

Talk for Writing	Text	Genre	Focus
Narrative	Greedy Fox	Warning Tale	Opening and Endings
		Explanation Text	Explanation Text

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area in Greedy Fox theme.</p> <p>Wow starter - Non Fiction Explore roleplay Read Story Build a fox den. Make candles.</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. Role play / drama act out a key scene. Add puppets, props and backdrops to facilitate storytelling a range of different traditional stories. Storybook language.</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. Use sentences in their different forms of writing. Compose grammatically correct sentences orally before writing. Independent application of phonics up to and including phase 5 taught so far. Begin to join sentences using co-ordination and subordination. Identify nouns and adjectives. Use adverbials of time (time connectives) 'Early one morning' 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 'the large brown rat'. Use sentences in their different forms eg. Command, statement, question, exclamation.</p>	<p>Early one morning Woke Walked Until There Thought Knocked Straight Path Corner Disappeared Out of sight However Grew curious Unfortunately At that moment Grabbed Running Shoved Chased Still</p>	<p>Shared write of 'How ____ is made.'</p> <p>Chn to learn and write text independently.</p> <p><b>Ideas for invention</b></p> <p>Chn to use an information text to write their own 'How ____ is made' explanation text.</p>

**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, 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 1 (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

**Green writing target HA (Emg2/Exp2)**

Composition: Plan or say what a piece of writing will be about. Write down ideas including keywords and new vocabulary. Apply phonic knowledge consistently and accurately across a range of writing. Encapsulate what they want to say, sentence by sentence. Attempt writing for different purposes. Show increasing stamina for writing. Re-read own writing to check for sense and accuracy. Proof read to make corrections to spellings, grammar and punctuation. Grammar: Begin to join sentences using co- ordination and subordination. Become familiar with past and present tense. Demarcate most sentences with capital letters and full stops with some use of question marks and exclamation marks. Use sentences with different forms in their writing (statements, questions, commands and exclamations). Use some expanded noun phrases to to describe and specify. Use present and past tense mostly correctly and consistently. Use co-ordination and some subordination. Spelling: Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Spell many common exception words correctly. Spell some words with the contracted form. Add suffixes eg, -ment, -ness, -ful, -less, -ly, to spell some words correctly. Write from memory simple sentences dictated by the teacher which include common exception words and a range of

**Blue writing target MA (Emg2)**

Composition: Plan or say what a piece of writing will be about. Write down ideas including keywords and new vocabulary. Apply phonic knowledge consistently and accurately across a range of writing. Encapsulate what they want to say, sentence by sentence. Attempt writing for different purposes. Show increasing stamina for writing. Re-read own writing to check for sense and accuracy. Proof read to make corrections to spellings, grammar and punctuation. Grammar: Begin to join sentences using co- ordination and subordination. Become familiar with past and present tense. Demarcate most sentences with capital letters and full stops with some use of question marks and exclamation marks. Use sentences with different forms in their writing (statements, questions, commands and exclamations). Use some expanded noun phrases to to describe and specify. Use present and past tense mostly correctly and consistently. Use co-ordination and some subordination. Spelling: Segment spoken words into phonemes and representing these by graphemes, spelling many correctly, accurately. Handwriting: Use the diagonal and horizontal strokes needed to join letters in some of their writing. Write capital letters and digits of the correct size relative to one another and to lower case letters. Use spacing between words that reflects the size of the letters. Sit letters on the line..

**Red writing target LA (Exc1/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. 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 (LA) MON (Exc1)**

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 confidently and loudly. Read common exception words. Sound out

writing sentences.

### Phonics - Red Group (LA) MON

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.

punctuation taught so far - mostly accurately. Handwriting: Use the diagonal and horizontal strokes needed to join letters in some of their writing. Write capital letters and digits of the correct size relative to one another and to lower case letters. Use spacing between words that reflects the size of the letters. Sit letters on the line.

### Guided Reading (HA) MK (Emg2/Exp2)

Word Recognition: Read alternative sound for graphemes ph5+. Decode texts quickly and accurately. Recognise words of two or more syllables. Read common suffixes and prefixes. Read most common exceptions words for Year 2. Attempt unknown words with little support. Begin to sight read. Confidently sound out unknown words. Read from Gold+ book band. Read aloud many words quickly and accurately without overt sounding and blending. Comprehension: Choose a book based on prior reading. Read and understand a range of text that challenge. Discuss and share views about the text. Identify key themes and discuss the reasons for events in story. Begin to understand effect of different words and phrases (humour etc.). Use expression to make meaning clear. Check what is read makes sense. Ask and answer questions about the text. Make some inferences. Predict what might happen based on what was read so far. Use knowledge of punctuation to make reading clear and expressive.

### Guided Reading Blue (MA) 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. 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. 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.

unfamiliar words using phonic knowledge. Understand the use of apostrophes. Read without overt sounding or blending. 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.

<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>
<u>1</u>	Listening to the story. Re-telling the story. Sharing ideas in the class. Talk Partners Read finished piece of work to others.	<p style="color: red;">Focus on Opening and Endings</p> No TfW - Gifted and talented week  <p style="color: red;">Gifted and Talented week:</p> Chn will be engaging in various curriculum activities which will give each child the opportunity show off their talents and discover new talents. The theme will be 'Space'. See separate planning for more details.	<p><b>Composition:</b> Plan or say what a piece of writing will be about.  Write down ideas including keywords and new vocabulary.  Apply phonic knowledge consistently and accurately across a range of writing.  Encapsulate what they want to say, sentence by sentence.  Attempt writing for different purposes.  Show increasing stamina for writing.  Re-read own writing to check for sense and accuracy.  Proof read to make corrections to spellings, grammar and punctuation.</p> <p><b>Grammar:</b>  Begin to join sentences using co- ordination and subordination.  Become familiar with past and present tense.  Demarcate most sentences with capital letters and full stops with some use of question marks and exclamation marks.  Use sentences with different forms in their writing (statements, questions, commands and exclamations).  Use some expanded noun phrases to to describe and specify.  Use present and past tense mostly correctly and consistently.  Use co-ordination and some subordination.</p> <p><b>Spelling:</b> Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.  Spell many common exception words correctly.  Spell some words with the contracted form.  Add suffixes eg, -ment, -ness, -ful, -less, - ly, to spell some words correctly.  Write from memory simple sentences dictated by the teacher which include common exception words and a range of punctuation taught so far - mostly accurately.</p> <p><b>Handwriting:</b>  Use the diagonal and horizontal strokes needed to join letters in some of their writing.  Write capital letters and digits of the correct size relative to one another and to lower case letters.  Use spacing between words that reflects the size of the letters.  Sit letters on the line.</p>	Write the ending for the story.  Another reader



<p><b>2</b></p> <p><b>Red</b></p>	<p>Discussion during wow starter.          Listening to the story.          Re-telling the story.          Discussions during wow morning and during lessons.          Role play.          Hot Seating.          Listening and speaking to the class, group and in pairs.          Retelling the story as a class and in story circles.          Retelling the story to a partner using their story maps.          Planning sentences orally before writing.          Reading out finished pieces of writing and listening to others.</p>	<p><b>Imitation stage - 5 lessons</b></p> <p><b>Wow Starter:</b>  <b>Read the story.</b>  <b>Explore roleplay area.</b>  <b>Build a fox den.</b>  <b>Candle making</b></p> <p>Read and discuss the explanation text.</p> <p>Look at key features of an explanation text.</p> <p>Discuss and agree on the actions for the text. Retell text as a whole class using actions.</p> <p>Re-tell the story in story circles using the actions.</p> <p>Story map the text.</p> <p>Boxing up the sequence - explanation text burger.</p> <p><b>Independent Write:</b>          Write an explanation text independently.</p> <p><b>SPaG Focus</b>  <b>Green/Blue/Red - Contractions</b></p>	<p><b>Composition:</b> Plan or say what a piece of writing will be about.          Write down ideas including keywords and new vocabulary.          Apply phonic knowledge consistently and accurately across a range of writing.          Encapsulate what they want to say, sentence by sentence.          Attempt writing for different purposes.          Show increasing stamina for writing.          Re-read own writing to check for sense and accuracy.          Proof read to make corrections to spellings, grammar and punctuation.</p> <p><b>Grammar:</b>          Begin to join sentences using co- ordination and subordination.          Become familiar with past and present tense.          Demarcate most sentences with capital letters and full stops with some use of question marks and exclamation marks.          Use sentences with different forms in their writing (statements, questions, commands and exclamations).          Use some expanded noun phrases to to describe and specify.          Use present and past tense mostly correctly and consistently.          Use co-ordination and some subordination.</p> <p><b>Spelling:</b> Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.          Spell many common exception words correctly.          Spell some words with the contracted form.          Add suffixes eg, -ment, -ness, -ful, -less, - ly, to spell some words correctly.          Write from memory simple sentences dictated by the teacher which include common exception words and a range of punctuation taught so far - mostly accurately.</p> <p><b>Handwriting:</b>          Use the diagonal and horizontal strokes needed to join letters in some of their writing.          Write capital letters and digits of the correct size relative to one another and to lower case letters.          Use spacing between words that reflects the size of the letters.          Sit letters on the line.</p>	<p><b>Audience:</b>          Another reader.</p> <p><b>Outcome:</b>          To know and understand the explanation text.</p> <p>To retell the explanation text.</p> <p>To create a story map of the explanation text.</p> <p>To write an explanation text.'</p>
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**3**  
**Blue**

Listening to the story.  
Re-telling the story.  
Role play.  
Discussing their writing as a class and with their talk partner.  
Participation in shared writes.  
Planning sentences orally before writing.  
Reading out finished pieces of writing and listening to others.  
Listening and speaking to the class, group and in pairs.  
Retelling the story as a class and in story circles.

**Innovation**

Re-tell the story in story circles using the actions.  
  
Shared write explanation - How does a cress plant grow?  
  
Learn the text with actions.  
  
Story Map the text.  
  
Box up the key points.

**Independent Write:**

Chn to write an explanation text - How does a cress plant grow?

**SPaG Focus -**

**Blue/Red - Contractions**

**Green - Apostrophe for possession**

**Composition:** Plan or say what a piece of writing will be about.

Write down ideas including keywords and new vocabulary.  
Apply phonic knowledge consistently and accurately across a range of writing.

Encapsulate what they want to say, sentence by sentence.

Attempt writing for different purposes.

Show increasing stamina for writing.

Re-read own writing to check for sense and accuracy.

Proof read to make corrections to spellings, grammar and punctuation.

**Grammar:**

Begin to join sentences using co- ordination and subordination.

Become familiar with past and present tense.

Demarcate most sentences with capital letters and full stops with some use of question marks and exclamation marks.

Use sentences with different forms in their writing (statements, questions, commands and exclamations).

Use some expanded noun phrases to describe and specify.

Use present and past tense mostly correctly and consistently.

Use co-ordination and some subordination.

**Spelling:** Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.

Spell many common exception words correctly.

Spell some words with the contracted form.

Add suffixes eg, -ment, -ness, -ful, -less, -ly, to spell some words correctly.

Write from memory simple sentences dictated by the teacher which include common exception words and a range of punctuation taught so far - mostly accurately.

**Handwriting:**

Use the diagonal and horizontal strokes needed to join letters in some of their writing.

Write capital letters and digits of the correct size relative to one another and to lower case letters.

Use spacing between words that reflects the size of the letters.

Sit letters on the line.

**Audience:**  
Another reader.

**Outcome:**  
To write an explanation text.



4

Green

Listening to the story.  
Re-telling the story.  
Role play.  
Discussing their writing as a class and with their talk partner.  
Participation in shared writes.  
Planning sentences orally before writing.  
Reading out finished pieces of writing and listening to others.  
Listening and speaking to the class, group and in pairs.  
Retelling the story as a class and in story circles.

**Invention - 5 days**

Sort the explanation text into the correct order - How is \_\_\_\_\_ made? - and underline key features.

Give chn an information text - can you use the information to plan an explanation text. (Hamburger planning sheet)

Story Map your explanation text.

Box up key points.

**Independent Write:**

Chn to write their own explanation text independently.

SPaG Focus -

Red - Contractions

Blue/Green - Apostrophe for possession

**Composition:** Plan or say what a piece of writing will be about.

Write down ideas including keywords and new vocabulary.  
Apply phonic knowledge consistently and accurately across a range of writing.

Encapsulate what they want to say, sentence by sentence.

Attempt writing for different purposes.

Show increasing stamina for writing.

Re-read own writing to check for sense and accuracy.

Proof read to make corrections to spellings, grammar and punctuation.

**Grammar:**

Begin to join sentences using co- ordination and subordination.

Become familiar with past and present tense.

Demarcate most sentences with capital letters and full stops with some use of question marks and exclamation marks.

Use sentences with different forms in their writing (statements, questions, commands and exclamations).  
Use some expanded noun phrases to to describe and specify.

Use present and past tense mostly correctly and consistently.

Use co-ordination and some subordination.

**Spelling:** Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.

Spell many common exception words correctly.

Spell some words with the contracted form.

Add suffixes eg, -ment, -ness, -ful, -less, - ly, to spell some words correctly.

Write from memory simple sentences dictated by the teacher which include common exception words and a range of punctuation taught so far - mostly accurately.

**Handwriting:**

Use the diagonal and horizontal strokes needed to join letters in some of their writing.

Write capital letters and digits of the correct size relative to one another and to lower case letters.

Use spacing between words that reflects the size of the letters.

Sit letters on the line.

Audience:

Another reader.

Outcome:

To create their own world and write a creation story for it.

<u>5</u>	<b>Assessment Week</b>	Chn to write independently across a number of genres taught so far.  <b>Green Group:</b> Command writing  Narrative Discussion Letter Character description		

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