

Talk for Writing	Text	Genre	Focus
<b>Narrative</b> <small>weeks 9-11</small>	Where the wild things are	Quest tale	Openings and endings
<b>Non-Fiction</b> <small>weeks 12-13</small>	How I became the king	Recount	Answering questions

Immersion in the text	Working with the text	Vocabulary/SPaG	Ideas for innovation
<p><b>Role-play area</b> " the wild things Forest/Max's room - add big cardboard box for imaginative play as a bed or a boat. Add drapes and canes to make a home-made tent/den. Painted backdrops of forest. Add wood logs for play, also food for Max's supper. Water tray and boat play.</p> <p><b>Starter day</b>-make wild things or forest animal paintings, explore what lives in a forest, make observations of trees (covered last half term in science). Den building for the wild things (save boats for NF). Seasonal tree art.</p> <p><b>Continuing cross-curricular activities</b></p> <p>Science - seasonal changes, (plants/trees), animals (British wildlife). RE-Nativity play, Christmas table decorations (birds). PSHE-dealing with a range of feelings (Max's toy box).</p>	<p>Discuss the genre of the story (quest tale). Talk about other stories that they might know with the same genre. Quests and journeys (A character travels in search of something or someone - or to find something or someone). Identify other quest tales. Join in with telling the story and NF text. Retell as a whole class each day using actions, moving to story circles when ready. Retell the story/text in own words.</p> <p>Listen with sustained attention and answer a full range of question types to show understanding. Make and respond to other children's comments appropriately speaking in full sentences.</p> <p>Story map and text map.</p> <p>Sequence the story, identify the opening and ending- discuss their purpose.</p> <p>Identify in other stories.</p> <p>Compose and write new openings to introduce characters and endings to conclude a story, adding description into sentences. Begin to write a longer sentence using conjunction and.</p>	<p>Learn and extend vocabulary- Forest and trees. British wildlife, habitats. Wild thing, mischief, naughtiness. Story openings and endings. Character description. Use vocabulary correctly in context within full sentences for speaking and writing.</p> <p>Read and write key story vocabulary using phonic knowledge. Begin to use contextual knowledge in reading. Use common word banks to support spelling.</p> <p>Hearing and writing cvc (up to phase 3/4) words in isolation and within captions and short sentences (LA), a whole simple sentence (MA) and up to three sentences at a time without prompting (HA).</p> <p>Continue to learn/secure knowledge of Phase 2 &amp; 3 spellings-see phonics planning.</p> <p>Spacing words. Adding full stop and capital letters to single sentences. Understand suffixes are added to root words, use suffix s in writing. Form letters with the correct orientation - curly caterpillar letters.</p>	<p>Innovate opening and ending of the story, making changes to events and adding description. Group work to suggest and share different ideas. Text map. Children write at least one version themselves. Innovate recount text by changing experience to link to topic work.</p> <hr/> <p><b>Ideas for invention</b></p> <p>Write a new opening and ending for a story.</p>

## Letters and sounds planning - Autumn B 2019

<b>Week</b>	<b>Group A- RM</b>	<b>Group B- RM</b>	<b>Group C- BM</b>	<b>Group C- BM</b>
<p><i>Home books</i></p> <p><i>All groups assess and move as needed.</i></p>	<p>Children are complete on phase 2 assessments and phase 3 set 6 and 7. They are not yet secure on set 8 sh ch th and ng. Work to consolidate these alongside becoming more skilled and independent with blending and segmenting. Most children can do this for isolated words now but not yet secure in simple captions or sentences. Particularly as they are still very uncertain with common exception words despite lots and lots of work. Continue focus on common words and keep practising blending and segmenting within sentences, then move onto continue phase 3 - start with ai ee igh oa and oo and assess children's grasp. Aim to completely revisit phase 3 by Christmas.</p>		<p>Very similar to Groups A and B - continue to revise phase 3 phonemes taught so far up to set 8 sh ch th and ng. Children in these two groups much less secure with independence in their reading relying on adults to prompt then on from word to word or even to use their sounds in single words. Children need to become secure to know action and recognise the picture/action. Children to use mats to support writing words and to use mats/actions to support reading of single words and captions/sentences. When ready move onto ai ee igh oa and oo - aim to be secure in these by Christmas,</p>	
<b>9 4-8 Nov.</b>	<p>Introduce ai and ee. Start with fun activity related to the picture and mnemonic in order to help children embed the actions. Practise reading ai and ee words, writing ai and ee words. Practise reading and writing words in simple sentences. Play games with words such as pairs, lotto or splat. Use activities such as magnetic letters, chalk boards to vary the writing practice.</p>			
<b>10 11-15 Nov.</b>	<p>Introduce igh and oa with fun activity related to the picture and mnemonic in order to help children embed the actions. Practise reading ai and ee words, writing ai and ee words. Practise reading and writing words in simple sentences. Play games with words such as pairs, lotto or splat. Use activities such as magnetic letters, chalk boards to vary the writing practice. Phase 3 revision -</p>			
<b>11 18-22 Nov.</b>	<p>Introduce oo oo. Start with fun activity related to the picture and mnemonic in order to help children embed the actions. Practise reading ai and ee words, writing ai and ee words. Practise reading and writing words in simple sentences. Play games with words such as pairs, lotto or splat. Use activities such as magnetic letters, chalk boards to vary the writing practice.</p>			
<b>12 25-29 Nov. INSET DAY</b>	<p>Continue revision of phase 3 -ar or ur Identifying the correct grapheme to match a phoneme. Reading single words with graphemes. Sorting flashcards into sets. Blending to read aloud. Reading words in simple sentences. Writing phonemes correctly. Writing words into separate lists in phonics books. Continue to focus on how to write on lines in phonics books. Write simple dictated sentences with phase 2 common words from text spelled correctly - a the is to of I his no has go ask my.</p>		<p><b>Revising ai ee igh oa and oo</b> discriminate between sounds orally, recognise which words have which phoneme eg Runaround game. Write all five graphemes from hearing the phoneme said. Read and match words with these graphemes to the graphemes and phonemes - use talking tins. Write words as said in lists eg all ai words then across lists eg adult says tree where would you write it?</p>	

<p><b>13</b> <b>2-6 Dec</b></p>	<p>Continue revision of phase 3 -ow (cow) oi Identifying the correct grapheme to match a phoneme. Reading single words with graphemes. Sorting flashcards into sets. Blending to read aloud. Reading words in simple sentences. Writing phonemes correctly. Writing words into separate lists in phonics books. Continue to focus on how to write on lines in phonics books. Write simple dictated sentences with phase 2 common words from text spelled correctly - a the is to of I his no has go ask my.</p>	<p>Put words into captions and then into sentences. Include daily writing now and some fun activities/games. Continue to practice common exception words in phonics lessons as well as giving for spelling homework, + "said".</p>
<p><b>14</b> <b>9-13 Dec</b></p>	<p>Revision of phase 3 - ear air ure er Identifying the correct grapheme to match a phoneme. Reading single words with graphemes. Sorting flashcards into sets. Blending to read aloud. Reading words in simple sentences. Writing phonemes correctly. Writing words into separate lists in phonics books. Compose and write own sentences with ph 2 common words from text spelled correctly - a the is to of I his no has go ask my.</p>	<p>Reading and writing captions including all single sounds, sh ch th ng, ck ll ss ff and ai ee igh oa and oo.  Spelling common words correctly - a the is to of I his no has go ask my.</p>
<p><b>15</b> <b>16-20 Dec</b> 19th/20th <b>INSET days</b></p>	<p>Phase 3 assessments. Planning for Spring term.</p>	<p>Phase 3 assessments so far. Planning for Spring term.</p>

<b>Week</b>	<b>Group A-RM</b>	<b>Group B- RM</b>	<b>Group C- BM</b>	<b>Group D-BM</b>
<i>All groups assess and move as needed.</i>	Group now reading at B1 or above - target exceeding 1 by the end of Year 1. Target Emg 1 by Christmas. GR sessions twice weekly- plan from Emg 1 objectives.	Group now reading at Y1/2 - work initially to move onto blue ready to assess at KS1 Y1 Emg 1. GR sessions twice weekly - plan from Emg 1 objectives but do not dot until reading from B1 individually.	Continue focus on individual reading - currently at Y1, focus on common words for phase 2 and 3 to develop confidence and accuracy with sentences. These children know phase 2 and early 3 but not applying 3+ vowel digraphs. Aim to move and be secure in Y2 by Christmas.	Continue focus on individual reading- currently at R2. Children all know phase 2 and can blend to read cvc words but will rely on prompting to do so. Practise to develop independence but also group need to develop word recognition of phase 2/3 common words to begin to build some fluency in reading a simple sentence.
<b>Groups</b>	Lexi Evie Lilly-May Jacob Cham Leedjinha Oliver	William Ethan-Jayden Freya-Grace Cooper Polly Emilijus	Piper Freya RD Dawid Layla-May Owen Freddie	Jenson Olivia Kayla Braxton Azela Rodrigo
<b>9 4-8 Nov.</b>	GR text and questions from text - Where the wild things are. Openings and endings. Reading and comprehension from the talk for writing text. Answering questions - teach children to find key words in text and underline then use in their responses.	GR text and questions from text - Where the wild things are. Openings and endings. Reading and comprehension from the talk for writing text. Answering questions - teach children to find key words in text and underline then use in their responses.	Using the talk for writing text - read sentence matching cards and match them. Make a sentence from the story from word cards as the adult dictates.	1. to use phonic and context knowledge to write nouns (names of objects) from text - STC page. 2. Role play area (alternate over two sessions).
<b>10 11-15 Nov.</b>	Read openings and endings from different stories and find their matching partners. Introduce GR independent activity sheet and choose one activity to complete.	Read openings and endings from different stories and find their matching partners. Introduce GR independent activity sheet and choose one activity to complete.	Read simple captions for openings and endings with support practising using phonic and word knowledge more independently.	1. to use phonic and context knowledge to write nouns (names of objects) from text - STC page. 2. Small world tuff spot play. (alternate over two sessions).
<b>11 18-22 Nov.</b>	Word recognition and prediction from the full recount text. Listen and respond. Find and retrieve focused words - key words to answer questions. Retell the story.	Word recognition and prediction from the full recount text. Listen and respond. Find and retrieve focused words - key words to answer questions. Retell the story.	Read the wild things text by looking for words as directed by adult, discussing using reading cues. Make common words with scrabble Tiles.	Make common words with scrabble tiles. Reading words as whole words - use them to create sentences as dictated by adult eg Can you make... Max went to bed and fell asleep.

<b>12 25-29</b>	Word recognition and retelling. Listen and respond. Non-Fiction Guided read the genre page.	Word recognition and retelling. Listen and respond. Non-fiction. Guided read the genre page.	Word recognition and retelling. Listen and respond. Non-fiction. Guided read the genre page.	Make common words with scrabble tiles. Reading words as whole words - use them to
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<b>Nov.</b> <b>INSET DAY</b>	What is non-fiction. Discuss, name and begin to sort features.	Independent reading Yellow 2 band for assessment.	Independent reading Yellow 2 for assessment.	create sentences as dictated by adult eg Can you make... Max went to bed and fell asleep.
<b>13</b> <b>2-6 Dec</b>	Non-fiction. Read and spell all six question words - who how what where when and shy. Read and discuss non-fiction books, ask and answer questions.	Non-fiction. Read and spell all six question words - who how what where when and shy. Read and discuss non-fiction books, ask and answer questions.	Non fiction book - share and discuss, ask questions. Read and spell all six question words - who, how, what, where, when and why	Read a simple text looking for common words/sounding out etc. answer questions from the text - find and retrieve.
<b>14</b> <b>9-13 Dec</b>	Christmas poems - Notice different expressions from stories read to them. Answer questions. Find and retrieve.	Christmas poems - Notice different expressions from stories read to them. Answer questions. Find and retrieve.	Christmas poems - Notice different expressions from stories read to them. Discuss to show understanding.	Christmas poems - Notice different expressions from stories read to them. Repeat and locate common words/key words using phonic knowledge.
<b>15</b> <b>16-20 Dec</b> 19th/20th <b>INSET days</b>	Assessments and planning for Spring term.	Assessments and planning for Spring term.	Assessments and planning for Spring term.	Assessments and planning for Spring term.

**Literacy Medium term planning - Autumn B 2019**

<b>Week</b> Home books	<b>Text title</b>	<b>Speaking and listening</b> <b>Communication &amp; language</b>	<b>Talk for writing</b>	<b>Spelling, punctuation &amp; grammar (SPaG)</b>	<b>Outcome</b>
<b>9</b> <b>4-8 Nov.</b> <b>Red group</b>	<u><b>Where the wild things are - quest tale</b></u> <b>Focus - openings and endings.</b> <b>Roleplay area- Max's bedroom/forest area.</b>	Participate fully in retelling of quest tale. Work in whole class and groups to practise sustaining story independently. Answer questions orally to show understanding of text. Speak in full sentences, expanding some sentences with conjunctions to give more detail or begin to justify own ideas. Answer any type of questions confidently and correctly with justification and explanation. Continue using talking partners through all activities to support working in larger groups, promoting engagement in learning and independence. Participate in discussion spontaneously to share ideas and ask questions about - trees and Winter. Ask for help when needed.	<b>Starter day - Forestry, creating wild things.</b> Explore what a forest is. (See science). Explain what a quest tale is. A quest is like a journey where the MC is on a journey to somewhere or perhaps looking for something. What other journey stories can children think of? Have they ever been on a journey? What might you need to take? Why might you be going? Children writing - On my quest I would go... Retell the story daily practising as a class and then in smaller groups. Use vocabulary for independent group reading games, matching text to pictures. Guided reading questions from the text and writing answers to show understanding. Draw the story map. Discuss the sequence of opening, middle and ending. Independent writing - opening of the story.	<b>SPaG</b> writing sentences with I could, I should, I would, with correct spelling, working on sentence structure and punctuation. HA - Ind following example, MA with group support, LA as guided session. <b>Spelling</b> could, would, should from T4W context.	Children confident to answer questions about the story. Use context and content for discussion eg PSHE lesson on behavior.
<b>10</b> <b>11-15</b>	<b>Imitation/innovation</b>	Participate fully in retelling of quest tale. Work in whole class	Play in the role-play area. Compare openings and endings	<b>SPaG</b> I look at use of capital when in/if/it/is are at the	Children able to retell story in groups

<p><b>Nov.</b> <b>Yellow</b> <b>group</b></p>		<p>and groups to practise sustaining story independently. Answer questions orally to show understanding of text. Speak in full sentences, expanding some sentences with conjunctions to give more detail or begin to justify own ideas. Answer anyl types of questions confidently and correctly with justification and explanation. Continue using talking partners through all activities to support working in larger groups, promoting engagement in learning and independence. Participate in discussion spontaneously to share ideas and ask questions about Winter, The winter solstice, day and night, and celebrations. <b>Ask for help when needed.</b></p>	<p>of stories and match them to each other and stories. Compose new opening/ending for Max's story, as a group sharing ideas and adding them to a group mind map. Innovate opening and ending sentences by adding description to make them more interesting. Write them as dictated sentences adding full stops and capital letters. Adult model a new opening to the story. Children help to compose and support shared write. Independently write a new ending to Max's story. Instead of a happy ending where Max goes home what else could happen?</p>	<p>beginnings of sentences. Explore In/If/It/Is so children are confident with reading them. Jump ahead to show and explain igh/ie/i-e and I and i (as in wild) can all make the same sound but that i is usually i as in it. Reading, matching and writing. Find and highlight in sentences. Aim that all children can read correctly from the start of a sentence eg In the class we have lots of fun.</p> <p><b>Spellings</b> in it is if with lower case and capital letters.</p>	<p>with support as necessary by following their story maps. Can answer a range of question types.</p>
<p><b>11</b> <b>18-22</b> <b>Nov.</b> <b>Green</b> <b>group</b></p>	<p><b>Innovation/</b> <b>Invention</b></p>	<p>Use voice to communicate and sustain peer play in role-play area and other contexts. Tell the beginning and ends of stories with appropriate expression eg scared, excited, nervous etc. Participate in group discussion sharing ideas on seasons, Answer a full range of question types, giving reasons and explanations.</p>	<p><b>Invention week</b> Create a new story by choosing a new beginning and a new ending using innovations as cards to story board. Create a new middle of story independently. Create as groups - draw story maps and write independently.</p>	<p><b>SPaG.</b> See main text work - writing sentences with punctuation linked to teaching and expanding vocabulary.</p> <p><b>Spellings:</b> plan from phonics, common exception words.</p>	<p>New story innovation cards added to Literacy wall with selection of ideas for innovated opening and ending choices displayed around to allow children to change and create new stories.</p>
<p><b>12</b> <b>25-29</b></p>	<p><b><u>How I became</u></b> <b><u>the King- by</u></b></p>	<p>Use voice to communicate and sustain peer play in role-play area and other contexts.</p>	<p>Learn to retell the recount. Answer questions from the text.</p>	<p><b>SPaG</b> Read and spell all six question words. Learn correct spellings.</p>	<p>King type vocabulary and recount vocabulary added to</p>

<p>Nov INSET DAY</p>	<p><b>Max</b> <b>Focus-recount</b> <b>Imitation</b> <b>Starter day -</b> <b>making crowns,</b> <b>having a</b> <b>rumpus.</b></p>	<p>Retell non-fiction text. Take turns to retell continuing in group circles, using appropriate expression. Participate in group discussion share ideas on materials, recycling and portraits. Speak in longer sentences. Answer a full range of question types, giving reasons and explanations.</p>	<p>Draw text maps.  Innovation activity-DT- making a crown (part of starter day).</p>	<p>Sentences-making sense. Using the context of the NF text- HA/MA cut and paste words into a sentence, LA with adult support to read sentences fill in missing words by hearing what sounds right and makes sense. Compose and write sentences to answer different types of questions. <b>Spellings:</b> question words.</p>	<p>role-play area. Retell explanation added and explained. Max's recount with key vocabulary highlighted.</p>
<p>13 2-6 Dec</p>	<p><b>Innovation/</b> <b>invention</b></p>	<p>Use voice to communicate and sustain peer play in role-play area and other contexts. Retell non-fiction text taking turns in group circles. Use sequencing vocab. Participate in discussion sharing ideas on sequencing boat making, portraits, making mistakes and animations. Speak in full sentences. Ask own questions to others. Listen to the answers and respond.</p>	<p>Sequence photos of crown making into first, next, after that, finally. Children explain each stage then add to text maps to innovate. Redraw text maps, practise re-telling. Write a recount of... Making crown activity.</p>	<p><b>SPaG</b> continue to work with question words. Children to write questions for each other to choose and answer - orally and written with support as needed. Add full stops and capital letters.  <b>Spellings:</b> question words.</p>	<p>Sequencing photos and key vocabulary alongside different examples of each stage.</p>
<p>14 9-13 Dec</p>	<p><b>Assessment</b> <b>week</b></p>	<p>Christmas Story and advent-follow a story without pictures.and props.</p>	<p><b>Independent writing.</b> Watch West End theatre performance- Aladdin. Retell story of the play.</p>	<p>No specific lesson this week.</p>	<p>Independent recounts.</p>
<p>15 16-20 Dec 19<sup>th</sup>/20<sup>th</sup> INSET days</p>	<p><b>Christmas week</b></p>	<p>Writing letters to Santa. Play speaking and listening games. Understand humour e.g. nonsense rhymes and jokes.</p>			

Writing targets - Autumn B 2019

## Handwriting - Autumn B 2019

<u>Red</u> ELG/Emg 1	<u>Yellow</u> ELG/Emg 1	<u>Green</u> 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.</p> <p>To write 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.</p> <p>To use capital for own name.</p> <p>To spell 10+ 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, es.</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.</p> <p>To write 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 add a full stop to the end of individual sentences.</p> <p>To understand what a noun is.</p> <p>To use capital for own name.</p> <p>To spell 10+ 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, es.</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.</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.</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>

<p><b>All groups to follow the warm up gym activities together.</b></p>	<p>Children have been through the foundation program to be introduced to all the letter shapes in their families, this half term we will begin the year one program selecting the specific programs to revise the letter families.  Each week we will practice a family with children all starting week 9 together.  Each week we will move children onto the next family only when they are ready.</p>
<p><b>9 4-8 Nov. Red group</b></p>	<p>Begin Year One program together (selecting practice weeks for each family- week 1). Monitor and differentiate weekly, as children show competence with each family they can move on but should continue on each family until they are doing it correctly.</p>
<p><b>10 11-15 Nov. Yellow group</b></p>	<p>Continue Year One program together (selecting practice weeks for each family- week 1). Monitor and differentiate weekly, as children show competence with each family they can move on but should continue on each family until they are doing it correctly.</p>
<p><b>11 18-22 Nov. Green group</b></p>	<p>Continue Year One program together (selecting practice weeks for each family- week 4). Monitor and differentiate weekly, as children show competence with each family they can move on but should continue on each family until they are doing it correctly.</p>
<p><b>12 25-29 Nov 30<sup>th</sup> - INSET DAY</b></p>	<p>Continue Year One program together (selecting practice weeks for each family- week 7). Monitor and differentiate weekly, as children show competence with each family they can move on but should continue on each family until they are doing it correctly.</p>
<p><b>13 2-6 Dec</b></p>	<p>Continue Year One program together (selecting practice weeks for each family- week 11). Monitor and differentiate weekly, as children show competence with each family they can move on but should continue on each family until they are doing it correctly.</p>
<p><b>14 9-13 Dec</b></p>	<p>Continue Year One program together (selecting practice weeks for each family- week 12). Monitor and differentiate weekly, as children show competence with each family they can move on but should continue on each family until they are doing it correctly.</p>
<p><b>15 16-20 Dec 19<sup>th</sup>/ 20<sup>th</sup> INSET days</b></p>	<p>Continue Year One program together (selecting practice weeks for each family- week 14). Monitor and differentiate weekly, as children show competence with each family they can move on but should continue on each family until they are doing it correctly.</p>