

Talk for Writing	Text	Genre	Focus
Narrative	The Papaya That Spoke	Quest Tale	Punctuation
Non-Fiction			Recount

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area in The Papaya that Spoke theme. Wow starter - Chn to come back from PE to find a box. They open the box to find a package. Using the Papaya song they play pass the parcel until they discover the papaya. Discussion about what it is and what it might look like inside. Taster session of papaya and other papaya products. Play the papaya video. 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. To use a wide range of punctuation correctly including question and exclamation marks. Compose sentences orally before writing. Independent application of phonics up to and including phase 5 taught so far. 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 and present tense. Discuss the use of repetition. Use interesting adjective to make noun phrases E.g. 'the sly fox' or</p> <p>Non-fiction Wow starter - 'Tuesday' by David Wiesner. Chn enter to find a suspicious mess in the classroom. Discuss what</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. To use a wide range of punctuation correctly including question and exclamation marks. Compose sentences orally before writing. Independent application of phonics up to and including phase 5 taught so far. 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 and present tense. Discuss the use of repetition. Use interesting adjective to make noun phrases E.g. 'the sly fox' or</p>	<p>Once upon a time There was Who lived Hungry To his amazement Spoke Fast Faster Why First Next After that Finally Impossible Imagine Things Speak Silence Suddenly</p> <p>Non-fiction Recount Past tense Adverbials of time Conjunctions Direct speech</p>	<p>Substitution: Focus on character changes E.g. change the items that speak. HA can also change the occupation of the main character from a farmer to something else. Addition: Simultaneously focus on a range of punctuation . ! ?</p> <p>Non-fiction Chn to write their own recount for the farmer's day.</p> <hr/> <p>Ideas for invention Change all of the characters, their occupations and the setting so that the chn have their own quest tale inspired by The Papaya that Spoke.</p> <p>Non-fiction Chn to write a recount for what the teachers did at the weekend. Chn to write a recount for what they did at the weekend.</p>

might have happened and solve the mystery by asking questions. Read 'Tuesday' by David Wiesner and discuss the concept of a recount. Show clip of a news reporter - now lets imagine we are reporting on the flying frogs in our class. Chn to work in groups to create their own recount of events using a story board and then filming their news report.

'the large brown rat'.

Non-fiction
 Recount text - 'Tuesday'
 Retell the farmer's recount as a whole class each day using actions.
 Move to story circles when ready.
 Story map the story.
 Sequence the story.
 Boxing up.
 To use a wide range of punctuation correctly including question and exclamation marks.
 Compose sentences orally before writing.
 Independent application of phonics up to and including phase 5 taught so far.
 Combine words into sentences using conjunctions 'and', 'but', 'or' and 'because'.
 Identify nouns and adjectives.
 Use adverbials of time. E.g. yesterday, last week, etc.
 Discuss, understand and use the past tense.
 Use interesting adjectives.

Phonics - Green Group (HA) MK
 Practice recognition and recall of phase 2, 3 & 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 *oh, their, people, Mr, Mrs, looked, called,*

Green writing target HA (Emg2)
Composition: 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.

Blue writing target MA (Exc1)
Composition: 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.

Red writing target LA (Exp1/Exc1)
Composition: 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.

asked. Teach spelling the words *said, so, have, like, some, come, were, there*. 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 *water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please*. Teach spelling the words *little, one, do, when, what, out*.

Phonics - Blue Group (MA) SH

Practice recognition and recall of phase 2, 3 & 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 *oh, their, people, Mr, Mrs, looked, called, asked*. Teach spelling the words *said, so, have, like, some, come, were, there*. Practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences.

Phonics - Red Group (LA) MO'N

Practice recognition and recall of phase 2, 3 & 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

Grammar:

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).

Spelling: 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.

Handwriting:

Correctly form lower case letters starting and finishing in the right place.

Form lower case letters of the correct size relative to one another.

Use spacing between words.

Sit letters on the line.

Guided Reading (HA) SH (Emg2)

Word Recognition: 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.

Read writing to check that it makes sense.

Grammar: 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.

Spelling: 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.

Handwriting: Correctly and consistently form upper and lower case letters and digits 0-9, correctly

Grammar: 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.

Spelling: 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.

Handwriting: 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>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.</p>	<p>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.</p> <p>Comprehension: Often choose to read a book alone. Read and understand a range of text, e.g. poetry, stories, non-fiction as a group. Answer questions and make inferences about these texts. Link reading to own experiences. Re-tell a range of stories and poetry sequencing events. Understand meaning of words through discussion and context. Predict what may happen, with reasoning.</p>	<p>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>Guided Reading (MA)Mo'N (Exc 1 /Emg 2)</p> <p>Word Recognition: 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.</p> <p>Comprehension: Often choose to read a book alone. Read and understand a range of text, e.g. poetry, stories, non-fiction as a group. Answer questions and make inferences about these texts. Link reading to own experiences. Re-tell a range of stories and poetry sequencing events. Understand meaning of words through discussion and context. Predict what may happen, with reasoning. Compare and discuss a range of text types and books by different authors.</p>	<p>Guided Reading (LA) MK (Exc1)</p> <p>Word Recognition: 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.</p> <p>Comprehension: Often choose to read a book alone. Read and understand a range of text, e.g. poetry, stories, non-fiction as a group. Answer questions and make inferences about these texts. Link reading to own experiences. Re-tell a range of stories and poetry sequencing events. Understand meaning of words through discussion and context. Predict what may happen, with reasoning. Compare and discuss a range of text types and books by different authors.</p>
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<u>Week</u> Home books	<u>Speaking & Listening</u>	<u>Talk for writing</u>	<u>Sentence & Word level</u>	<u>Outcome/ audience</u>
<p>1</p> <p>GREEN</p>	<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>Fiction - imitation stage</p> <p>Wow starter - Chn enter class to find a mysterious box. They open the box to find a package. Discussion about what it might be. Using the Papaya song they play pass the parcel until they discover the papaya. Discussion about what it is and what it might look like inside. Taster session of papaya and other papaya products. Play the papaya video. Explore roleplay area in small groups. Read the story. Freeze frame the story!</p> <p>Discuss and agree on the actions for the story. Retell story as a whole class using actions, the chn work in groups to retell it once more.</p> <p>Story map the story. Start of story already done - discuss. Chn to move to groups and continue.</p> <p>Independent write: Write the story of 'The papaya that spoke'.</p> <p>SPAG: Plural and singular</p>		<p>Audience: Another reader.</p> <p>Outcome: To write a quest tale using a range of punctuation.</p>

<p>2 BLUE</p>	<p>Retelling the story as a class and in story circles.</p> <p>Discussing their innovations as a class and with their talk partner.</p> <p>Participation in shared writes.</p> <p>Listening to 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>Fiction - innovation stage.</p> <p>Re-tell the story in story circles using the actions.</p> <p>Chn to plan their innovation story based on the quest tale.</p> <p>Create a story map.</p> <p>Story mountain.</p> <p>Independent Write: Write an innovated version of 'The papaya that spoke'.</p> <p>SPaG: Contractions</p>	<p>Audience: Another reader.</p> <p>Outcome: To write a quest tale using a range of punctuation.</p>
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<p>3 RED</p>	<p>Retelling the story as a class and in story circles.</p> <p>Discussing their innovations as a class and with their talk partner.</p> <p>Participation in shared writes.</p> <p>Listening to 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>Fiction - Invention Week</p> <p>Re-tell the story in story circles using the actions.</p> <p>Chn to plan their innovation story based on the quest tale.</p> <p>Create a story map.</p> <p>Story mountain.</p> <p>Independent Write: Write an invented quest tale similar to 'The papaya that spoke'.</p> <p>SPaG: Apostrophes</p>	<p>Audience: Another reader.</p> <p>Outcome: To write a quest tale.</p>
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<p><u>4</u></p>	<p>Retelling the story as a class and in story circles.</p> <p>Discussing their innovations as a class and with their talk partner.</p> <p>Participation in shared writes.</p> <p>Listening to 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>Creating our own films.</p>	<p>Non-fiction: Recount - Imitation</p> <p>Wow starter - 'Tuesday' by David Wiesner. Chn enter to find a suspicious mess in the classroom. Discuss what might have happened and solve the mystery by asking questions. Read 'Tuesday' by David Wiesner and discuss the concept of a recount. Show clip of a news reporter - now lets imagine we are reporting on the flying frogs in our class. Chn to work in groups to create their own recount of events using a story board and then filming their news report.</p> <p>Read the chn the Farmer's recount of the event in 'The Papaya that spoke'. 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>Learn the farmers recount using actions to retell.</p> <p>Chn to have a copy of the farmer's recount cut into paragraphs and they have to reorder the text.</p> <p>Story map the farmer's recount.</p> <p>Independent write: Chn to write a recount of the farmer's day.</p> <p>SPaG: Adverbs</p>	<p>Audience: Someone who wants to know what happened.</p>
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<p>5</p>	<p>Retelling the story as a class and in story circles.</p> <p>Discussing their innovations as a class and with their talk partner.</p> <p>Participation in shared writes.</p> <p>Listening to 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>Non-fiction: Recount - Innovation/Invention</p> <p>Remind the chn of 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>Chn to be split into four groups and interview the teacher with them about their weekend. Chn to come up with their own questions to ask the adults. Adults to tell them something fictitious and wonderful which links to the Papaya story. Chn to make notes on a planning sheet.</p> <p>Read teacher's fictitious recount of weekend adventure and learn to retell using actions.</p> <p>Chn to plan their own fictitious weekend recount. Chn to come up their own creative story about their weekend adventure and fill in the planning sheet with the details.</p> <p>Story map their fictitious recount of weekend adventure.</p> <p>Independent write:</p> <p>Chn to write a recount of a fictitious adventure they had.</p> <p>SPaG: Word classes</p>	<p>Audiences: Another reader.</p> <p>Outcome: To write a recount.</p>
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ASSESSMENT WEEK!

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

Narrative - watch a short clip and write your own narrative.

Letter writing - letter to Santa. (questions, exclamations and other punctuation)

Recount - Recount Santa's trip around the world to deliver presents and all the adventures he has along the way.

7

CHRISTMAS WEEK!

Christmas Activities - making decorations, Christmas cards, nativity play, Christmas party day etc.