

Talk for Writing	Text	Genre	Focus
Narrative weeks 1-4	The three little pigs	Defeating the monster tale	Character emotions.
Non-Fiction	No NF due to short half term.		




Immersion in the text	Working with the text	SPaG & vocabulary	Ideas for innovation
<p>WOW Starter day- build houses using different materials and construction kits.</p> <p>Use clay to make pigs.</p> <p>Sand sculptures.</p> <p>Make "wolf soup".</p> <p>Role-play area/ third little pigs brick house.</p> <p>Finger puppets and hand puppets/ puppet theatre for retelling and sequencing story, use of expression.</p> <p>Dressing up costumes to develop role-play and expression.</p> <p>Wanted posters to develop description.</p> <p>Potato heads to make characters, children add own extras.</p> <p>Small world farms.</p> <p>Beebots and character hats/masks for wolf to chase pigs.</p> <p>Add cauldron to role-play area and ingredients for children to create own "soup" recipes, and character recipes eg To make a big bad wolf you need...</p>	<p>Joining in with telling the story, sequencing and using expression and intonation to aid meaning confidently. Sequence the story beginning, middle and end Be confident to tell stories orally. Be confident to attempt independent retelling. Work from story map. Understand the heroes and villains theme of defeating the monster tales. Name heroes and villains, understanding feelings and emotions and considering motivation. Are they all bad or all good? Grey areas.</p> <p>Ask and answer a full range of question types, explaining ideas linking together thoughts and justifying ideas and reasoning with conjunctions and but so. Speak and write in full sentences independently. Use a range of simple conjunctions to create compound or complex sentences eg and but so.</p> <p>Use capital letters and full stops correctly in a paragraph of writing. Form all letters with the correct orientation. Use word banks to support writing to add correct spellings and more adventurous word choices. Create wow wall.</p> <p>Speaking and listening focus: Role-play in character to develop more description. Listen and respond to other "characters" within the drama or role-play Interact in character. Use different appropriate "voices" for characters . Talk about characters feelings and emotions.</p>	<p>Develop descriptive vocabulary, build categories of words- appearance, emotion and action. Revise terms noun, verb and adjective.</p> <p>Understand a sentence must have a noun and verb to be a sentence. Identify and locate each within a sentence.</p> <p>Add or change within a sentence.</p> <p>Use an adjective in front of a noun to extend verbal and then written responses.</p> <p>Continue to identify where full stops go in short passages of text.</p> <p>Add capital letters to text including for I and names.</p> <p>Continue to practice Phase 3 and 4 tricky word spellings.(year one words).</p> <p>Continue to reinforce suffix spellings and use particularly in past tense.</p> <p>Identify and spell prefixes un & dis. Identify and read contractions.</p> <p>Begin to write contractions.</p>	<p>Innovate story by adding character profiles to include emotion. Innovate further by changing characters.</p> <p>Adult model process working on each story section in order. Use a range of word banks to support ideas and spelling. Children write independently following adult discussion or further independent innovations. Differentiate for groups.</p>
			<p>Ideas for invention</p> <p>Write own story.</p> <p>HA - whole story independently.</p> <p>MA - work in sections beginning, middle and end, compose and write independently.</p> <p>LA- work on the end section independently following group session to create the beginning-adult scribe and then a guided session to compose and write the middle alongside adult.</p>

Letters and sounds planning - Summer A - 2020

Reading and writing groups are different - phonics is taught in reading groups.

	Group A- Red group - KC x 9	Group B- Yellow group - MW x 8	Group C- Stick men x 8 - BM x 8
	Phase 4 now complete but assessment not done due to school closures/Coronavirus. Whole group quite secure and independent in reading. All children now reading from exp 1 book bands and four of them would have met expected 1 by Easter. Other five would have begun to meet some aspects of expected 1 by Easter. Some of this group are now beginning to use phase 3/4 grapheme/phoneme correspondences in writing. After Easter begin phase 5 with Yellow group.	Phase 4 completed but assessment not done due to school closures/Coronavirus. Six of group now quite secure emerging 1 standard. (Two still need extra support for reading but both are now on B book band). Whole group need to fast track through Green band to move onto Orange by half term to give last seven weeks to meet expected one standard. Children are mostly now writing consistently at ELG (writing that can be read by others) and now need to begin to use phase 3 and 4 phoneme/grapheme correspondences in their writing.	Phase 3 almost completed (children need to cover last three graphemes). Phase 3 assessments need completion, and then move onto phase 4. Phase 4 provides opportunity to practise phase 3. Children are recognising many graphemes in isolation, but are still not reading the digraph as a digraph when they encounter them within words. All children have met ELG in reading and by Easter two of them would possibly have met emerging 1. After Easter begin phase 4.
1 Red 20 th - 24 th April	Phase 5 - The 5 vowels a e i o u Names and sounds Show and understand the split digraph - see how the first letter helps you know the sound but you have to look for the "magic" e (split digraph).	Phase 5 - The 5 vowels a e i o u Names and sounds Show and understand the split digraph - see how the first letter helps you know the sound but you have to look for the "magic" e (split digraph).	Phase 4 - adjacent consonants Revise consonants are all the letters that are not the five vowels. Name the letters of the alphabet. Introduce initial adjacent consonants ccvc eg flag.
2 Yellow 27 th -1 st May	Ai - ay and a-e Ee - ea and e-e	Ai - ay and a-e Ee - ea and e-e	Final adjacent consonants cvcc eg sand.
3 Green 4 days 4 th - 8 th May	Igh- ie and i-e Oa- ow and o-e	Igh- ie and i-e Oa- ow and o-e	Initial and final digraphs and trigraphs ccvcc (stand) cccvc (strap) cccvcc (spring)
4 11 th - 15 th May	oo- ew and u-e Revise all vowel digraphs.	oo- ew and u-e Revise all vowel digraphs.	Reading and writing polysyllabic words, including the suffixes and prefixes.
5 Assessment week 18 th - 22 nd May	Same grapheme - different phoneme Which sounds right? Using context. ou (cloud) ou (pour) aw (crawl) or (fork) ow (slow) ow (now)	Same grapheme - different phoneme Which sounds right? Using context. ou (cloud) ou (pour) aw (crawl) or (fork) ow (slow) ow (now)	Revise and assess all phase 3 and 4.

Guided reading - Summer A - 2020

<u>Week</u>	Group A- Exp 1 KC x 9	Group B- Exp/Emg 1 MW x 8	Group C- Emg 1 BM x8																									
<p><i>All groups assess and move as needed. Plan for $\frac{1}{2}$ term.</i></p> <p><i>Children's reading groups are also phonics groups - these are different to Colour groups.</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. There is likely to be only one child still at emg 1.</p>																									
	<p>Phase 4 phonics now complete but assessment not done due to school closures/Coronavirus. Whole group quite secure and independent in reading. All children now reading from exp 1 book bands or above and four of them would have met definitely met expected 1 by Easter. Other five would have begun to meet some aspects of expected 1 by Easter, and definitely met this before May half term. All on track to meet exceeding by end of the year.</p>	<p>Phase 4 phonics completed but assessment not done due to school closures/Coronavirus. Six of group now quite secure emerging 1 standard. (Two still need extra support for reading but both are now on B book band). Whole group need to fast track through Green band to move onto Orange by half term to give last seven weeks to meet expected one standard. Five have met emg 1 and the other three were on track to meet by Easter. They should all meet expected 1 by the end of the year. Four likely to meet exc 1</p>	<p>Phase 3 phonics almost completed (children need to cover last three graphemes). Phase 3 assessments need completion, and then move onto phase 4. Phase 4 provides opportunity to practise phase 3 which children still need as they are recognising many graphemes in isolation, but are still not reading the digraph as a digraph when they encounter them within words. All children have met ELG in reading and by Easter two of them would possibly have met emerging 1. Seven of the children would definitely have met emg 1 by end July.</p>																									

Word recognition and comprehension objectives alternating weekly to make them more manageable but should of course dot for both each week if appropriate.

<p>1 Red</p> <p>20th- 24th April</p>	<p><u>Fiction text-rhyming</u> <u>Word recognition</u></p> <p>Read with fluency pace and intonation. Read 40+ graphemes (all ph 3) and some alternatives. Read a range of prefixes (un, dis), suffixes (s, es, ing, ed, er, est) and contractions.</p>	<p><u>Fiction text</u> <u>Comprehension</u></p> <p>Read and understand a range of texts- stories, non-fiction as a group. Answer questions and make inferences about these texts. Understand meaning of words through discussion and context. Listen and demonstrate an understanding of fiction, non-fiction and poetry. Attempt to read unknown book without adult support. Begin to use expression to make meaning clear. Read a range of sentence types, taking into account . , ! ?</p>	<p><u>Fiction text</u> <u>Comprehension</u></p> <p>Behave like a reader and know how texts work. Listen and respond appropriately to stories, non-fiction and poetry. Retell familiar stories, identifying some key events. Begin to understand the difference between stories and information texts. Read simple sentences pausing at a full stop.</p>
<p>2</p> <p>Yellow</p> <p>27th April - 1st May</p>	<p><u>Non-Fiction text</u> <u>Comprehension</u></p> <p>Read and understand a range of texts. Answer questions and make inferences. Link reading to own experiences with some independence. Understand meaning of words through discussion and context. Take account of a wider range or punctuation without affecting fluency.</p>	<p><u>Non-Fiction text</u> <u>Word recognition</u></p> <p>Apply phonic knowledge to read accurately independently. Read 40+ phonemes (all 26 letters and phase 3 digraphs. Also phase 4 adjacent consonants) Recognise some alternatives (phase 5) Read words that contain two or more syllables. Read aloud from books without overt sounding and blending. Read with increasing pace and fluency.</p>	<p><u>Non-fiction text</u> <u>Word recognition</u></p> <p>Begin to apply phonic knowledge to read with increasing independence. Read the first 26 graphemes. Read mono-syllabic words. Read words aloud by segmenting and blending phonemes with increasing independence from book with up to the first 26 graphemes. Begin to read some sentences with developing pace.</p>

<p>3 Green 4 days 4th-8th May</p>	<p><u>Non-Fiction text</u> <u>Word recognition</u> Read with fluency pace and intonation. Read 40+ graphemes (all ph 3) and some alternatives. Read a range of prefixes (un, dis), suffixes (s, es, ing, ed, er, est) and contractions.</p>	<p><u>Non-Fiction text</u> <u>Comprehension</u> Read and understand a range of texts-stories, non-fiction as a group. Answer questions and make inferences about these texts. Understand meaning of words through discussion and context. Listen and demonstrate an understanding of fiction, non-fiction and poetry. Attempt to read unknown book without adult support. Begin to use expression to make meaning clear. Read a range of sentence types, taking into account . , ! ? Plus... Link reading to own experiences. Use terms fiction and non-fiction, beginning to describe features.</p>	<p><u>Poetry</u> <u>Comprehension</u> Behave like a reader and know how texts work. Listen and respond appropriately to stories, non-fiction and poetry. Retell familiar stories, identifying some key events. Begin to understand the difference between stories and information texts. Read simple sentences pausing at a full stop. As week 1 plus... Notice different expressions read to them. Predict what may happen next in a fiction text.</p>
<p>4 11th- 15th May</p>	<p><u>Fiction text</u> <u>Comprehension</u> Read and understand a range of texts. Answer questions and make inferences. Link reading to own experiences with some independence. Understand meaning of words through discussion and context. Take account of a wider range or punctuation without affecting fluency.</p>	<p><u>Fiction text</u> <u>Word recognition</u> Apply phonic knowledge to read accurately independently. Read 40+ phonemes (all 26 letters and phase 3 digraphs. Also phase 4 adjacent consonants) Recognise some alternatives (phase 5) Read words that contain two or more syllables. Read aloud from books without overt sounding and blending. Read with increasing pace and fluency. Plus... Read words containing suffixes (er and ed) endings. Read words containing plurals (s and es). Read words containing prefix (un). Read words with contractions. Read without overt sounding and blending. Read with increasing pace and fluency</p>	<p><u>Fiction text</u> <u>Word recognition</u> Begin to apply phonic knowledge to read with increasing independence. Read the first 26 graphemes. Read mono-syllabic words. Read words aloud by segmenting and blending phonemes with increasing independence from book with up to the first 26 graphemes. As week 2 plus... Read 25 common words. Read plural s. Begin to read some sentences with developing pace.</p>

<p>5 <i>Assessment week</i> 18th – 22nd May</p>	<p><u>Range of texts Comprehension</u> Choose to read different genres. Compare and discuss a range of text types by different authors. Predict what may happen, before reading and next, with reasoning. Begin to notice different expressions of characters in reading. Take account of a wider range of punctuation without affecting fluency.</p>	<p><u>Poetry Comprehension & word recognition</u> Plan from assessment to secure objectives above. Read 50+ common words- refer to word checks. Assess only if needed.</p>	<p><u>Non-fiction text Comprehension</u> Behave like a reader and know how texts work. Listen and respond appropriately to stories, non-fiction and poetry. Begin to understand the difference between stories and information texts. Read simple sentences pausing at a full stop. + Read words containing plural s. Read some sentences with developing pace.</p>
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Literacy Medium term planning - Summer A - 2020

Week	Text title	Speaking and listening Communication & language	Talk for writing	Spelling, punctuation & grammar (SPaG)	Outcome						
<p>1 Red</p> <p>20th- 24th April</p>	<p><u>The three little pigs</u></p> <p>Focus - character description</p> <p>Role-play area- third little pigs brick house</p> <p>Imitation week including wow starter day.</p> <p><i>Continue using talking partners through all activities to support working in larger groups, promoting engagement in learning and independence. Build to small groups of three (carpet) extending to four or five (tables) to take turns as a speaker and listener, ask questions, agree and report back.</i></p>	<p>Use own knowledge and ideas to communicate, ask and answer questions eg Why did the wolf want to eat the pigs?. Make relevant responses and suggestions to questions, giving well-structured descriptions and explanations to justify answers. Discuss in pairs but report back partner's answers.</p> <p>Retell story learning the actions. Use appropriate intonation and expression.</p> <p>Show understanding of key vocabulary from the text- read through and discuss STC word mats. Act out the story taking on different roles. Vary voice and intonation with purpose.</p> <p>Ask relevant questions and remember main points.</p> <p>Present retelling with actions/role-play to other groups. Adult model evaluating performances- how do the actions help? Can you hear the words spoken clearly?</p>	<p>Introduce story and practise retelling with different expressions. Complete the creation of the third little pigs brick house- what else does it need? Fire place, cooking pot, ingredients, tools for building, construction kits and materials etc.</p> <p>Use clay to make a pig.</p> <p>Play with potato heads to create different characters. Add own features to create different characters eg how can you make him/her look scary?</p> <p>Use construction and junk modelling to make houses.</p> <p>Use beebots and make character hats and masks so the wolf can chase the pigs.</p> <p>Make wolf soup or bacon sandwiches.</p> <p>Create wanted posters with descriptions.</p> <p>Use puppets, small world and dressing up costumes to re-enact the story, and to play in role to create new stories.</p> <p>What is a defeating the monster tale? Compare and find others.</p>	<p>Model and encourage use of descriptive vocabulary to aid building word banks to describe the characters next week.</p> <p>Differentiate between appearance, action and emotion - how they look, what they do and how they feel.</p> <p>Revise term noun - identify from the story and add to working wall to create a table.</p> <table border="1" data-bbox="1435 963 1796 1171"> <thead> <tr> <th>adjective</th> <th>noun</th> <th>verb</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Identify and change noun within a sentence.</p> <p>Spellings: continue to practise first 100 year one words.</p>	adjective	noun	verb				<p>Add all features to the role-play area.</p> <p>Add photos of role-play and story telling to working wall.</p>
adjective	noun	verb									

<p>2 Yellow</p> <p>27th April - 1st May</p>	<p>Imitation/ innovation week</p>	<p>Speak in full sentences, expanding sentences with conjunctions to give more detail or begin to justify own ideas. Answer any type of question confidently and correctly with justification and explanation. Participate in discussion spontaneously to share ideas and ask questions about topic work.</p> <p>Discuss and agree in groups and report back to other groups</p> <p>Retell text independently by now, using actions to support. Tell in story circles, listening to each other and knowing how to continue. Use appropriate intonation and expression. Play in role, communicate and respond in role. Build confidence to sustain character when answering questions.</p> <p>Drama scenarios - respond to other character improvisation eg wolf finds pigs crying.</p>	<p>Draw story map and retell story from own map.</p> <p>Identify the beginning, middle and end of the story, be able to say which part of the story different events happen in.</p> <p>Explore character description in the story. Answer comprehension questions from recall - eg what is the wolf like? What is the pig doing? What would you do next if you were the pig? How do you think he is feeling? How would you feel?</p> <p>Identify words and captions from selections of the text that say what the character is like, is doing or is feeling. Underline the words in the sentence that show this.</p> <p>Create monster list-heroes and villains. Build the list from children's knowledge of other stories. Discuss and justify choices.</p>	<p>Differentiate between verb and adjective, adding to the working wall word banks. Identify them from the text and make further suggestions.</p> <p>Extend word banks for character description, appearance and action by adding further suggestions.</p> <p>Use them to generate sentences eg the prickly pig hopped. He felt excited etc.</p> <p>Children generate sentences orally to create many different options.</p> <p>Children write some sentences using capital letters and full stops. Children use purple pen to edit and correct own sentences.</p>	<p>Create wow board for most exciting adjectives. Write them on leaves and add them around the literacy board.</p>
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<p>3 Green 4th - 8th May</p>	<p>Innovation week</p>	<p>Make relevant responses and suggestions to questions, giving well-structured descriptions and explanations to justify answers. Compose orally to draft and edit sentences before writing. Discuss ideas in a group prior to writing. Recall interesting and varied vocabulary quickly to suggest adjectives for description of characters. Take turns and listen to others to avoid repetition in sp and list games and activities.</p>	<p>Choose new heroes and villains. Compose and write sentences to describe them. Create and write full sentences with innovations for the story adding character description and changing actions. Adult model adding to pigs, children create to add description for a different character. Writing longer sentences with conjunctions.</p>	<p>Conjunctions - joining sentences. What is a conjunction? What is it for? Sometimes it joins two whole sentences - compound, and sometimes a main sentence and a dependent clause - complex (simple terms only). Show conjunctions mat and read all the words. Locate in text longer sentences with joining words- including and, so, but. Spell correctly. Add conjunctions above to clauses to create sentences correctly. Children continue to use purple pen to edit and correct own sentences.</p>	<p>Add a conjunctions display to the working wall - possibly in the form of a brick wall? Children add conjunctions to their SPaG books.</p>
<p>4 11th - 15th May</p>	<p>Invention week</p>	<p>Retell text adding inventions following the pattern of language accurately. Compose own sentences to include conjunctions and adjectives. Explain ideas in detail with justification. Speak in role as characters to explore their emotions and feelings. What is their motivation for acting as they do?</p>	<p>Create new characters. Create a description that your partner can draw an accurate picture from. Create new refrains to encourage use of expression. Create new defeating the monster stories.</p>	<p>Continue to reinforce all terms - noun, verb and adjective, also conjunctions, throughout all work. Encourage use of descriptive vocabulary, what is the most "wow" word you can include? Ensure children sustain effort (differentiated as appropriate) to compose a beginning, middle and end of story that work in sequence and make sense.</p>	

<p>5 <i>Assessment week</i></p> <p>18th - 22nd May</p>	<p><i>Assessment week</i></p>	<p>Speaking and listening assessment- Vary voice and intonation with purpose. Ask relevant questions and remember main points. Suggest ideas to others. Take turns as a speaker and listener when working with others. Report back to another group.</p>	<p>Writing assessment books. Children write own stories.</p> <p>HA - whole story independently. MA - work in sections beginning, middle and end, compose and write independently. LA- work on the end section independently following group session to create the beginning-adult scribe and then a guided session to compose and write the middle alongside adult.</p>	<p>Children re-read and edit their own work. Use purple pens to show self-editing.</p>	<p>Make a book to display the stories in. Add illustrations.</p>
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Writing targets - Summer term- 2020

<u>Red</u> Emg 1	<u>Yellow</u> ELG/ Emg 1	<u>Green</u> ELG
<p>In a whole piece of writing All Exp 1 target for July</p> <p>Compose sentences orally before writing. Write using phonics knowledge consistently using vowel digraphs taught at phase 3 and 4. Share ideas in a group to develop thinking and collect ideas. Plan/draft writing and discuss with adults. To write all sentences that can be read by others. To re-read own writing recognising any omissions or errors in structure/sense. To use spaces consistently. To put a full stop at the end of each sentence within a piece of writing. Correctly link sentences to write texts. Use "and" to join clauses in sentences. Correctly use a capital letter to begin sentences. Correctly use a full stop to end sentences. To understand what a noun is. To understand what a verb is. To understand what an adjective is. Identify question marks and exclamation marks. Spell many year 1 common words. To make a reasonable attempt at days of the week. To recognise, read and write plural suffixes, adding s, also suffixes ing ed and er. Write simple dictated sentences. Form most lower case letters in the correct direction, starting and finishing in the right place. To write on lines correctly. Sit letters consistently on the line.</p>	<p>In writing of at least three sentences... All Exp 1 target for July.</p> <p>Compose sentences orally before writing. Write using phonics knowledge consistently using vowel digraphs taught at phase 3 and 4. Share ideas in a group to develop thinking and collect ideas. Plan/draft writing and discuss with adults. To write all sentences that can be read by others. To re-read own writing recognising any omissions or errors in structure/sense. To use spaces consistently. To put a full stop at the end of each sentence within a piece of writing. Correctly link sentences to write texts. Use "and" to join clauses in sentences. Correctly use a capital letter to begin sentences. Correctly use a full stop to end sentences. To understand what a noun is. To understand what a verb is. To understand what an adjective is. Identify question marks and exclamation marks. Spell many year 1 common words. To make a reasonable attempt at days of the week. To recognise, read and write plural suffixes, adding s, also suffixes ing ed and er. Write simple dictated sentences. Form most lower case letters in the correct direction, starting and finishing in the right place. To write on lines correctly. Sit letters consistently on the line.</p>	<p>In writing of at least three sentences... All Emg 1 target for July.</p> <p>To compose whole sentences orally. To recall and write whole sentences without any word prompting. To apply phonic knowledge consistently throughout all writing, including phase 3 and 4. To write all sentences that can be read by others. To re-read own writing recognising any omissions or errors in structure/sense. To use spaces consistently. To put a full stop at the end of each sentence within a piece of writing. To understand what a noun is. To understand what a verb is. To understand what an adjective is. To use capital for own name. To spell 25 common words correctly and consistently across all pieces of writing. To make a reasonable attempt at days of the week. To recognise, read and write plural suffixes, adding s, es, also suffixes ing ed and er. Write simple dictated sentences. Form most lower case letters in the correct direction, starting and finishing in the right place. To write on lines correctly.</p>

Handwriting - Summer A 2020

	KC Approx. 8 children Good skills, consistently correct letter formation, accurate with sizing and position once shown. Apply across all writing.	MW Approx. 11 children Need to practise and be prompted to keep applying skill.	BM Intervention group (Kings) Approx 6 children Continuing to need to practise basic letter formations. Flow and movement.
Continuing year one "Penpals" program - most of class continuing and mastering letters within the week. Children move between groups as needed depending on skill level with each new introduction.		Continue Foundation 2 program - learning and practising correct orientation of each letter. Sit correctly on lines. Know which letters belong to which family.	
4 Red 20 th - 24 th April	Unit 11: Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters.	Revise the one-armed robot letters r b n h m k p	
5 Yellow 27 th -1 st May	Unit 12: Practising zig-zag monster letters. Unit 13: Writing words with zz.	Begin the curly caterpillar family c - do not move on until c is correctly oriented.	
6 Green 4 days 4 th - 8 th May	Unit 14: Mixing all the letter families.	Continue as ready - a d o s g q e f	
4 11 th - 15 th May	Unit 15: Practising all the capital letters.	Continue as above-	
5 Assessment week 18 th - 22 nd May	Unit 16: Practising all the numbers 0-9.	Continue as above-	