

| Talk for Writing | Text | Genre | Focus |
|---|---|--|---|
| Narrative <small>weeks 2-4</small> | The three bears | Lost and found tale | Character description |
| Non-Fiction <small>weeks 5-7</small> | Facts about bears | Factual information | Lists. |
| Immersion in the text | Text/Sp & List/vocab. | Writing/SPaG/Reading | Ideas for innovation |
| <p>Role-play area - The three bears Chinese café. This is to provide opportunities to develop multi-cultural links and to broaden knowledge and understanding of the world in a setting with some familiar features to enable the children to be confident to play and communicate confidently whilst learning and extending their vocabulary. Children will play with food/utensils in the story setting and then this will lead into further science and K UW activities with planting and seasonal observations this half term.</p> <p>Starter day activities, making bear "listening" ears. Making porridge. Role-play cafe's with children taking turns to be customers and café workers.</p> <p>NF-Drawing and painting bears, making food items.</p> | <p>Joining in with telling the story and NF text. Becoming more confident from repeated refrains to whole texts.</p> <p>Listening with sustained attention. Making and responding to other children's comments appropriately. Asking and answering different question types, articulating and justifying answers. Speaking in full sentences.</p> <p>Identifying and naming features, items and objects in the familiar setting (café) correctly. Discussing purpose of features/jobs in the café.</p> <p>Creating and extending character description word banks, focusing on appearance.</p> <p>Understanding categories of words using features of the café eg food, utensil, appliance etc, and character words eg clothing, facial feature, mannerisms etc. Recall words in games like My grandmother went shopping etc...</p> <p>Understand fact and fiction.</p> | <p>Writing simple sentences with phase 2/3 common exception word spellings all correct, phase 2 decodable words all correct and phase 3 decodable words using a plausible phonetic spelling.</p> <p>Spacing words.</p> <p>Adding full stop to end of writing.</p> <p>Adding capital letter to the beginning of a sentence.</p> <p>Forming letters with the correct orientation.</p> <p>Using word banks to support writing simple sentences.</p> <p>Identifying nouns and proper nouns.</p> <p>Recognising and reading plural suffixes, adding s, es.</p> <p>Reading and writing key vocabulary using phonic/contextual knowledge.</p> <p>Answering questions from the text.</p> <p>Locating and highlighting words in sentences.</p> <p>Understand fact (non-fiction) and fiction. Identify features in books.</p> <p>Read from blue book band.</p> <p>NS- writing plural suffixes s/es.</p> | <p>Fiction - addition of description sentences into the original text.</p> <p>HA extension - Compose and write descriptive sentences for new characters added to the original structure.</p> <p>LA support - innovate scaffolded sentences with different words from word banks.</p> <p>Non-fiction - change facts about bears to a different focus.</p> <hr/> <p>Ideas to extend invention</p> <p>Group composition and writing of new story - changing to new characters.</p> <p>Create an advert/fact file for the café or supermarket with facts about fruit or veg.</p> |

Literacy Medium term planning - Autumn A 2019

| <p style="text-align: center;">Week</p> <p style="color: blue;">Home books</p> | <p style="text-align: center;">Text title</p> | <p style="text-align: center;">Speaking and listening</p> <p style="color: red;">Communication & language</p> | <p style="text-align: center;">Talk for writing</p> | <p style="text-align: center;">Spelling, punctuation & grammar (SPaG)</p> <p style="color: red;">Including Spelling homework</p> | <p style="text-align: center;">Outcome</p> |
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| <p style="text-align: center;">1</p> <p style="color: red;">Red</p> <p style="text-align: center;">2-6 Sept</p> | <p>Introduce routines for individual reading, phonics and handwriting groups. Establish expectations for using phonics cards and word banks in writing. Set standards for writing on lined paper, rubbing out etc. Practise writing simple sentences using phonic knowledge independently. Give first six phase 2 common words for homework from phase 2 mat- practise all through the following week throughout lessons, also plan into phonics then test again on Friday before giving the next set- a the is to of I.</p> | | | | |
| <p style="text-align: center;">2</p> <p style="color: yellow;">Yellow</p> <p style="text-align: center;">9-13 Sept</p> | <p><u>The Three Bears</u></p> <p>Character description</p> <p>Role-play area: The Three Bears Chinese café.</p> <p>Imitation week</p> | <p>Talk for writing wow starter day.</p> <p>Develop and extend story, topic, mathematical and creative vocabulary through practical activities including measuring bears, weighing oats, making porridge and setting the table, playing musical chairs, singing teddy bears picnic, making bear "listening" ears to go on a senses walk to extend and collect vocabulary of things seen, smelled, touched and heard.</p> <p>Support creative play in role-play area to prepare food, name and understand how to use features. Use three bears puppets to retell story, listening centre/book browse - different versions of story.</p> <p>Join in with retelling story using actions to support recall, speaking clearly in whole sentences, recognising and using key vocabulary from the text.</p> <p>Use "speech" expression. Participate in role-play of story and free-play using voice to enhance and sustain play, conversing with others, taking on different roles. Name features in the café, discuss and explain their purpose.</p> <p>Answer a range of different question types.</p> <p>Draw story maps.</p> <p><i>Independent writing each Friday for assessment.</i></p> | <p>What is a noun?</p> <p>Introduce "noun" poster</p> <p>Identify naming words as nouns.</p> <p>Use STC mat to play lotto and pairs games with nouns from context. Read nouns using appropriate cues.</p> <p>Write nouns using phonic knowledge.</p> <p>Write first six phase 2 common words- a the is to of I.</p> <p>Follow up by asking children to write in simple sentence.</p> <p>Adults correct spellings.</p> <p>Give next six for homework- his no go has ask my.</p> | <p>Children confident to join in with story-telling using actions, speaking clearly in full sentences with some independence.</p> <p>Video record story to show and evaluate.</p> <p>Display story map in role-play café to promote story telling.</p> | |

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| <p>3 Green</p> <p>16-20 Sept</p> | <p>Innovation week Innovation through addition.</p> | <p>Join in with retelling story moving on from whole class to groups including some of the innovations, using actions. Practise telling from own story maps. Use appropriate expressions in retelling. Speak in increasingly longer sentences, with more independence and recall. Answer a range of different question types, beginning to explain and justify answers.</p> | <p>Identify places in text where description could be added. Find and highlight each "bear" which can be described. Create vocabulary banks for character descriptions for the bears- create as mind map with children sounding out and writing each word using phonics mats (most children have been introduced to phase 3 in phonics lessons in Reception classes). Compose orally and write simple sentences with own choice of description, supporting full sentences, prompting to use a full stop and capital letter. Link at least three sentences together for description. <i>Independent writing each Friday for assessment.</i></p> | <p>Understand a noun is a naming word. Identify nouns, sorting singular words in nouns and not nouns.</p> | <p>Children able to retell story in groups or individually with support if needed by following their story maps. Answer questions using the word because properly. Display vocabulary banks of description in role-play café.</p> |
| | | | | <p>Write six phase 2 common words- his no go has ask my. Follow up by asking children to write in simple sentence. Adults correct spellings.</p> <p>Give next six for homework- an as at am and in</p> | |
| <p>4 Blue</p> <p>23-27 Sept</p> | <p>Invention week</p> | <p>Continue to practise retelling text, becoming more confident to innovate or invent orally. Speak alongside others in paired/group re-telling. Show awareness of others, use appropriate intonation and expression particularly for "speech". Continue to answer all questions - particularly why type with explanation and justification, saying the word "because" correctly.</p> | <p>Shared planning of inventions for the bear characters, adding descriptions to the story. Use sticky notes on to original story maps. Practise retelling in groups. Create word bank and sentences for MC of Goldilocks. Write new descriptions individually and add into the shared stories. <i>Independent writing each Friday for assessment. Writing assessment book.</i></p> | <p>Identify and highlight a noun within a sentence.</p> | <p>New story inventions/ character descriptions added to Literacy wall alongside question prompt- which bear would you like to meet? Children write character description for Goldilocks independently. Children using phonics cards to write.</p> |
| | | | | <p>Write next six phase 2 common words- an as at am and in Follow up by asking children to write in simple sentence. Adults correct spellings. Give next six for homework- it if of on get got</p> | |

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| <p>5 30 Sep-4 Oct Healthy Living Theme week</p> | <p style="text-align: center;">Healthy Living Theme week</p> <p style="text-align: center;">Including National Poetry day 3rd October Write poems.</p> <p style="text-align: center;">Continue phonics, handwriting and reading groups</p> | | | <p>Write next six phase 2 common words- it if of on get got Follow up by asking children to write in simple sentence. Adults correct spellings.</p> <p>Give next six for homework- he she we me be was</p> | |
| <p>6 7-11 Oct</p> | <p>Facts about bears Imitation week</p> <p>Non-fiction focus- Information/facts in a list.</p> <p>Role play area- cafe</p> | <p>Retell non-fiction text practising to become confident with new vocabulary- take turns continuing in group circles, listening to others to know when to take turn.</p> <p>Answer a range of question types, maintain attention and making relevant comments. Understand and explain difference between fact and fiction.</p> | <p>Starter day activity - explore sense of smell (science assessment). Link to website facts from www.kidzone.ws/lw/bears/facts.htm and www.kidskonnnect.com</p> <p>Introduce capacity- eg how many bears fill a container?.</p> <p>Learn to retell text. Draw text map. What is a fact? Differentiate between fact and fiction sentences. What is a list? Write lists in different ways, for different reasons including shopping.</p> <p><i>Independent writing each Friday for assessment.</i></p> | <p>Identify and change a noun within a sentence.</p> <p>Write next six phase 2 common words- he she we me be was Follow up by asking children to write in simple sentence. Adults correct spellings.</p> <p>Give next six for homework- they are her said so do</p> | <p>Display all text work eg menus in role-play area.</p> |

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| <p>7 14-18 Oct</p> | <p>Innovation week - <u>Facts about fruit and vegetables.</u></p> | <p>Retell non-fiction text practising to become confident with new vocabulary. Take turns continuing in group circles listening to others to know when to take turn.</p> | <p>Innovation activity- visit local supermarket Morrisons. Buy fruit and vegetables using shopping lists ready to design and make fruit salad (DT task).</p> <p>Innovate text by changing the focus from bears to fruit and/or vegetables. Use context of DT to create vocabulary banks and new facts. Work together to research, share ideas and create facts about fruits and vegetables. Draw text maps. Write innovated texts. Facts about fruit and vegetables.</p> <p><i>Independent writing each Friday for assessment. Writing assessment book.</i></p> | <p>Proper nouns. Identifying that people and place names are proper nouns and need a capital letter. Highlight within sentences. Match capital letters to lower case.</p> <p>Write next six phase 2 common words- they are her said so do Follow up by asking children to write in simple sentence. Adults correct spellings.</p> <p>Give next six for homework- some come were there one all</p> | <p>Display advert/fact files in role-play area with key features highlighted and labelled.</p> <p>Write letter to Morrisons to say thank you.</p> |
| <p>8 21-25 Oct</p> <p><i>Assessment week</i></p> | <p><i>Assessment week Writing assessment</i></p> | <p>Play speaking and listening games with increased confidence. Speak in increasingly longer sentences. Answer all types of questions confidently and correctly with justification and explanation. Work with partners to begin to ask own questions.</p> | <p>Independent writing linked to the text or context eg could write a story changing characters or could write a fact file/advert for a different fruit or vegetable.</p> <p>Focus to be decided depending on outcomes/assessments from weeks 2-7.</p> <p><i>Independent writing each Friday for assessment.</i></p> | <p>Proper nouns. Identifying days and months are proper nouns and need a capital letter. Highlight within sentences. Alphabetical order/ letter names.</p> <p>Write next six phase 2 common words- some come were there one all Follow up by asking children to write in simple sentence. Adults correct spellings. Assess first 42 words learnt - plan for next half term.</p> | <p>Children to read and retell own pieces of writing</p> |

Letters and sounds planning – Autumn A 2019 (x 4 sessions of 25 minutes with spelling on Fridays)

Reading data - 28% working in 40-60m, 68% working in 40-60m+ and 4% achieved ELG.

Writing data - 36% working in 40-60m and 64% working in 40-60+, no ELG.

Whole school data reflects the level achieved at end of Reception (previous to the working within band).

| Week | Group A- Red | Group B- Yellow | Group C- Green | Group D- Blue |
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| <p><i>Home books</i></p> <p><i>All groups assess and move as needed. Plan for ½ term.</i></p> | <p>All children are reported in transition meetings as being secure with knowing phase 2 and the beginning of phase 3 phonemes. They can hear and write cvc words in isolation from the basic 26 letters, although handwriting is an issue for many and letter formation will continue to need a lot more work. On changeover day all children knew some phoneme grapheme correspondences to attempt writing so most not using mats, no evidence of any phase 3 use and most children not yet fully sounding each word in a sentence or remembering each word said when writing.</p> <p><i>Weeks 1-4: Begin with phase 2/early 3 revision - specifically ensuring that children know the mnemonic (action and pictures) for each phoneme, that they can use their mats to find the actions quickly. Practice letter formation daily in some way. Practice blending to read cvc words from sets 1-7 then words in a simple sentence, reading phase 2 common exception words (see spelling practice), segmenting to write words fully and then writing in a simple sentence. Plan altogether but keep separate copies of planning for each group so assessment can be added in detail - plan for further differentiation following assessment of weeks 1-4. Start phase 3 set 8 onwards from week 5 as appropriate.</i></p> | | | |
| <p>1</p> <p>Red</p> <p>2-6 Sept</p> | <p>Practise reading phase 2 common exception words from word mat eg find "the", show me "is", which word is under "I" etc. Play Bingo, Lotto or pairs game. Use magnetic letters to make words. Teach Look Say Cover Write ready for Homework.</p> <p>Revision of phase 2 set 1 - recognition, writing, blending and segmenting. Revise actions for phase 2 phonemes, ensuring children know the mnemonic (action and picture). Play splat games with picture frieze cards, phonics cards. Confidently read and write vc and cvc words. Match words to pictures. Play full circle games to practice blending and segmenting. Suggest simple sentences with given words in them. Practice satpin letter formation - see also handwriting practice.</p> | | | |
| <p>2</p> <p>Yellow</p> <p>9-13 Sept</p> | <p>Practise reading and spelling common exception words given previous Friday for spellings- a the is to of I. Use in sentences.</p> <p>Revise Set 2 and 3</p> <p><i>See activities in week 1.</i></p> | | | |
| <p>3</p> <p>Green</p> <p>16-20 Sept</p> | <p>Practise reading and spelling common exception words given previous Friday for spellings- his no go has ask my. Use in sentences.</p> <p>Set 4 and 5</p> <p><i>See activities in week 1.</i></p> | | | |
| <p>4</p> <p>Blue</p> <p>23-27 Sept</p> | <p>Practise reading and spelling common exception words given previous Friday for spellings - an as at am and in. Use in sentences.</p> <p>Set 6 and 7</p> <p><i>See activities in week 1.</i></p> | | | |

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| <p><u>Assessment at week 4</u> Begin to differentiate groups as needed.</p> | |
| <p>5 30 Sep-4 Oct Healthy Living Theme week</p> | <p>Practise common words given previous Friday for spellings -it if of on get got</p> |
| <p>6 7-11 Oct</p> | <p>Practise common words given previous Friday for spellings -he she we me be was</p> |
| <p>7 14-18 Oct</p> | <p>Practise common words given previous Friday for spellings- they are her said so do</p> |
| <p>8 21-25 Oct Assessment week</p> | <p>Practise common words given previous Friday for spellings- some come were there one all</p> |

Writing targets - Autumn A 2019

Writing data - 36% (9) working in 40-60m and 64% (16) working in 40-60+, no ELG.

From transition discussion with Reception teachers and evidence from changeover day, although 16 children are working with 40-60+ and met the GLD (2 points) in writing, at least 10 of these children (40%) are just within the band and are not yet independent or secure enough target the ELG straightaway.

Therefore the targets for Autumn A will be to consolidate the standards given at end of Reception, to become secure at 40-60m+ with ELG set for Autumn B for those children that show they have maintained their skill and are progressing more quickly.

Whole school data reflects the level achieved at end of Reception (previous to the working within band).

| <u>Red</u> 40-60m+ | <u>Yellow</u> 40-60m+ | <u>Green</u> 40-60+ | <u>Blue</u> 40-60 |
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| <p style="text-align: center;">To maintain working within 40-60m+ and achieve standard by half term.</p> <p style="text-align: center;">In writing whole sentences independently... To compose whole sentences orally.</p> <p style="text-align: center;">To recall and write whole simple sentences without any word prompting.</p> <p style="text-align: center;">To apply phonic knowledge consistently throughout all writing.</p> <p style="text-align: center;">To write sentences that can be read by others.</p> <p style="text-align: center;">To re-read own writing recognising any omissions or errors in structure/sense.</p> <p style="text-align: center;">To use spaces consistently.</p> <p style="text-align: center;">To put a full stop at the end of a piece of writing.</p> <p style="text-align: center;">To understand what a noun is.</p> <p style="text-align: center;">To use capital for own name.</p> <p style="text-align: center;">To spell 10+ common words correctly and consistently across all pieces of writing.</p> <p style="text-align: center;">To begin to spell days of the week.</p> <p style="text-align: center;">Write simple dictated sentences.</p> <p style="text-align: center;">Form some lower case letters in the correct direction, starting and finishing in the right place.</p> | | | <p style="text-align: center;">To maintain working within 40-60m and achieve standard by half term.</p> <p style="text-align: center;">To compose whole simple sentences independently for writing in response to a given task.</p> <p style="text-align: center;">To attempt to write a short sentence or caption independently understanding and following the process with only adult direction.</p> <p style="text-align: center;">To attempt to write using phonetic knowledge with the support of alphabet cards to segment cvc words</p> <p style="text-align: center;">To spell phase 2 tricky words correctly and consistently.</p> <p style="text-align: center;">To sort capital and lower case letter shapes matching to the correct set.</p> <p style="text-align: center;">To add a full stop to the end of a piece of writing.</p> <p style="text-align: center;">To form all 26 letters from memory with some pace and control.</p> <p style="text-align: center;">To form letters as taught in Penpals with the correct orientation.</p> <p style="text-align: center;">To produce evenly sized letters beginning to sit them on the line.</p> |

Handwriting - Autumn A 2019

| Week <i>All groups assess and move as needed. Plan for $\frac{1}{2}$ term.</i> | Group A- | Group B- | Group C- | Group D |
|---|--|-----------------|-----------------|----------------|
| <i>Home books</i> | Assess all groups to plan for differentiation as needed. Observe pencil grips and create groups for next week. | | | |
| Aim to revise Reception stages on letter families by half term and then to cover Year One program by end of Year One. | | | | |
| 1 Red 2-6 Sept | All children to write own names and each letter family for assessment. Establish writing on lines in new phonics, handwriting and writing books. Assess Letter formation - <i>in Reception children taught handwriting in Phonics order not family order.</i> <i>See plan below to revise families from Reception program by half term and then start Y1 program in Autumn B. This may change following initial assessments. Adjust planning as necessary, beginning to differentiate between groups, moving on HA or revisiting with LA groups as needed. Handwriting groups will be different to other Literacy groups depending on pencil control and fine-motor skills.</i> | | | |
| 2 Yellow 9-13 Sept | Long-legged giraffe letters: l i u t j y - give family to stick into books. | | | |
| 3 Green 16-20 Sept | One-armed robot letters: r b n h m k p - give family to stick into books. | | | |
| 4 Blue 23-27 Sept | Curly caterpillar letters: c a d o s g q e f - give family to stick into books. | | | |
| 5 30 Sep-4 Oct Theme week | Zig-zag monster letters: z v w x - give family to stick into books. | | | |
| 6 7-11 Oct | Review and practise as needed. | | | |
| 7 14-18 Oct | Review and practise as needed. | | | |
| 8 21-25 Oct Assessment week | <i>Move onto numbers from Y1 program if secure up to this stage.</i> | | | |