Read and understand a range of texts. Link reading to own experiences. Retell stories, sequencing events. Use terms fiction and non-fiction, beginning to describe features. Read simple sentences, pausing at a full stop.</p>	
<p><u>4</u> <u>20th</u> - <u>24th</u> <u>November</u></p> <p>Non- fiction</p>	<p>WOW starter: Animal hunt- chn to find hidden animals and facts within the environment. Animal diagrams- baby and adult. Discuss animal bodies. Make animal out of various creative materials. Discuss different types of animals. Veterinary nurse question makings. Blake vets visit- veterinary nurse</p> <p>Introduce recounts and understand the features of a recount. Tuning into vocabulary games: Brain dumps: children to write all the words associated with their experience. Spot the truth: In pairs one child comes up with two statements about themselves, plus one untrue statement: Beginning with temporal connective or sentence starter: e.g last year/ yesterday/ last week. A long time ago. When I was a toddler....</p> <p>What is good for this writing: Provide children with three different introductions children to choose the best one.</p> <p>Give children recount for children to sequence in their groups (LA).</p>	<p>Non - fiction - imitation and innovation week.</p> <p>Children to engage in various activities linked to 'vet' themed morning.</p> <p>Children to annotate various recounts looking at the key vocabulary and time connectives used. Children to look at various language features.</p> <p>Children to illustrate the key ideas they remembered from the vets morning and use key words.</p> <p>Role play the recount and create freeze frames.</p> <p>Children to create a textmap of the key events during the vets morning using the boxing up framework. Children to use key time connectives and pictures.</p> <p>Children to retell the recount in various way: Retell it silently, hold a race to see who can say it the quickest. Pairs: children say it sentence by sentence.</p> <p>Children to write the recount independently.</p> <p>Display key ingredients for children:</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing. Attempt to apply phonics knowledge in captions of at least three words. Correctly link sentences to write text. Read own writing with teacher or others. Share ideas in a group to develop thinking and collect ideas. Plan/draft writing. Read writing to check that it makes sense. Grammar: Leave appropriate sized spaces between words Use and to join words and clauses. Use capital letters for starting sentences, names, days, months and places. Correctly, use a full stop at the end of a sentence. Discuss use of exclamation mark. Use 'because' Begin to discuss work using grammatical terminology. Discuss new terminology that may appear in the story. Use adverbials of time (time connectives) 'once upon a time', one day Discuss use of repetition. Time connectives: first, next, after that, finally. Spelling: segment words using their phonics knowledge up to phase 5 and including this phase. Represent some alternative graphemes. Spell some common exception words correctly. Begin to use suffixes 's', ed, ing, es Begin to use prefix 'un' Handwriting: Keep consistent letter size. Form lower case letters in the correct direction, starting and finishing on the line. Comprehension: Read and understand a range of texts.</p>	<p>To understand the language and text features of a recount by analysing examples.</p> <p>Create textmaps.</p> <p>Write independent recount.</p>

		<p>Flipchart useful word: Who, what when why where? Guided reader through the event? Yesterday, last week, in February last year.... Powerful words...</p> <p>End of week/ beginning of following week: Chn to write a recount of the events from the tortoise's point of view. Box up ideas as a class. Follow the format of the first recount. Model moving from plan to actual writing. Process: Gather facts for new paragraph Refer to original. Turn the facts into similar sentences.</p> <p>Guided reading: children to read newspaper articles etc to look at features of a recount.</p> <p>Children can look at how they are laid out, structured and expressed. Look at key features of headlines etc.</p> <p>Sequence an article: Understand how articles are structured and linked; Who? What? Where? Why? When?</p>	<p>Link reading to own experiences. Retell stories, sequencing events. Use terms fiction and non-fiction, beginning to describe features. Read simple sentences, pausing at a full stop.</p> <p>Discuss non-fiction features: Use good quality adjectives. Use causal connectives eg. Because Start with an introduction to 'hook the reader'. Include who? What? When? Where? And why? Logical to retell events in chronological order. Typical ingredients: Audience: someone wants to know what happened Purpose: to retell a real life event in an interesting and engaging way. Structure: Beginning, middle and end in chronological order. Opening paragraph to hook and orientate reader Include: who? What? Where? Why? When? Topic sentence: Typical language features include: Past tense Time connectives Sentence sign posts Specific and descriptive Direct speech.</p> <p>Always provide audience and purpose.</p>	
<p>5 27th November- 1st December Non-fiction</p> <p>Assessment week - fiction</p>	<p>Discuss features of recounts Speaking about their chosen event to recount. Listening to other children's ideas.</p>	<p>Non-fiction - invention week. Chn to write their own recount on an article of their own choice. Chn to think of something that they know lots about and could therefore write a recount of. Explore their ideas and get as many facts noted as possible.</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing. Attempt to apply phonics knowledge in captions of at least three words. Correctly link sentences to write text. Read own writing with teacher or others. Share ideas in a group to develop thinking and collect ideas. Plan/draft writing.</p>	<p>Children to text map the different sources they can use for recount To understand the language and text features of a recount. To produce their own recount.</p>

<p>Short writing task based upon what we have learnt and linked to the story of 'How the tortoise got his shell'</p>		<p>Children to assess their work against the criteria/ checklist (p 65)</p> <p>Discuss non-fiction features: Use good quality adjectives. Use causal connectives eg. Because Start with an introduction to 'hook the reader'. Include who? What? When? Where? And why? Logical to retell events in chronological order. Typical ingredients: Audience: someone wants to know what happened Purpose: to retell a real life event in an interesting and engaging way. Structure: Beginning, middle and end in chronological order. Opening paragraph to hook and orientate reader Include: who? What? Where? Why? When? Topic sentence: Typical language features include: Past tense Time connectives Sentence sign posts Specific and descriptive Direct speech.</p> <p>Always provide audience and purpose.</p> <p>Ideas class 6 experiences: Autumn walk and finding the caterpillar...</p>	<p>Read writing to check that it makes sense.</p> <p>Grammar: Leave appropriate sized spaces between words Use and to join words and clauses. Use capital letters for starting sentences, names, days, months and places. Correctly, use a full stop at the end of a sentence. Discuss use of exclamation mark. Use 'because' Begin to discuss work using grammatical terminology. Discuss new terminology that may appear in the story. Use adverbials of time (time connectives) 'once upon a time', one day Discuss use of repetition. Time connectives: first, next, after that, finally. Spelling: segment words using their phonics knowledge up to phase 5 and including this phase. Represent some alternative graphemes. Spell some common exception words correctly. Begin to use suffixes 's', ed, ing, es Begin to use prefix 'un' Handwriting: Keep consistent letter size. Form lower case letters in the correct direction, starting and finishing on the line. Comprehension: Read and understand a range of texts. Link reading to own experiences. Retell stories, sequencing events. Use terms fiction and non-fiction, beginning to describe features. Read simple sentences, pausing at a full stop.</p>	
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4th
December
- 8th
December

Assessment week- Children to complete assessment task based on the non-fiction unit- openings and endings in warning tales.
Children given a writing stimulus linked to their topic.
All children to have EM1 targets through assessment piece of writing.
HA to have elements of EXP1

<u>ASSESSMENT</u>	<p>Retelling the story as whole class and in story circles every day.</p> <p>Discussing their ideas and inventions as a class and with their talk partner.</p> <p>Participation in shared writes.</p> <p>Asking and answering questions.</p> <p>Planning sentences orally before writing.</p> <p>Reading out finished pieces of writing and listening to others.</p>	<p>Children to act out the story and create freezeframes.</p> <p>Children to discuss the story and create a storymap to help structure and recall the story.</p> <p>Children to independently use boxing up template to discuss the detailed opening and ending of the story. Children to record key vocabulary used in each section.</p> <p>Children to independently write the opening of the story using planning sheets from the week.</p> <p>Children to independently write the ending of the story using planning sheets from the week.</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing.</p> <p>Attempt to apply phonics knowledge in captions of at least three words.</p> <p>Correctly link sentences to write text. Read own writing with teacher or others.</p> <p>Share ideas in a group to develop thinking and collect ideas.</p> <p>Plan/draft writing.</p> <p>Read writing to check that it makes sense.</p> <p>Grammar: Leave appropriate sized spaces between words</p> <p>Use and to join words and clauses.</p> <p>Use capital letters for starting sentences, names, days, months and places.</p> <p>Correctly, use a full stop at the end of a sentence.</p> <p>Discuss use of exclamation mark.</p> <p>Use 'because'</p> <p>Begin to discuss work using grammatical terminology.</p> <p>Discuss new terminology that may appear in the story.</p> <p>Use adverbials of time (time connectives) 'once upon a time', one day</p> <p>Discuss use of repetition.</p> <p>Time connectives: first, next, after that, finally.</p> <p>Spelling: segment words using their phonics knowledge up to phase 5 and including this phase.</p> <p>Represent some alternative graphemes.</p> <p>Spell some common exception words correctly.</p> <p>Begin to use suffixes 's', ed, ing, es</p> <p>Begin to use prefix 'un'</p> <p>Handwriting: Keep consistent letter size.</p> <p>Form lower case letters in the correct direction, starting and finishing on the line.</p> <p>Comprehension:</p> <p>Read and understand a range of texts.</p> <p>Link reading to own experiences.</p> <p>Retell stories, sequencing events.</p> <p>Use terms fiction and non-fiction, beginning to describe features.</p> <p>Read simple sentences, pausing at a full stop.</p>	
<u>7</u> <u>11th</u>	<p><u>Christmas week</u></p> <p><u>Christmas poetry</u></p> <p><u>Non-fiction writing about Christmas.</u></p> <p><u>Recount of Christmas games.</u></p>			

<p><u>15th</u> <u>December</u> <u>16th</u> <u>17th</u> <u>December</u></p>	<p><u>Sentences games</u></p>		
<p><u>Christmas week.</u></p>	<p>Discussing their ideas as a group and in pairs. Reading their own work and their peers.</p> <p>Presenting their ideas to the rest of the class in pairs or as a group.</p> <p>Make contributions by discussing their ideas with the adults and other chn in the class.</p> <p>Respond appropriately to the contributions of others.</p> <p>Composing sentences orally before writing as a group or in pairs.</p>	<p>Children to discuss their ideas for Christmas presents and create a mindmap of key ideas.</p> <p>Children to discuss the structure of a letter and use this to write a letter to father Christmas. Children to use their mindmap plans to add their ideas into the differentiated letter format.</p> <p>Children to discuss the layout of an acrostic poem and create a Christmas acrostic poem using the differentiated templates: HA- independent acrostic poem for chosen acrostic poem MA- pairwork acrostic poems in given template. LA- group acrostic poem.</p> <p>Children to discuss the layout of shape poems and choose their own poem related to Christmas.</p> <p>Children to make a hanging Christmas tree decoration with a Christmas message</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing. Attempt to apply phonics knowledge in captions of at least three words. Correctly link sentences to write text. Read own writing with teacher or others. Share ideas in a group to develop thinking and collect ideas. Plan/draft writing. Read writing to check that it makes sense.</p> <p>Grammar: Leave appropriate sized spaces between words Use and to join words and clauses. Use capital letters for starting sentences, names, days, months and places. Correctly, use a full stop at the end of a sentence. Discuss use of exclamation mark. Use 'because' Begin to discuss work using grammatical terminology. Discuss new terminology that may appear in the story. Use adverbials of time (time connectives) 'once upon a time', one day Discuss use of repetition. Use capital letter for pronoun I Time connectives: first, next, after that, finally.</p> <p>Spelling: segment words using their phonics knowledge up to phase 5 and including this phase. Represent some alternative graphemes. Spell some common exception words correctly. Begin to use suffixes 's', ed, ing, es Begin to use prefix 'un'</p> <p>Handwriting: Keep consistent letter size. Form lower case letters in the correct direction, starting and finishing on the line.</p> <p>Comprehension:</p>

			<p>Read and understand a range of texts. Link reading to own experiences. Retell stories, sequencing events. Use terms fiction and non-fiction, beginning to describe features. Read simple sentences, pausing at a full stop.</p>	
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