



Monkey See, Monkey Do.



Talk for Writing	Text	Genre	Focus
Narrative	Monkey See, Monkey Do	Problem and resolution	Opening and Endings
Non-Fiction	A virtual/ imaginary trip to a market.	Diary	Recount

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>WOW Starter- make a banana smoothie, monkey mask, and find out about Jane Goodall.</p> <p>Role-play area- set up as market stall (small table and chairs, till, money, food, and hats). Finger puppets and hand puppets/ puppet theatre.</p> <p>Design different types of hats and describe these.</p> <p>Rhymes or games e.g. copying actions (mirror game) and monkey songs e.g. 5 little monkeys.</p> <p>WOW Starter- visit the market in town. Small world play.</p> <p>Observational drawings of different fruit and vegetables.</p> <p>Create a market stall.</p> <p>Forest School activities.</p>	<p>Join in with retelling story with confidence when repeating fiction/ non-fiction text. Use appropriate actions.</p> <p>Emphasise the character's dialogue in the story by speaking with expression.</p> <p>Understand the difference between fact and fiction.</p> <p>Understand what an opening/ ending is.</p> <p>Sequence the story.</p> <p>Listen with sustained attention.</p> <p>Make comments and respond to others appropriately.</p> <p>Explaining of ideas and following instructions.</p> <p>Speaking with two-word responses- up to full sentences.</p> <p>Read key words- see vocab.</p> <p>Spell key words as appropriate.</p> <p>Attempt writing own words up to simple sentences.</p> <p>Use capital letters, space words, and add full stop at the end of sentences as appropriate.</p>	<p>Animal/ market vocabulary</p> <p>Traditional story vocab e.g. once upon a time.</p> <p>Problem and resolution.</p> <p>Openings/ endings</p> <p>Characters, objects, setting.</p> <p>Say the word because correctly.</p> <p>Respond to instructions.</p> <p>How and why questions.</p> <p>Sequence, time words, past tense, first person, adjectives.</p> <p>Days of the week</p> <p>Begin to use connectives.</p>	<p>Change beginning e.g. different characters/ objects/ setting. Try to include more description.</p> <p>Change ending e.g. man does something different which the monkeys then copy.</p> <p>Write a recount of a visit to an Indian market.</p> <p>Ideas for invention</p> <p>Group invention of problem and resolution tale using children's ideas.</p> <p>Author Focus: Julia Donaldson</p> <p>Read selection of books over the half term.</p> <p>Share clips from animations.</p> <p>Visit website.</p> <p>Share fact sheet.</p>

Literacy Medium Term Planning

Year 1/2 (Emg) Class 4 KH

Autumn Term B 2020

<u>Week</u>	Text title	Speaking and listening Communication & language	Talk for writing	Spelling, punctuation & grammar (SPaG)	Outcome
Week 9 2 nd - 6 th November	Monkey See, Monkey Do. Imitate	<p>Listen to adults (each other) /Concentrate and pay attention in groups / Know what good listening is.</p> <p>When Learning the story for TFW, lesson on discussing the story. Teach how to be a good listener. Create a poster about how to be a good listener. Discuss and share ideas. Adult to model to the class how to be good listeners to each other. Modelling good and bad and talking about which is best and why, what was being done that was showing good listening.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>WOW Starter - Banana smoothie, Monkey Mask, make hats, design, and decorate hats, Draw monkeys, trees (for role play area) and hats and describe.</p> <p>Copying mirror games , following, and copying instructions.</p> <p>Listen to and learn the story. Discuss the story, characters, setting etc. Ask and answer questions about the story.</p> <p>Create freeze frames, retell the story using small world play. Explore the role play area.</p>	<p>Remind work done on adjectives and nouns. Describe hats and taste of smoothies. Use descriptive vocabulary when describing/ copying actions of partners.</p>	<p>Retell the story / Create freeze frames using masks and props created throughout the week.</p>
Week 10 9 th - 13 th November	Monkey See, Monkey Do. Innovate	<p>Listen to adults (each other) /Concentrate and pay attention in groups / Know what good listening is.</p> <p>Remind the children about how to be a good listener.</p> <p>Share ideas and opinions about the story. Listen attentively in a range of situations. Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Able to follow a story without pictures or props</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p>	<p>Sequence the story into three parts, Opening, Middle, End</p> <p>Create a story map / story board of the story</p> <p>Write keywords from the story, once upon a time</p> <p>Talk about capital letters, full stops, and finger spaces.</p> <p>Box up the story / Wite three sentences for the story, opening, middle, ending.</p>	<p>Recognise capital letters and match to lower case, ensure that children are confident with what capital letters look like.</p> <p>Ensure that children know a full stop goes at the end of a sentence.</p> <p>Practice using a finger spacer to help create spaces between words in sentences.</p> <p>Say sentence allowed before writing to ensure that they make sense and learn to break a sentence into words using counters etc.</p> <p>Learn spelling of keywords in story, sounding out and writing keywords in the story.</p>	<p>Story boards of the story / Three sentences for the opening, middle and end of story.</p>

<p>Week 11 16th - 20th November (D and T Day)</p>	<p>Monkey See, Monkey Do. Invent</p>	<p>Say If I do not understand or help is needed.</p> <p>Maintain attention, concentrate and sit quietly during appropriate activities. Two-channelled attention -listen and do for short span Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p>	<p>Explore different animals and different habitats. Name and sort animals into settings. Choose new setting from story. Work on the opening of the story, change the objects, link to nouns, sort words. Create opening sentences for the story, record as a group / change text map. Work on middle and ending of story. Create actions, what are the animals going to do, create a story board / change text map. Create and build sentence using word cards to retell the new story that has been created. Practise capital letters, finger spaces etc. Write three sentences for beginning middle and end of story.</p>	<p>Understand what a noun is - use to name and identify animals and items / objects in a setting. Compose sentences orally before writing them down. Recognise capital letters and match to lower case, ensure that children are confident with what capital letters look like. Ensure that children know a full stop goes at the end of a sentence. Practice using a finger spacer to help create spaces between words in sentences. Learn spelling of keywords in story, sounding out and writing keywords in the story</p>	<p>Create an innovated story with new animals and settings for the story. Create sentence from the story though building r writing sentences.</p>
<p>Week 12 23rd - 27th November (Inset Day)</p>	<p>Virtual / Imaginary trip to a Market Recount Imitate /Innovate</p>	<p>Say If I do not understand or help is needed.</p> <p>Naming fruits - introduce the help cards and how we can use these to show an adult we need help without having to repeatedly say name of adult. Introduces a storyline or narrative into their play Follow instructions involving several ideas or actions. Responds to instructions involving a two-part sequence</p>	<p>Role-play area/ small world play. Set up a Role Play Market in class, in groups, go on a walk around the market, look at fruit. Choose some and bring back to group Observational drawings of fruit and vegetables and cut out, eat and taster fruit, make fruit kebabs. Listen to and learn text. Learn key vocabulary of sequencing. Sequence text in the correct order onto boxing up template (sentences- STC). Draw text map. Retell the text confidently.</p>	<p>Continue work on nouns and identifying items at the market. Begin to introduce and remind the children of adjectives and describe the fruit when drawing, tasting etc. Learn spelling of keywords in text - time connectives, sounding out and writing keywords in the recount. Identify and write full tops and capital letters in text.</p>	<p>Understand the vocabulary needed in a recount. Able to say sentences for the text aloud, speaking clearly and confidently.</p>
<p>Week 13 30th November - 4th December</p>	<p>A week in Class 4 Recount Innovate/Invent</p>	<p>Make appropriate eye contact with peers and adults in interactions.</p> <p>Literacy - during discussion about what we like at school etc. Model how to look at the person you are talking to and keeping good eye contact. Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Days of the week. Write a recount of a week in Class 4. Days of the week writing, learning the order of the days of the week. Think about what we do in school and all the things that they like about our week, what they do not like. Create a visual timetable of the week in Class 4. Build sentences and captions about the text, say sentence aloud and break down into words. Practice writing sentences from the text, re reading work to ensure makes sense etc.</p>	<p>Learn the spelling and order of days of the week. Identify activities in the week as nouns. Use adjectives to talk about what likes and dislikes are. Capital letters and full stop, finger spaces continuing from previous weeks. Break a sentence into words.</p>	<p>Class Visual timetable of what we like at school. Know the days of the week in correct order and make attempts at spelling days of the week.</p>

<p>Week 14</p> <p>Assessment Week</p> <p>7th - 11th</p> <p>December</p> <p>Geography Day</p>	<p>Assessment Week</p>	<p>Make appropriate eye contact with peers and adults in interactions.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>	<p>Invent a story as a group- problem and resolution/ opening and ending. Create a story map</p> <p>Box up the story into three parts (opening, middle, ending)</p> <p>Building captions- sentences activity Independent writing of the story - three sentences (Opening, middle, ending)</p>	<p>Use all work on Capital letters, full stop finger spaces, nouns etc. to create an independent piece of writing.</p>	<p>Create a story as a group and write three sentences if not more about the story for WA books.</p>
<p>Week 15</p> <p>Christmas Week</p> <p>14th - 18th</p> <p>December</p> <p>Party Day</p> <p>Dance Workshop</p>	<p>Christmas Week</p>	<p>Write letters to Santa : children write sentences, draw pictures and label, cut and stick STC.</p> <p>Christmas Story - Learn and sequence, create a folding book to retell and sequence the Christmas story.</p>			

Writing Targets

Year 1/2 (Emg) Class 4 KH

Autumn Term B 2020

Green Target ELG/Emg1	Yellow Target 40-60+	Blue Target 40-60	Red Target 22-36 / 30-50
<p>Use phonic knowledge to write words in ways which match spoken sounds. Write some irregular common words. Write simple sentences which can be read by selves and others. Spell some words correctly and others phonetically plausible.</p> <p>Write three sentences without prompting : Identify capital letters and sill stops Spaces between words Understand what a noun is. Spell 10 common exception words. Make a recognisable attempt at spelling days of the week.</p>	<p>Hear and say initial sound in words Segment the sounds in simple words and blend them together Link sounds to letters, naming and sounding the letters of the alphabet Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Write own name and other things such as labels, captions Attempt to write short sentences in meaningful contexts Use phonic knowledge to write words in ways which match spoken sounds. Write some irregular common words. Write simple sentences which can be read by selves and others. Spell some words correctly and others phonetically plausible.</p>	<p>Begin to break the flow of speech into words Hear and say the initial sound in words Segment the sounds in simple words and blend them together (Ph2) Link sounds to letters, naming and sounding the letters of the alphabet Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Write own name and other things such as labels, captions Attempt to write short sentences in meaningful contexts Write a caption independently with finger spaces. Handwriting- revise patterns and begin giraffe letters.</p>	<p>Begin to sometimes give meaning to marks as they draw and paint Begin to ascribe meaning to marks that see in different places Begin to learn and use some Ph2 sounds to hear and begin to record initial sounds. Begin to segment and write simple CVC words. Begin to spell tricky and HFW words for Ph2 Begin to distinguish between the different marks they make Use words to communicate ideas. Handwriting- patterns and fine motor activities e.g. dough gym.</p>

Reading Targets

Year 1/2 (Emg) Class 4 KH

Autumn Term B 2020

During the first term children will continue to follow the EYFS model of double phonics in place of guided reading sessions, one session to concentrate on new sounds and blending, one session to concentrate on writing and letter formation.

Individual reading will continue daily to develop confidence and application of word recognition, aiming to move on at least one book band.

Gruffalos Target ELG / Emg1	Elmers Target 40-60+	Hungry Caterpillars Target 40 -60	Rainbow Fish Target 30-50 / 40-60
<p>Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.</p> <p><i>Emg1: Aim for Blue Book Band Retell a familiar story, identifying some key events. Predict what may happen next in a fiction text Notice different expressions from stories read to them Read simple sentence pausing at a full stop.</i></p>	<p>Hear and say the initial sound in words Segment the sounds in simple words and blend them together and knows which letters represent some of them Link sounds to letters, naming and sounding the letters of the alphabet Begin to read words and simple sentences Use vocabulary and forms of speech that are increasingly influenced by their experiences of books Enjoy an increasing range of books Know that information can be retrieved from books and computers Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.</p>	<p>Hear and say the initial sound in words Segment the sounds in simple words and blend them together and knows which letters represent some of them Link sounds to letters, naming and sounding the letters of the alphabet Begin to read words and simple sentences Use vocabulary and forms of speech that are increasingly influenced by their experiences of books Enjoy an increasing range of books Know that information can be retrieved from books and computers</p>	<p>Listens to and joins in with stories and poems, one-to-one and also in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to be aware of the way stories are structured Suggests how the story might end Listens to stories with increasing attention and recall Describes main story settings, events, and principal characters Hears and says the initial sound in words Can segment the sounds in simple words and blend them together and knows which letters represent some of them Begins to read words (and simple sentences)</p>

Letter and Sounds Planning

Year 1/2 (Emg) Class 4 KH

Autumn Term B 2020

Week/Date	Grasshoppers (KH) Phase 3	Bumblebees (JW) Phase 2/3	Dragonflies (TV) Phase 2	Ladybirds - KD (CG) Phase 1/2
<p>Pupils will take part in double phonics daily, with one session of segmenting and one session of blending. They will not be doing guided reading until working at an appropriate level.</p>				
<p>Week 9 2nd - 6th November</p>	<p>Practise previously learned GPCs Teach the four consonant digraphs : ch sh th ng Point to the letters in the alphabet while singing the alphabet song Practise blending for reading Practise segmentation for spelling Teach reading the tricky words we, me, be Practise reading and spelling high-frequency words Practise reading two-syllable words Practise reading captions and sentences Practise writing captions and sentences</p>	<p>Practise previously learned letters and sounds Teach set 6 letters and sounds : j v w x* Learn an alphabet song Practise blending for reading Practise segmentation for spelling Practise reading high-frequency words Read sentences using sets 1-6 letters and the tricky words no, go, I, the, to</p>	<p>If and when appropriate introduce Phase 3 tricky words. Read: he, she, we, me, be, was, my, you, they, her Spell: no, go</p> <hr/> <p>Teach set 1 letters : s a t p Practise the letter(s) and sound(s) learned so far Briefly practise oral blending and segmentation Teach set 2 letters : i n m d Practise all previously learned letters and sounds Briefly practise oral blending and segmentation Teach blending with letters (blending for reading) Practise blending for reading Practise blending and reading the high-frequency words is, it, in, at</p>	<p>Environmental Sounds Activities.</p>
<p>Week 10 9th - 13th November</p>	<p>Practise previously learned GPCs Teach the four consonant digraphs : ai ee igh oa Point to the letters in the alphabet while singing the alphabet song Practise blending for reading Practise segmentation for spelling Teach reading the tricky words was Teach spelling of the tricky words no go Practise reading and spelling high-frequency words</p>	<p>Practise previously learned letters and sounds Teach set 7 letters and sounds : y z, zz qu* Point to the letters in the alphabet while singing the alphabet song Practise blending for reading Practise segmentation for spelling Teach reading the tricky words he, she Practise reading and spelling high-frequency words</p>	<p>Teach set 3 letters : g o c k Practise previously learned letters and sounds Briefly practise oral blending and segmentation Practise blending with letters (reading words) Teach segmentation for spelling Teach blending and reading the high-frequency word and Demonstrate reading captions using words with sets 1 and 2 letters and and</p>	<p>Instrumental Sounds Activities</p>

	<p>Practise reading two-syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>	<p>Teach spelling the tricky words the and to</p> <p>Practise reading captions and sentences with sets 1-7 letters and he, she, no, go, I, the, to</p>		
<p>Week 11 16th - 20th November (D and T Day)</p>	<p>Practise previously learned GPCs</p> <p>Teach the four vowel digraphs : oo o oar or</p> <p>Point to the letters in the alphabet while singing the alphabet song</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky words my</p> <p>Practise reading and spelling high-frequency words</p> <p>Practise spelling two-syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>	<p>Practise previously learned GPCs</p> <p>Teach the four consonant digraphs : ch sh th ng</p> <p>Point to the letters in the alphabet while singing the alphabet song</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky words we, me, be</p> <p>Practise reading and spelling high-frequency words</p> <p>Practise reading two-syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>	<p>Teach ck, explain its use at the end of words and practise reading words ending in ck</p> <p>Teach the three other set 4 letters : ck e u r</p> <p>Practise previously learned letters and sounds</p> <p>Briefly practise oral blending and segmentation</p> <p>Practise blending to read words</p> <p>Practise segmentation to spell words</p> <p>Teach reading the tricky words to and the</p> <p>Support children in reading captions using sets 1-4 letters and the, to and and</p> <p>Demonstrate spelling captions using sets 1-4 letters and and</p>	<p>Body Percussion Activities</p>
<p>Week 12 23rd - 27th November (Inset Day)</p>	<p>Practise previously learned GPCs</p> <p>Teach the four vowel digraphs : ur ow oi ear</p> <p>Practise letter names</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky words you</p> <p>Practise reading and spelling high-frequency words</p> <p>Practise spelling two-syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>	<p>Practise previously learned GPCs</p> <p>Teach the four consonant digraphs : ch sh th ng</p> <p>Point to the letters in the alphabet while singing the alphabet song</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky words we, me, be</p> <p>Practise reading and spelling high-frequency words</p> <p>Practise reading two-syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>	<p>Teach set 5 letters and sounds : h b f, ff l, ll ss</p> <p>Explain ff, ll and ss at the end of words</p> <p>Practise previously learned letters and sounds</p> <p>Practise blending to read words</p> <p>Practise segmentation to spell words</p> <p>Teach reading tricky words no, go, I</p> <p>Support children in reading captions using sets 1-5 letters and no, go, I, the, to</p> <p>Demonstrate spelling captions using sets 1-5 letters and and, to and the</p>	<p>Rhythm and Rhyme Activities.</p>
<p>Week 13 30th November - 4th December</p>	<p>Practise previously learned GPCs</p> <p>Teach the four vowel digraphs : air ure er</p> <p>Practise letter names</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky words they</p>	<p>Practise previously learned GPCs</p> <p>Teach the four consonant digraphs : ai ee igh oa</p> <p>Point to the letters in the alphabet while singing the alphabet song</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p>	<p>Practise previously learned letters and sounds</p> <p>Teach set 6 letters and sounds : j v w x*</p> <p>Learn an alphabet song</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Practise reading high-frequency words</p>	<p>Alliteration Activities.</p>

	<p>Practise reading and spelling high-frequency words</p> <p>Practise spelling two-syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>	<p>Teach reading the tricky words was</p> <p>Teach spelling of the tricky words no go</p> <p>Practise reading and spelling high-frequency words</p> <p>Practise reading two-syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>	<p>Read sentences using sets 1-6 letters and the tricky words no, go, I, the, to</p>	
<p>Week 14 7th - 11th December Geography Day</p>	<p>Practise all GPCs</p> <p>Practise letter names</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky words her all are</p> <p>Practise reading and spelling high-frequency words</p> <p>Practise spelling two-syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p> <p>Word check and Phonics checks</p>	<p>Practise previously learned GPCs</p> <p>Teach the four vowel digraphs : oo o oar or</p> <p>Point to the letters in the alphabet while singing the alphabet song</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky words my</p> <p>Practise reading and spelling high-frequency words</p> <p>Practise spelling two-syllable words</p> <p>Practise reading captions and sentences</p> <p>Practise writing captions and sentences</p>	<p>Practise previously learned letters and sounds</p> <p>Teach set 7 letters and sounds : y z, zz qu*</p> <p>Point to the letters in the alphabet while singing the alphabet song</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Teach reading the tricky words he, she</p> <p>Practise reading and spelling high-frequency words</p> <p>Teach spelling the tricky words the and to</p> <p>Practise reading captions and sentences with sets 1-7 letters and he, she, no, go, I, the, to</p>	<p>Voice sounds</p>
<p>Week 15 14th - 18th December Party Day Dance Workshop</p>	<p>Word check and Phonics checks</p>	<p>Word check and Phonics checks</p>	<p>Word check and Phonics checks</p>	<p>Word check and Phonics checks</p>