# Medium Term Planning    Class 1: Year 1    School theme: Great Outdoors Summer Term A 2020

| Talk for Writing | Text | Genre | Focus |
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| Narrative | Rumpelstiltskin | A Quest Tale | Character descriptions |
| Non-Fiction | Rumpelstiltskin | Information Text | Information facts in a list |

| Immersion in the text | Working with the text | Vocabulary | Ideas for innovation |
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| **Fiction:**<br>WOW starter activities:<br>• Read the story.<br>• Begin to learn actions for the story.<br>• Design own castle.<br>• Build own castle using junk materials.<br>• Design a wedding dress.<br>• Write wedding invitations.<br>• Make a shopping list for the wedding.<br>• Have a pretend wedding!<br>• Explore the role-play area.<br><br>o Retell story as whole class each day using actions and T4W key words.<br>o Text map the story with symbols and pictures.<br>o Sequence the story.<br>o Box up the story.<br>o Drama – role play different characters & freeze framing different scenarios.<br>o Discuss and develop an understanding of new terminology that may appear in the story.<br><br>**Non-fiction:**<br>WOW starter activities:<br>• Receiving a letter from the police.<br>• Detective work – collect evidence and record all of the things that Rumpelstiltskin did wrong!<br>• Create a 'Wanted' poster.<br>• Group work - decide on what we need to do to make sure that Rumpelstiltskin learns his lesson. | Discuss the genre of the story – A Quest Tale. Talk about other stories that the children might know with the same genre.<br><br>o Retell story as whole class each day using actions. Move to story circles, then story pairs when ready.<br>o Story map the story.<br>o Sequence the story.<br>o Box up the story.<br>o Re-read work and edit.<br>o Understand that a story has a beginning, middle and end.<br>o Identify the beginning, middle and end of the story.<br>o Compose sentences orally before writing.<br>o Use finger spaces between words.<br>o Use capital letters.<br>o Use full stops.<br>o Identify the nouns, verbs and adjectives.<br>o Use adjectives in writing.<br>o Use simple connectives 'and' 'then' 'because' (green group & some of red group).<br><br>^ Applies to both Fiction and Non-Fiction | **Fiction:**<br>• Fiction/story<br>• Sentences.<br>• Finger spaces.<br>• Capital letters<br>• Full stops.<br>• Nouns<br>• Verbs<br>• Adjectives<br>• Simple connectives - 'and' 'then' 'because'.<br>• Adverbials of time (time connectives) 'Once upon a time', 'First', 'Next', 'After that', 'Finally'.<br><br>**Non-Fiction:**<br>• Non-Fiction text<br>• Persuasive<br>• Letters<br>• Address<br>• Date<br>• To & From<br>• Formal/informal writing<br>• Finger spaces.<br>• Capital letters<br>• Full stops.<br>• Nouns<br>• Verbs<br>• Adjectives<br>• Simple connectives - 'and' 'then' 'because'. | Non Substitution:<br>Choose a different character for Rumpelstiltskin.<br><br>HA- may move onto also introducing a different story setting, e.g. house/cottage instead of castle.<br><br>**Ideas for invention**<br>With support, children to plan and write the story with a new character using the following questions to help:<br>Who are the characters? Who is the new character that we changed? Where it the story set? What happens next? What goes wrong? How does the problem get resolved? How does the story end? |

| Week | Speaking & Listening | Talk for writing | Sentence & Word level | Outcome/Audience |
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| **1**<br><br>**20th – 24th April 2020**<br><br>Immersion / imitation | Engage in group discussions during WOW starter day (planned above).<br><br>Listening to the story (and watch the film - https://www.youtube.com/watch?v=lpaN2PtHstA<br>Retell the story using props and actions.<br><br>Using the role play area to explore story and characters.<br><br>Drama and freeze frame activities will develop group work skills (co-operation, discussion, confidence and sharing, presenting and reflecting of ideas).<br><br>Retelling the story as whole class and when more confident with text, retelling the story as a group or in pairs.<br><br>Interviewing different characters. Looking at different points of view, hot seating as different characters.<br><br>Discuss & develop an understanding of new terminology that may appear in the story. | **Fiction – Immersion/Imitation stage**<br>*Children to have opportunities to engage in multisensory experiences.*<br><br>Read the story and discuss the story genre.<br><br>Add T4W key words and actions to the story.<br><br>Create a text map for the story, children to think of their own pictures/symbols. Start as a class then children to continue independently/as a group. Some key words to be included.<br><br>Sequence the story using STC cards and drama (freeze framing).<br>Hot seating the characters:<br>How are you feeling? - emotions<br>What are you doing? - actions/ verbs.<br>Why did you do this?<br><br><br>Explore the role play area and props. | **Composition:** Compose a variety of sentences orally and mentally before writing.<br>Use STC to support writing.<br>Apply phonic knowledge to all writing.<br>Read writing to check that it makes sense.<br>**Grammar:**<br>Separate words with finger spaces consistently.<br>Use capital letters and full stops.<br>Discuss and develop an understanding of new terminology that may appear in the story.<br>Discuss time connectives/ adverbial of time: first, next, after that, finally.<br>**Spelling:** segment words using their phonic knowledge.<br>Spell some common exception words correctly.<br>Spell plurals correctly.<br>**Comprehension:**<br>Read and understand a range of texts.<br>Link reading to own experiences.<br>Retell stories, sequencing events.<br>Use terms fiction and non-fiction, beginning to describe features.<br>Read simple sentences, pausing at a full stop. | **Outcome:**<br><br>Monday - WOW starter day<br><br>Tuesday – read the story and watch the film. Freeze frame parts of the story.<br><br>Wednesday – read story. Sequence the story – main events – beginning, middle, end.<br><br>Thursday – hotseat/interview different characters from the story. Create a text map in groups.<br><br>Friday - Have a go at independently writing short, simple sentences from the key events in the story. (story sequencing pictures). |

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| **2**<br><br>27<sup>th</sup>April –<br>1<sup>st</sup> May<br>2020<br><br>Innovation | Listening to the story and retelling the story using props and actions.<br><br>Discussion of character actions and emotions. Discussion of character personality and appearance – develops vocabulary.<br><br>Using the role play area to explore story and characters.<br><br>Drama and freeze frame activities will develop group work skills (co-operation, discussion, confidence and sharing, presenting and reflecting of ideas).<br><br>Retelling the story as whole class and as a group.<br><br>Interviewing characters.<br><br>Looking at different points of view, hot seating as different characters. | **Fiction– Imitation/Innovation stage**<br>*Children to have opportunities to engage in multisensory experiences.*<br><br>Retell story everyday as a class and then story circles in groups when confident.<br><br>Discuss characters – character appearance, character personality<br><br>Discuss character feelings and emotions from different points of views (through drama – hot seating).<br><br>Explore character types – good vs. bad!<br><br>Create character profiles, using descriptive language. | **Composition:** Compose a variety of sentences orally and mentally before writing.<br>Use STC to support writing.<br>Apply phonic knowledge to all writing.<br>Read writing to check that it makes sense.<br>**Grammar:**<br>Separate words with finger spaces consistently.<br>Use capital letters and full stops.<br>Discuss and develop an understanding of new terminology that may appear in the story.<br>Use adjectives.<br>Discuss time connectives/ adverbial of time: first, next, after that, finally.<br>**Spelling:** segment words using their phonic knowledge.<br>Spell some common exception words correctly.<br>Spell plurals correctly.<br>**Comprehension:**<br>Read and understand a range of texts.<br>Link reading to own experiences.<br>Retell stories, sequencing events.<br>Use terms fiction and non-fiction, beginning to describe features.<br>Read simple sentences, pausing at a full stop. | **Outcome:**<br>Monday – read story using story map, exploring different characters - events, feelings, points of view<br><br>Tuesday - character profiles – Rumpelstiltskin & Rosalind. (using adjectives)<br><br>Wednesday - make simple comparisons - composing simple sentences to compare a good character to a bad character, explaining why.<br><br>Thursday – continue to compose simple sentences to compare good and bad characters.<br><br>Friday - have a go at independently writing a short character description for either Rosalind or Rumpelstiltskin… or both! |

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| **3**<br><br>**4th- 8th May 2019**<br><br>Innovation / Invention<br><br>8th May Bank Holiday | Listening to the story and retelling the story using props and actions.<br><br>Using the role play area to explore story and characters.<br><br>Drama and freeze frame activities will develop group work skills (co-operation, discussion, confidence and sharing, presenting and reflecting of ideas).<br><br>Retelling the story as whole class and as a group.<br>Discussion of character actions and emotions.<br><br>Interviewing characters.<br><br>Looking at different points of view, hot seating as different characters. | **Fiction- Innovation/Invention stage**<br>*Children to have opportunities to engage in multisensory experiences.*<br><br>Retell story everyday as a class and then story circles in groups when confident.<br><br>Children to explore and invent a new character, through creating a character profile and using descriptions. Task achieved through: role play, drama, hot seating, questioning etc:<br>Who are you?<br>What do you do in the story?<br>Are you a good person or a bad person?<br>Where are you from?<br>Who are your friends?<br>Who is your family?<br>What happens to you?<br><br>Children to write sentences to describe their new character for their story. | **Composition:** Compose a variety of sentences orally and mentally before writing.<br>Use STC to support writing.<br>Apply phonic knowledge to all writing.<br>Read writing to check that it makes sense.<br>**Grammar:**<br>Separate words with finger spaces consistently.<br>Use capital letters and full stops.<br>Discuss and develop an understanding of new terminology that may appear in the story.<br>Use adjectives.<br>Discuss time connectives/ adverbial of time: first, next, after that, finally.<br>**Spelling:** segment words using their phonic knowledge.<br>Spell some common exception words correctly.<br>Spell plurals correctly.<br>**Comprehension:**<br>Read and understand a range of texts.<br>Link reading to own experiences.<br>Retell stories, sequencing events.<br>Use terms fiction and non-fiction, beginning to describe features.<br>Read simple sentences, pausing at a full stop. | **Outcome:**<br>Monday - create a new character instead of Rumpelstiltskin. Hot seating activities with new character.<br><br>Tuesday - create a character profile for your new character.<br><br>Wednesday - compose simple sentences to describe your new character.<br><br>Thursday – have a go at independently writing short, simple sentences to describe your new character.<br><br>Friday – Bank Holiday |

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| **4**<br><br>**11th – 15th May 2020**<br><br>**Non-fiction** | Non-Fiction – 'Rumpelstiltskin - You could be a Good Person'<br><br>Engage in group discussions during WOW starter day (planned on cover page).<br><br>Listening to the persuasive text and retelling it using props and actions.<br><br>Continuing to still use the role play area to explore the story and the characters. | **Non Fiction Immersion/Imitation stage**<br>*Children to have opportunities to engage in multisensory experiences.*<br><br>Wow starter – Learn the text - 'Rumpelstiltskin - You could be a Good Person'<br><br>Children rehearse the text - 'Rumpelstiltskin - You could be a Good Person' as whole class and then in groups when ready.<br><br>Children to engage in activities that help them to develop their understanding of how persuasive texts work.<br><br>Children to write a letter to Rumpelstiltskin to persuade him to be a good person. | **Composition:** Compose a variety of sentences orally and mentally before writing.<br>Use STC to support writing.<br>Apply phonic knowledge to all writing.<br>Read writing to check that it makes sense.<br>**Grammar:**<br>Use simple connectives 'and', 'because'. 'so', 'but' to explain to Rumpelstiltskin why his behaviour was wrong.<br>Separate words with spaces consistently.<br>Discuss new terminology that may appear in the story.<br>Discuss time connectives/ adverbial of time: first, next, after that, finally.<br>**Spelling:** segment words using their phonic knowledge.<br>Spell some common exception words correctly.<br>Spell plurals correctly.<br>**Comprehension:**<br>Read and understand a range of texts.<br>Link reading to own experiences.<br>Retell events.<br>Use terms fiction and non-fiction, beginning to describe features.<br>Read simple sentences, pausing at a full stop. | **Outcome:**<br><br>Monday – WOW Starter lesson<br><br>Tuesday – create simple sentences using connectives to explain why Rumpelstiltskin's behaviour was not acceptable.<br><br>Wednesday – write a persuasive letter to Rumpelstiltskin (heavily guided) explaining and demonstrating the format of a letter. Also exploring persuasive language.<br><br>Thursday – continue from yesterday's lesson (writing a letter to Rumpelstiltskin).<br><br>Friday - have a go at independently writing a letter to Rumpelstiltskin – tell the children that before was a practice but today it is the real thing – the letter will be sent by post to Rumpelstiltskin! |

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| **5**<br><br>**18ᵗʰ- 22ᵗʰ May 2020**<br><br><u>Non-fiction</u><br><br><u>Assessment Week</u> | Non-Fiction – 'Rumpelstiltskin - You could be a Good Person'<br><br>Listening to the persuasive text and retelling it using props and actions.<br><br>Continuing to still use the role play area to explore the story and the characters. | **Non-Fiction- Innovation/Invention stage**<br>*Children to have opportunities to engage in multisensory experiences.*<br><br>Children rehearse the text - 'Rumpelstiltskin - You could be a Good Person' as whole class and then in groups when ready.<br><br>Children to engage in activities that help them to develop their understanding of how persuasive texts work.<br><br>Children to write a letter to the Police to persuade them to find Rumpelstiltskin and put him in jail! | **Composition:** Compose a variety of sentences orally and mentally before writing.<br>Use STC to support writing.<br>Apply phonic knowledge to all writing.<br>Read writing to check that it makes sense.<br>**Grammar:**<br>Use simple connectives 'and', 'because'. 'so', 'but' to explain to Rumpelstiltskin why his behaviour was wrong.<br>Separate words with spaces consistently.<br>Discuss new terminology that may appear in the story.<br>Discuss time connectives/ adverbial of time: first, next, after that, finally.<br>**Spelling:** segment words using their phonic knowledge.<br>Spell some common exception words correctly.<br>Spell plurals correctly.<br>**Comprehension:**<br>Read and understand a range of texts.<br>Link reading to own experiences.<br>Retell events.<br>Use terms fiction and non-fiction, beginning to describe features.<br>Read simple sentences, pausing at a full stop. | **Outcome:**<br><br>Monday – Introduce focus this week – writing a letter to the Police! Start by making a 'Wanted Poster'.<br><br>Tuesday – write simple sentences using connectives to explain to the Police what Rumpelstiltskin has done wrong.<br><br>Wednesday – explore persuasive writing and learn key words and style of language. Devising a plan for what kind of language we will use in our letter to the Police tomorrow.<br><br>Thursday – Write a persuasive letter to the Police – less guided – explaining and demonstrating the format of a letter.<br><br>Friday - have a go at independently writing a letter to the Police. |