

Literacy Medium Term Planning

Class 7; Year 2 (EXC 2)

Autumn B 2017/2018

Talk for Writing	Text	Genre	Focus
Narrative	The Greedy Fox	Warning tale	Punctuation
Non-Fiction			Recount

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area in <i>The Greedy Fox</i> theme.</p> <p>Wow starter - Chn to work in groups and build a den, using resources found on field, which they can all fit into. Discuss that they need to find a firm foundation, build the framework, secure the 'walls', then cover it. When complete we will have hot chocolate and biscuits.</p> <p>If raining: Chn to work in pairs to build a den out of classroom resources. E.g. lego or other construction toys, card, newspaper etc.</p> <p>Retell story in story circles (groups).  Story map the story.  Discussion of warning tales.  Sequence the story.  Boxing up.  Role play / drama act out a key scene.</p> <p>Freeze frame and use to inspire writing.  Interview characters/hot seating.</p>	<p>Retell story as each day in story circles.</p> <p>Story map the story.  Discussion of warning tales.  Sequence the story.  Boxing up.  Understand how to use punctuation to help the reader put expression and intonation into their voice when reading the story.  Compose sentences orally before writing.  Independent application of phonics up to and including phase 5 and phase 6 taught so far.  Use a range of punctuation, including question marks, exclamation marks and apostrophes for contractions and possession correctly.  Begin to experiment with speech marks.  Combine words into sentences using conjunctions 'and', 'but', 'or' and 'because'.  Identify verbs, nouns and adjectives.  Discuss adverbials of time 'once upon a time', 'first', 'next', 'after that' etc  Discuss, understand and use the past tense.  Discuss the use of repetition.  Use interesting and relevant adjective to make interesting noun phrases.</p> <p>Non-Fiction.  What does 'recount' mean? Discuss all the features of a recount text. Focus on Who? What? Where? When? Why? Adverbials of time, conjunctions, direct speech, past tense and a range of punctuation.</p>	<p>Early one morning  Woke  Walked  Till/until  There  Thought  Knocked  Straight  Path  Corner  Disappear  Out of sight  However  Grew curious  Unfortunately  At that moment  Grabbed/running  Shoved/chased  Still</p> <p>Non-fiction  Recount  Past tense  Adverbials of time  Direct speech  Who?  What?  When?  Where?  Why?</p>	<p>Substitution: Chn to change the characters. E.g. swap the greedy fox for the greedy wolf and swap the frog to fish.</p> <p>Addition: Simultaneously focus on adding in more punctuation.</p> <p>Chn to write their own recount about the class trip to the pond.</p> <hr/> <p><b>Ideas for invention</b></p> <p>Substitution: Chn to change all of the characters, the setting and the ending so that the chn have their own warning tale inspired by <i>Greedy Fox</i>.</p> <p>Addition: Chn to add a full range of punctuation.</p> <p>Chn to write a recount about a significant event in their life. E.g. a holiday, birthday, the fair, the carnival etc.</p>



<p><b>Phonics - Green Group (HA) EF</b></p> <p>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.</p> <p>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.</p> <p><b>Phonics - Blue Group (MA) DH</b></p> <p>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.</p> <p>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.</p> <p><b>Phonics - Red Group (LA) SS</b></p> <p>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><b>Green writing target HA (Emg 2)</b></p> <p><b>Composition:</b> 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><b>Grammar:</b> <b>Demarcate some sentences with capital letters and full stops.</b> 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><b>Spelling:</b> <b>Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.</b> <b>Spell some common exception words.</b> 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><b>Handwriting:</b> <b>Form lower-case letters in the correct direction.</b> <b>Form lower-case letters of the correct size relative to one another in some of the writing.</b> <b>Use spacing between words.</b> <b>Sit letters on the line.</b></p> <p><b>Guided Reading (HA) EF (Emg 2)</b></p> <p><b>Word Recognition:</b> <b>Blend sounds to read words containing common graphemes for all 40+ phonemes up to ph 4.</b> Read some words with two or more syllables. <b>Read common exception words.</b> 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.</p> <p><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><b>Blue writing target MA (Emg 2)</b></p> <p><b>Composition:</b> 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><b>Grammar:</b> <b>Demarcate some sentences with capital letters and full stops.</b> 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><b>Spelling:</b> <b>Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.</b> <b>Spell some common exception words.</b> 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><b>Handwriting:</b> <b>Form lower-case letters in the correct direction.</b> <b>Form lower-case letters of the correct size relative to one another in some of the writing.</b> <b>Use spacing between words.</b> <b>Sit letters on the line.</b></p> <p><b>Guided Reading (MA)DH (Emg 2)</b></p> <p><b>Word Recognition:</b> <b>Blend sounds to read words containing common graphemes for all 40+ phonemes up to ph 4.</b> Read some words with two or more syllables. <b>Read common exception words.</b> 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.</p> <p><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><b>Red writing target LA (Emg 2)</b></p> <p><b>Composition:</b> 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><b>Grammar:</b> <b>Demarcate some sentences with capital letters and full stops.</b> 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><b>Spelling:</b> <b>Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.</b> <b>Spell some common exception words.</b> 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><b>Handwriting:</b> <b>Form lower-case letters in the correct direction.</b> <b>Form lower-case letters of the correct size relative to one another in some of the writing.</b> <b>Use spacing between words.</b> <b>Sit letters on the line.</b></p> <p><b>Guided Reading (LA) SS (Emg 2)</b></p> <p><b>Word Recognition:</b> <b>Blend sounds to read words containing common graphemes for all 40+ phonemes up to ph 4.</b> Read some words with two or more syllables. <b>Read common exception words.</b> 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.</p> <p><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>
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<u>Week</u> Home books	<u>Speaking &amp; Listening</u>	<u>Talk for writing</u>	<u>Sentence &amp; Word level</u>	<u>Outcome/ audience</u>
<b><u>1</u></b>	<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 &amp; interactions. Take different roles in groups &amp; use the language appropriate to the role. Reading their work to an adult or peer.</p>	<p>Monday = INSET Tuesday = INSET <b>Fiction - imitation stage</b> Read the chn the story of 'The Greedy Fox'. Wow starter - Chn to work in groups and build a den, using resources found on field, which they can all fit into. Discuss that they need to find a firm foundation, build the framework, secure the 'walls', then cover it. When complete we will have hot chocolate and biscuits. <b>If raining:</b> Chn to work in pairs to build a den out of classroom resources. E.g. lego or other construction toys, card, newspaper etc. In 4s the chn act out part of the story in the role play area. Adult to guide and direct.  In groups, discuss and agree on the actions for the story. Retell story in groups each day using actions. Chn to have one section of the story and they highlight all the different punctuation used and annotate to say what it is called.  Discuss the fact that this is a warning 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.</p>	<p><i>Bold statements from Interim Framework Analysis Sheet.</i> <b>Composition:</b> 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. <b>Grammar:</b> <b>Demarcate some sentences with capital letters and full stops.</b> 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. <b>Spelling:</b> <b>Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.</b> <b>Spell some common exception words.</b> 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. <b>Handwriting:</b> <b>Form lower-case letters in the correct direction.</b> <b>Form lower-case letters of the correct size relative to one another in some of the writing.</b> <b>Use spacing between words.</b> <b>Sit letters on the line.</b></p>	<p>Audience: Another reader.  Outcome: To learn the actions. To produce a story map. To analyse the punctuation in a text.</p>





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.  
Use role play to enhance literacy skills.

**Fiction - innovation stage**

Substitution: Chn to change the characters. E.g. swap the greedy fox for the greedy wolf and swap the frog to fish.  
Addition: Simultaneously focus on adding in more punctuation.  
Shared writes to focus on punctuation.

Retell the story in story circles very day.

Remind them of when to use certain types of punctuation. Chn to make a poster titled 'punctuation' where they show the punctuation and explain when to use it with explanations for each feature  
E.g. ! An exclamation mark is used when you write an exclamation sentence or a command. E.g. Sit down! What a lovely day!

Retell original story to remind them of the sequence of events. In groups of 6, chn to decide on who is going to play which part. 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 and photograph for journals.

Chn to do a five part story mountain for their innovated story. Then chn to list all the punctuation that they are going to include.

Story map of innovated story with new characters,

Chn to independently write their innovated version of the story using the full range of punctuation.

*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 use punctuation to help the reader read with expression and intonation.





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.**

Chn to have a copy of the text which has no punctuation. Chn to punctuate it using the purple pen.

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. Explain that they are going to change all of the characters, the setting and the ending so that the chn have their own warning tale inspired by Greedy Fox. Chn to decide on and record all the changes.

Shared write for the class changes to show how to fit them into the story mountain. Chn to do a five part story mountain for their invented warning tale. Then list expanded noun phrases that they are going to use to.

Chn to do a story map for their invented warning tale using their five part story mountain to help them. Then do a shared write of the beginning of the class invention to help them with the structure of the independent write.

Independently write a warning tale which includes the full range of punctuation taught so far.

*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 use punctuation to help the reader read with expression and intonation.



Retelling the text as a class, in story circles and in pairs.  
 Discussing the journey with adults during wow day walk.  
 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.

**Friday = INSET  
 Non-fiction - imitation and innovation stage.**

Wow starter - read the chn the recount from the diary belonging to the greedy fox, written on the day that he went for his long walk through the town starting at the pond. Explain to the chn that we are going to go on a walk to our local pond and en route, they are going to make a story stick each which they will later use to help them plan a recount.

In groups chn to decide upon and learn the actions to the recount. Then chn to do Kung-Fu Punctuation for , . ? ! and " " .

Re-read the recount and discuss the features again. Chn to do a text map for this recount.

Shared write then chn to plan their own recount of their journey to the local pond using their story sticks to help.

Chn to write their own innovated recount of the day that we went to the local pond. Recounts to include a full range of punctuation.

*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:**  
 Someone who wants to know what happened.

**Outcome:** To write an innovated recount including a full range of punctuation.



<p style="text-align: center;"><b>5</b></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 &amp; interactions.          Take different roles in groups &amp; use the language appropriate to the role.          Reading their work to an adult or peer.</p>	<p><b>Non-fiction – invention stage</b>          Re-read the recount. Discuss all the features of a recount text. Focus on Who? What? Where? When? Why? Adverbials of time, conjunctions, direct speech, past tense and a range of punctuation. Chn to have a cut up copy of the text which they have to reorder. Then chn to analyse the text concentrating on the punctuation used and the recount features.</p> <p>Chn to watch the following film clip: The Lighthouse.  <a href="https://www.literacyshed.com/the-lighthouse.html">https://www.literacyshed.com/the-lighthouse.html</a>          Whilst watching they make notes on the sequence of events. Guided write to demonstrate how to effectively plan a new recount using the notes taken. Chn to plan their recount.</p> <p>Guided write to demonstrate how to write their new recount using the plan from yesterday. Chn to write their own recount using their own plan.</p> <p>Chn to choose a significant event in their life. It might be their birthday, the fair, the carnival, a holiday etc. Then plan a recount for this event by listing the sequence of events in full sentences with an adverbial of time at the start of each sentence.</p> <p>Chn to independently write a recount using their plan.</p>	<p><i>Bold statements from Interim Framework Analysis Sheet.</i></p> <p><b>Composition:</b> 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><b>Grammar:</b>  <b>Demarcate some sentences with capital letters and full stops.</b>          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><b>Spelling:</b>  <b>Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.</b>  <b>Spell some common exception words.</b>          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><b>Handwriting:</b>  <b>Form lower-case letters in the correct direction.</b>  <b>Form lower-case letters of the correct size relative to one another in some of the writing.</b>  <b>Use spacing between words.</b>  <b>Sit letters on the line.</b></p>	<p><b>Audience:</b>          Someone who wants to know what happened.</p> <p><b>Outcome:</b>          Outcome: To write an invented recount including a full range of punctuation.</p>
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**ASSESSMENT WEEK - No differentiation as all chn need to write at EMG 2 level independently.**

<p><b>6</b></p>	<p>Discussing their narratives and non-fiction texts as a class and with their talk 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 &amp; interactions.          Take different roles in groups &amp; use the language appropriate to the role.          Reading their work to an adult or peer.</p>	<p><b>Assessment Week.</b></p> <p>Chn to independently plan and write a warning tale which includes a full range of punctuation.</p> <p>Chn to independently plan and write a recount of their choice which includes a full range of punctuation.</p> <p>Chn to independently plan and write a character description.</p> <p>Chn to independently write a discussion text with a balanced argument.</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><b>Composition:</b> 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><b>Grammar:</b>  <b>Demarcate some sentences with capital letters and full stops.</b>          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><b>Spelling:</b>  <b>Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.</b>  <b>Spell some common exception words.</b>          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><b>Handwriting:</b>  <b>Form lower-case letters in the correct direction.</b>  <b>Form lower-case letters of the correct size relative to one another in some of the writing.</b>  <b>Use spacing between words.</b>  <b>Sit letters on the line.</b></p>	<p><b>Audience:</b>          Another reader.</p> <p><b>Outcome:</b> To write a range of different genre narratives and texts.</p>
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<p><b><u>7</u></b></p>	<p>Discussing their narratives and non-fiction texts as a class and with their talk 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 &amp; interactions.          Take different roles in groups &amp; use the language appropriate to the role.          Reading their work to an adult or peer.</p>	<p>Christmas Week.</p> <p>Chn to write a letter to Father Christmas which is laid out in a letter format and includes a full range of punctuation.</p> <p>Chn to draw a picture of Father Christmas and write a character description about him. Writing to include a full range of punctuation and noun phrases.</p> <p>Chn to watch 'Twas The Night Before Christmas:  <a href="https://www.literacyshed.com/nightbeforechristmas.html">https://www.literacyshed.com/nightbeforechristmas.html</a>          Chn to use this clip as inspiration for planning their own poem about Christmas.</p> <p>Chn to write their own Christmas poem inspired by 'Twas The Night Before Christmas.</p>	<p><i>Bold statements from Interim Framework Analysis Sheet.</i></p> <p><b>Composition:</b> 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><b>Grammar:</b>  <b>Demarcate some sentences with capital letters and full stops.</b>          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><b>Spelling:</b>  <b>Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.</b>  <b>Spell some common exception words.</b>          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><b>Handwriting:</b>  <b>Form lower-case letters in the correct direction.</b>  <b>Form lower-case letters of the correct size relative to one another in some of the writing.</b>  <b>Use spacing between words.</b>  <b>Sit letters on the line.</b></p>	<p>Audience:          Another reader.</p> <p>Outcome: To write a range of different genre narratives and texts.</p>
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8

Christmas week.  
Monday = Curriculum Day - DT.  
Wednesday = INSET.  
Thursday = INSET  
Friday = Christmas holiday.

*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.**

