

Talk for Writing	Text	Genre	Focus
Narrative weeks 7-9	How Tortoise got his shell	Warning tale	Setting-adding adjectives to noun & verb. Types of sentence- statements & questions.
Non-Fiction weeks 10-11	Life cycle of a tortoise	Explanation	Causal conjunctions-adding because/so etc to extend sentences.

LTP for this story is to move on to exclamation sentences and exclamation punctuation which we will do, but then we will return to questions, question marks and statements, full-stops for the Non-fiction focus, as children are not yet secure in these sentence types. They need more time on understanding and identifying a statement and composing questions orally- using the right language. LTP also requires introducing "adjectives" with this story focus of setting. The children have understood nouns as naming words and verbs as action words. They can sort them mostly correctly, and are beginning to identify them in very simple sentences (not identifying is or was as a verb - eg the tree is leafy and green). They are not yet secure.

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area - A jungle vets in front of a mountain backdrop. This is to provide a theme to allow the children to explore and play in order to develop and extend their vocabulary, both for the story to develop the setting, and for other curriculum areas - especially science- animals. The vets will include toy animals, bandages, medicine, beds, food and vets equipment. Construction and shape resources to build dens and make patterns. Tangrams & hexagons. Small world play -different animal habitat sets. What is a jungle? Research using books and internet, look at maps, consider the weather, habitat etc. Children will make leaves and vines to help create the jungle. Watch Jungle book and learn Down in the jungle song. Learn to draw jungle animals with step by step guidance. Jungle scene colouring and painting pictures.</p> <p>Starter day to include "egg" activities/exploration - eg What animals come from eggs? Make pancakes.</p>	<p>Joining in with telling the story and NF texts. Be confident to attempt independent retelling. Work from story and text maps. Include boxing up for both text types. Listening with sustained attention to different sources including peers. Responding to other children's comments appropriately. Asking and answering a full range of question types. Understand, compose orally and write the different sentence types- particularly statement and question. Explaining ideas linking together thoughts and justifying ideas and reasoning- use because or so. Following instructions with more at least two or three steps. Speaking in full sentences. Writing full sentences independently. Spacing words consistently. Adding full stop to end of sentences. Beginning to use capital letters more independently. Forming letters with the correct orientation. Using word banks to support writing to add correct spellings and more adventurous word choices.</p>	<p>From both the story and setting, identify, name and describe... Jungle setting eg mountain, river Jungle animals eg tiger, snake Vet features eg medicine, bandage. Develop description and building categories for new words. Introduce adjectives as describing words. Use an adjective in front of a noun to extend verbal and then written responses. Build descriptive word banks. Revise noun and verb. Learn that adjectives are describing words. Identify and locate in a sentence. Continue to identify where full stops go in short passages of text. Phase 3 common exception word spellings. <i>Green group- cont. phase 2.</i> Introduce and explain term "suffix" and begin to work on spelling groups of words with suffixes correctly - ing, ed, s. Identify the root word first then adding the suffix.</p>	<p>Innovate story by addition of setting description. Add a warning sentence at the end! HA - Compose and write description sentences and add in to writing of the whole story. LA - compose and write description sentences to form a short passage. Innovate explanation text changing the life-cycle to a different animal. Speak and write exclamations, questions and statements (answers to questions).</p> <hr/> <p>Ideas for invention</p> <p>Write a new setting description for the story eg farm with farm animals. Add a warning sentence at the end!</p>

Letters and sounds planning - Spring B - 2020

	<p>Group A- Red group - KC Phase 3 now quite secure in reading with all children now reading from emg 1 bookbands and some moving onto exp 1 band. Neither group using phase 3 phonemes in writing.</p>	<p>Group B- Yellow group - KC Phase 3 completed and assessed with most quite secure in reading (Cooper and Freddie still need extra support for reading but both are now on B1) All children now reading from emg 1 bookbands (Jacob, Olivia and Lilly-May on Green+).</p>	<p>Group C- Green group - BM Phase 2 assessments complete, children have started to learn phase 3 but this has been slow progress with extra time needed to secure blending and segmenting cvc words before starting vowel digraphs. Children have now learnt ai ee igh oa and oo but are still needing support to read the digraph as one sound rather than two separate sounds. Continue to practise this whilst learning the rest of phase 3 phonemes - two per week. Continue phase 2 common word spellings.</p>
	<p>Start to work through phase 4, introducing and completing by week 11 for assessment in week 12. Phase 4 continues to practise phase 3 phonemes. Children to continue to practise use of phase 3 in writing.</p> <p>HA/MA groups -Continue to learn spellings of phase 3 common exception words.</p>		<p>All weeks - Introduce the mnemonic, learn the action. Know what is in the picture that relates it to the action. Play quick recognition games. Recognise and write, blend and segment in words, read and spell within words within captions.</p>
<p>7 24 - 28 Feb</p>	<p>Phase 4: Practise recognition and recall of phase 2 and 3 graphemes. Spelling:</p>		<p>oi ow Spelling:</p>
<p>8 2 - 6 Mar</p>	<p>Initial adjacent consonants- ccvc eg stop. Spelling:</p>		<p>ar or Spelling:</p>
<p>9 9 - 13 Mar</p>	<p>Final adjacent consonants- cvcc eg hand. Spelling:</p>		<p>ur er Spelling:</p>
<p>10 16 - 20 Mar</p>	<p>Adjacent consonants- ccv eg sky. Ccvcc eg stamp, cccvc eg shred, cccvcc eg strand. Spelling:</p>		<p>air ure er Spelling:</p>
<p>11 23-27 Mar</p>	<p>Polysyllabic words eg handstand, pondweed, driftwood, twisting. Spelling:</p>		<p>air ure er Spelling:</p>
<p>12 30 Mar -3 April</p>	<p>Phase 4 assessments. Spelling:</p>		<p>Phase 3 assessments. Spelling:</p>

Guided reading - Spring B - 2020

Week	Group A- Exp 1 KC	Group B- Exp/Emg 1	Group C- Emg 1																								
<p><i>All groups assess and move as needed. Plan for ½ term.</i></p>	Gruffaloes 	Gingerbread Men 	Stickmen 																								
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<p>Final target - 1 exc 1 (Turquoise+) and 8 Expected but all will meet exceeding 1.</p>	<p>Final target - 7 exp 1 (Orange+) and 1 emg 1. All on track to achieve targets. Four may make exc 1 and the emg target should make exp 1.</p>	<p>Final target - 7 emg 1 (Blue +) All on track to achieve emerging 1. Four of these may achieve expected - they will certainly be achieving some of the standards. Layla-May is likely to be the only emg 1.</p>																									
<p>Children all now reading from above the emg 1 bookbands with most onto exp 1 bands. All could gain exp 1 by Easter as objectives are being understood quickly as they are covered. Children are on track to achieve their end of year target - Exc 1.</p>	<p>Children all now reading from emg 1 bookbands and five have achieved emg 1. (Azela, Leedjinha & Ethan-Jayden still ELG). All on track to meet emg 1 by Easter and will meet exp 1 easily before the end of the year. Four likely to achieve exc 1.</p>	<p>Children now ready to move on to more structured guided reading sessions as all (except Layla-May) now on blue book band. Include word recognition sessions to aid confidence for sight vocabulary. Focus on word recognition this half term but also dot comprehension targets as appropriate and then target further comprehension targets after Easter.</p>																									
<p>7 24 - 28 Feb</p> <p>Book corner</p>	<p><u>Try William and Lexi on orange.</u> Apply phonic knowledge to read accurately independently. Read 40+ graphemes (all phase 3). <i>Often choose to read a book alone.</i> <i>Attempt to read unknown text without adult support. Listen and demonstrate understanding of fiction, non-fiction and poetry.</i></p>	<p><u>Azela, Leedjinha and Ethan-Jayden-emerging 1 objectives - as Stickmen</u></p> <p>Emilijus, Lilly-May, Olivia, Kayla, Freya-Grace - expected 1 targets- as Gruffaloes, but cannot assess on expected until moving onto orange band.</p>	<p><u>Begin to apply phonic knowledge with increasing independence.</u> <u>Read the first 26 graphemes.</u></p>																								
<p>8 2-6 Mar</p> <p>Animal selection</p>	<p>Read words that contain two or more syllables. Read 50+ common exception words. <i>Read and understand a range of texts- stories & non-fiction as a group.</i> <i>Answer questions and make inferences about these texts. Predict what may happen next based on what has been read.</i></p>		<p><u>As above plus:</u> <u>Read mono-syllabic words.</u> <u>Read 25 year 1 common exception words.</u></p>																								

<p>9 9 - 13 Mar</p> <p>Animal selection</p>	<p>Read words containing suffixes (er and ed) endings. Read words containing plurals (s and es). <i>Re-tell a range of stories and poetry sequencing events.</i> <i>Listen and demonstrate understanding of fiction, non-fiction and poetry.</i> <i>Predict what may happen next based on what has been read.</i> <i>Link reading to own experiences.</i></p>		<p><u>As above plus:</u> Read words containing plural s.</p>
<p>10 16 - 20 Mar</p> <p>Fiction</p>	<p>Read words containing prefix (un). Read words with contractions. <i>Retell a text sequencing main events.</i> <i>Understand meanings of words through discussion and context.</i></p>		<p><u>As above plus:</u> Read words aloud by segmenting and blending phonemes with increasing independence from book with up to the first 26 graphemes.</p>
<p>11 23 - 27 Mar</p> <p>Fiction</p>	<p>Read aloud from books up to 40+ graphemes without overt sounding and blending. Read with increasing pace and fluency. <i>Begin to use some expression to help make meaning clear, with adult prompting.</i> <i>Read a range of sentence types, taking account of . , ? and !</i> <i>Predict what may happen next based on what has been read.</i></p>		<p><u>As above plus:</u> Begin to read some sentences with developing pace.</p>
<p>12 30 Mar - 3 April</p>	<p>Assess word recognition and comprehension objectives and consolidate as needed. Assessments- individual word checks.</p>		<p>Assess word recognition and comprehension objectives and consolidate as needed. Assessments- individual word checks.</p>

Literacy Medium term planning - Spring B - 2020

<u>Week</u>	Text title	Speaking and listening <i>Communication & language</i>	Talk for writing	Spelling, punctuation & grammar (SPaG)	Outcome
7 24 - 28 Feb	<p>How tortoise got his shell.</p> <p>Focus - setting</p> <p>Roleplay area- jungle vets</p> <p>Imitation week</p>	<p><u>Make suggestions of new words to fit into different categories.</u></p> <p>Use own knowledge and ideas to communicate and answer questions eg How can we make it look like a vets? Roll bandages. What will animals need? Food and water etc. Make relevant responses and suggestions to questions, beginning to give further explanation to justify answers. Retell story learning the actions. Use appropriate intonation and expression. Show understanding of key vocabulary from the text- read through and discuss STC word mats. Create word banks, matching words to categories and then adding own suggestions, Act out the story taking on different roles. Present to others.</p>	<p>Wow starter day- complete the creation of the jungle vets- leaves and vines, animals paintings, animal beds and explorer resources (backpack). What comes from an egg? Explore, name and sort different animal types. Use terms reptile, bird, insect, arachnid. Differentiate from the eggs we eat! Make pancakes to eat. <i>Link to Shrove Tuesday.</i></p> <p>Other activities- Examine egg shells - use descriptive words like delicate, fragile, paper-thin. Examine the shapes of a tortoise shell. Learn name of hexagon and make hexagons out of different resources eg elastic band geoboards to make six sided shapes. Use tessellation tiles to create patterns. Use the role-play as a jungle vets and learn and use new vocabulary. Play with different small world animal sets. Read and write name labels for the animals from the story plus other jungle animals. Say the text and draw text map.</p>	<p>Introduce the focus We are learning to describe. Discuss what that means? What kinds of things can we describe? What types of word will we need to use? Introduce term adjective. How will we know what to say? Introduce the senses/questions eg what does it look like? Read all the question words- ask questions starting with all the different words.</p> <p>Develop descriptive vocabulary, building word banks (adjectives) to describe the jungle setting - display with STC and add to the leaves - see example.</p> <p>Differentiate between noun, verb and adjectives. Sort and suggest.</p>	<p>Add WALT and questions with the follow up work to working wall.</p> <p>Add all features to the role-play area.</p>

<p>8 2 - 6 Mar</p>	<p>Innovation week World book day - 5th March - dressing up as geography day focus characters Space astronauts or aliens.</p> <p>Alphabet focus. Alphabetical order, using letter names. Capital letter recognition. Phase 3 phoneme revision. Make a space alphabet book.</p>	<p><u>Make suggestions of new words to fit into different categories.</u> Continue to match and expand word banks within different categories. Continue to speak in full sentences, make relevant responses and suggestions to questions, beginning to give further explanation to justify answers. Answer any type of question with the correct response eg Why - because. Continue using talking partners through all activities to support working in larger groups, promoting engagement in learning and independence.. T4W- Retell text using actions. Use appropriate intonation and expression. Make suggestions of new words to fit into different categories. Retell sentence with innovations of adjectives. Compose own sentences using adjectives.</p>	<p>What is the setting? Explore and explain setting - add poster and discuss setting of different familiar stories and books. Read a variety of setting sentences/passages using reading cues and match them to the appropriate settings. Identify the words in the sentence that describe eg the adjectives. Compose and write setting sentences for the jungle vets. Add setting sentences to the text (innovation).</p> <p>Where in the text would this go? Boxing up a story.</p> <p>What is a warning? What sort of language do we need for that? Exclamation sentences - read examples.</p>	<p>Adding capital letters and full stops to sentences. LA continue to revise word spaces.</p> <p>Continue to reinforce terms noun, verb and adjective. Build sentences choose a noun, a verb and an adjective and compose a sentence.</p> <p>Introduce term plural - what does that mean? Add -s to words to create plurals eg one lion, many lions.</p>	<p>Create wow board for most exciting adjectives. Write them on leaves and add them around the literacy board.</p> <p>Add adjectives poster to the washing line.</p>
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<p>9 9 - 13 Mar</p>	<p>Invention week</p>	<p><u>Describe an incident or tell a story from my own experience.</u> Retell text mostly independently by now, using actions to support, including the setting description from the innovation week. Tell in story circles, listening to each other and knowing how to continue. Use appropriate intonation and expression. Recall interesting and varied vocabulary quickly to suggest adjectives for description of settings. Listen to others to avoid repetition in sp and list games and activities.</p>	<p>Boxing up the setting - how many sentences? What questions do we answer? What senses do we use?</p> <p>Independently compose and write setting sentences for a new setting eg farm, using the boxing up to help.</p> <p>Add capital letters and full stops to all sentences.</p> <p>Write exclamation sentences to give the farm animals a warning.</p>	<p>Continue adjectives. Recognise the adjectives in the setting sentences from last week. Identify them by underlining them. Make new suggestions. Practise adding interesting adjectives to simple sentences to improve them.</p> <p>Continue to add plurals to root words correctly.</p> <p>Explore sentence types- exclamation.</p>	
<p>10 16 - 20 Mar</p>	<p>Non-fiction <u>Lifecycle of a tortoise</u></p> <p>focus - explanation</p> <p>Imitation week</p>	<p><u>Describe an incident or tell a story from my own experience.</u> Join in with retelling NF - life cycle text alongside adult with actions. Explain in own words how tortoises hatch out. Show understanding by answering different types of questions in full sentences, giving well-structured descriptions and explanations to justify answers Say because correctly.</p>	<p>Wow starter day - tortoise visit. Design a way to protect the egg. Learn to retell the explanation text; The life-cycle of a tortoise. Box up the text to see there are more sections than just the actual life-cycle. Cut and sequence the text into order using the key vocabulary to help. Draw pictures for each stage. Understand what an explanation is. Answering questions to explain.</p>	<p>Learn to read and spell question words and to answer different types of questions- who what where why when and how- all related to features and context of text. Using and spelling because. Identify sentences as statement, questions or exclamation. Understand that a question needs a response. Write question marks. Read and sort simple sentences into exclamations, questions and statements.</p>	<p>Add question words and questions to the role-play area using STC and children's own writing. Add response words such as Why - because When - earlier etc What- it was etc</p>

<p>11 23-27 Mar</p>	<p>Innovation</p>	<p><u>Understand the rules of conversation.</u> Retell text adding innovations following the pattern of language accurately. Compose own sentences to respond to questions forming responses into full sentences continuing to give explanations using so or because. Why does a snake lay it's eggs in the sand? Answer eg -A snake lays it's eggs in the sand because the sand keeps them warm and protected.</p>	<p>Innovate explanation text to create a life cycle for another animal that hatches from an egg eg snake. Work section by section from the "boxing up" frame- what question are we answering. Discuss, compose, practise, shared or guided write then write. Shared plan a new text for a chicken with children adding notes etc to boxes/text map.</p>	<p>Build vocabulary bank for new animal, using previous knowledge and new research to create ideas. Explore sentence types and words - choose a noun, adjective and verb - write a statement, a question and an exclamation. Identify causal connectives so and because. Identify these in sentences to understand how they are needed to fully answer a question and to give an explanation.</p>	<p>Life-cycle text and text map added to role-play area. Tortoise facts included in the form of answering questions. Add information about other animals sets eg reptiles birds mammals etc.</p>
<p>12 30 Mar - 3 April</p>	<p>Assessment week</p>	<p><u>Understand the rules of conversation.</u> What does conversation mean? Create rules to display. Give explanations for own choices-eg why did you choose to make a tortoise picture? Answer eg- I chose a tortoise picture because I know that a tortoise is a reptile which means they hatch from eggs. Answer in increasingly longer sentences and say because properly.</p>	<p>Writing assessment Invention - The life cycle of a eg "chicken". Children use their text maps to write independently- differentiate for groups. Complete assessments Word checks Letters and sounds HA -phase 4 MA-phase 4 LA-phase 3 Reading.</p>	<p>Build a vocabulary bank for the invented text- eg "chicken". Continue to answer questions orally and written with the correct spellings of so and because. Write sentences to show understanding of exclamation, question and statement. Write sentences to show use of conjunctions so and because. Show use of phase 3 and 4 phonemes.</p>	<p>Make a "life-cycle" class book. Is it fiction or non-fiction? Display in the reading corner. Make "our own books" basket.</p>

Writing targets - Spring B - 2020

<u>Red</u> W: Emg 1	<u>Yellow</u> W: ELG/Emg 1	<u>Green</u> W: ELG
<p>In writing of at least three sentences... To compose whole sentences orally.</p> <p>To recall and write whole sentences without any word prompting.</p> <p>To apply phonic knowledge consistently throughout all writing, including phase 3 and 4.</p> <p>To write all sentences that can be read by others.</p> <p>To re-read own writing recognising any omissions or errors in structure/sense.</p> <p>To use spaces consistently.</p> <p>To put a full stop at the end of each sentence within a piece of writing.</p> <p>To understand what a noun is. To understand what a verb is. To understand what an adjective is.</p> <p>To use capital for own name.</p> <p>To spell 25 common words correctly and consistently across all pieces of writing.</p> <p>To make a reasonable attempt at days of the week.</p> <p>To recognise, read and write plural suffixes, adding s, also suffixes ing ed and er.</p> <p>Write simple dictated sentences.</p> <p>Form most lower case letters in the correct direction, starting and finishing in the right place.</p> <p>To write on lines correctly.</p>	<p>In writing of at least three sentences... To compose whole sentences orally.</p> <p>To recall and write whole sentences without any word prompting.</p> <p>To apply phonic knowledge consistently throughout all writing, including phase 3 and 4.</p> <p>To write all sentences that can be read by others.</p> <p>To re-read own writing recognising any omissions or errors in structure/sense.</p> <p>To use spaces consistently.</p> <p>To put a full stop at the end of each sentence within a piece of writing, with prompting.</p> <p>To understand what a noun is. To understand what a verb is. To understand what an adjective is.</p> <p>To use capital for own name.</p> <p>To spell 25 common words correctly and consistently across all pieces of writing.</p> <p>To make a reasonable attempt at days of the week.</p> <p>To recognise, read and write plural suffixes, adding s, also suffixes ing ed and er.</p> <p>Write simple dictated sentences.</p> <p>Form most lower case letters in the correct direction, starting and finishing in the right place.</p> <p>To write on lines correctly.</p>	<p>To compose in whole sentences independently for writing - to say a whole sentence.</p> <p>To attempt to write a whole sentence independently understanding process.</p> <p>To move on from sentence to sentence with whole sentence support, sequencing correctly.</p> <p>To write using phonetic knowledge for each single word said- all 26 letters, cvc words.</p> <p>To sort capital and lower case letter shapes matching to the correct set.</p> <p>To add a full stop to the end of a piece of writing or individual sentences.</p> <p>To spell 10+ tricky words correctly and consistently.</p> <p>To write sentences that can be read by others.</p> <p>To write simple dictated sentences.</p> <p>To re-read own writing.</p> <p>To form all 26 letters of the alphabet from memory.</p> <p>To form letters as taught in Penpals with the correct orientation.</p> <p>To produce evenly sized letters sitting them on the line.</p>

Handwriting - Spring B 2020

	HA- KC	MA - KC	LA - Kings group - BM Dawid Jenson Braxton Layla-May Freddie
	<p>Continue year one program- revisit week 5 and 6 objectives to secure (unit 5 and 6) then continue. Children are all able to produce recognisable letters but not need to learn about size and position - one or two still reversing or muddling b and d.</p>		
7 24 - 28 Feb	Unit 5: Practising long-legged giraffe letters and one-armed robot letters.		
8 2 - 6 Mar	Unit 6: Introducing capitals for one-armed robot letters.		
9 9 - 13 Mar	Unit 7: Practising curly caterpillar letters.		
10 16 - 20 Mar	Unit 8: Writing words with double ff.		
11 23-27 Mar	Unit 9: Writing words with double ss.		
12 30 Mar-3 April	Unit 10: Introducing capitals for curly caterpillar letters.		

