

Medium Term Planning

Class 1: Year 1

School theme: Our Future

Summer Term B 2020

Talk for Writing	Text	Genre	Focus
Narrative	How the Tortoise got his shell	Myth	Openings & Endings
Non-Fiction	Recount of Vet Visit	Recount	

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p><b>Fiction:</b> WOW starter activities:</p> <ul style="list-style-type: none"> <li>• Real tortoise visit.</li> <li>• Read the story.</li> <li>• Begin to learn actions for the story.</li> <li>• Create a tortoise collage on paper bowls using different shapes (numeracy - shape evidence)</li> <li>• Parachute/Egg experiment - how can we stop the shell from cracking? (science evidence)</li> <li>• Time allocated to explore the role-play area.</li> </ul> <ul style="list-style-type: none"> <li>○ Retell story as whole class each day using actions and T4W key words.</li> <li>○ Text map the story with symbols and pictures.</li> <li>○ Sequence the story.</li> <li>○ Box up the story.</li> <li>○ Drama - role play different characters &amp; freeze framing different scenarios.</li> <li>○ Discuss and develop an understanding of new terminology that may appear in the story.</li> </ul> <p><b>Non-fiction:</b> WOW starter activities:</p> <ul style="list-style-type: none"> <li>• Hamster visit (or similar pet).</li> <li>• Make a poster about how to look after a particular pet.</li> <li>• Make a play area for the hamster. (Hamster run)</li> <li>• Draw and label a hamster (nose, eye, ears, etc)</li> </ul>	<p>Discuss the genre of the story - A Myth. Talk about other myths that the children might know with the same genre; Minotaur, Perseus/Medusa, Icarus, Horse of Troy, Pandora's Box, Robin Hood, etc.</p> <p>Retell story as whole class each day using actions. Move to story circles, then story pairs when ready.</p> <ul style="list-style-type: none"> <li>• Story map the story.</li> <li>• Sequence the story.</li> <li>• Box up the story.</li> <li>• Re-read work and edit.</li> <li>• Understand that a story has a beginning, middle and end.</li> <li>• Identify the beginning, middle and end of the story.</li> <li>• Compose sentences orally before writing.</li> <li>• Use finger spaces between words.</li> <li>• Use capital letters.</li> <li>• Use full stops.</li> <li>• Identify the nouns, verbs and adjectives.</li> <li>• Use adjectives in writing.</li> <li>• Use simple connectives 'and' 'then' 'because' (green group &amp; some of red group).</li> </ul> <p><i>^ Applies to both Fiction and Non-Fiction</i></p>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>• Fiction/story</li> <li>• Sentences.</li> <li>• Finger spaces.</li> <li>• Capital letters</li> <li>• Full stops.</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Simple connectives - 'and' 'then' 'because'.</li> <li>• Adverbials of time (time connectives) 'Once upon a time', 'First', 'Next', 'After that', 'Finally'.</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>• Non-Fiction text</li> <li>• Persuasive</li> <li>• Letters</li> <li>• Address</li> <li>• Date</li> <li>• To &amp; From</li> <li>• Formal/informal writing</li> <li>• Finger spaces.</li> <li>• Capital letters</li> <li>• Full stops.</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Simple connectives - 'and' 'then' 'because'.</li> </ul>	<p>Non Substitution: Choose a different character for Rumpelstiltskin.</p> <p>HA- may move onto also introducing a different story setting, e.g. house/cottage instead of castle.</p> <p><b>Ideas for invention</b> With support, children to plan and write the story with a new character using the following questions to help: Who are the characters? Who is the new character that we changed? Where it the story set? What happens next? What goes wrong? How does the problem get resolved? How does the story end?</p>

<u>Week</u>	<u>Speaking &amp; Listening</u>	<u>Talk for writing</u>	<u>Sentence &amp; Word level</u>	<u>Outcome/Audience</u>
<p data-bbox="143 264 165 296">6</p> <p data-bbox="78 352 230 427">1<sup>st</sup> - 5<sup>th</sup> June 2020</p> <p data-bbox="91 480 217 533">Immersion / imitation</p>	<p data-bbox="259 236 651 296">Engage in group discussions during WOW starter day (planned above).</p> <p data-bbox="259 336 703 432">Listening to the story (and watch the film -<a href="https://www.youtube.com/watch?v=4nALeOX_4Fo">https://www.youtube.com/watch?v=4nALeOX_4Fo</a>) Retel the story using props and actions.</p> <p data-bbox="259 472 651 533">Using the role play area to explore story and characters.</p> <p data-bbox="259 572 703 700">Drama and freeze frame activities will develop group work skills (co-operation, discussion, confidence and sharing, presenting and reflecting of ideas).</p> <p data-bbox="259 740 680 868">Retelling the story as whole class and when more confident with text, retelling the story as a group or in pairs.</p> <p data-bbox="259 908 703 1003">Interviewing different characters. Looking at different points of view, hot seating as different characters.</p> <p data-bbox="259 1043 703 1139">Discuss &amp; develop an understanding of new terminology that may appear in the story.</p>	<p data-bbox="734 236 1218 331"><b>Fiction - Immersion/Imitation stage</b> <i>Children to have opportunities to engage in multisensory experiences.</i></p> <p data-bbox="734 371 1218 400">Read the story and discuss the story genre.</p> <p data-bbox="734 440 1173 501">Add T4W key words and actions to the story.</p> <p data-bbox="734 541 1218 700">Create a text map for the story, children to think of their own pictures/symbols. Start as a class then children to continue independently/as a group. Some key words to be included.</p> <p data-bbox="734 740 1196 940">Sequence the story using STC cards and drama (freeze framing). Hot seating the characters: How are you feeling? - emotions What are you doing? - actions/ verbs. Why did you do this?</p> <p data-bbox="734 1011 1151 1040">Explore the role play area and props.</p>	<p data-bbox="1263 236 1666 331"><b>Composition:</b> Compose a variety of sentences orally and mentally before writing. Use STC to support writing. Apply phonic knowledge to all writing. Read writing to check that it makes sense.</p> <p data-bbox="1263 440 1756 700"><b>Grammar:</b> Separate words with finger spaces consistently. Use capital letters and full stops. Discuss and develop an understanding of new terminology that may appear in the story. Discuss time connectives/ adverbial of time: first, next, after that, finally.</p> <p data-bbox="1263 708 1733 868"><b>Spelling:</b> segment words using their phonic knowledge. Spell some common exception words correctly. Spell plurals correctly.</p> <p data-bbox="1263 876 1688 1139"><b>Comprehension:</b> Read and understand a range of texts. Link reading to own experiences. Retell stories, sequencing events. Use terms fiction and non-fiction, beginning to describe features. Read simple sentences, pausing at a full stop.</p>	<p data-bbox="1792 236 1890 264"><b>Outcome:</b></p> <p data-bbox="1792 304 2114 333">Monday - WOW starter day</p> <p data-bbox="1792 373 2114 469">Tuesday - read the story and watch the film. Freeze frame parts of the story.</p> <p data-bbox="1792 509 2136 604">Wednesday - read story. Sequence the story - main events - beginning, middle, end.</p> <p data-bbox="1792 644 2136 772">Thursday - hotseat/interview different characters from the story. Create a text map in groups.</p> <p data-bbox="1792 812 2136 971">Friday - Have a go at independently writing short, simple sentences from the key events in the story. (story sequencing pictures).</p>

Week	Speaking & Listening	Talk for writing	Sentence & Word level	Outcome/Audience
<p data-bbox="143 118 165 150">7</p> <p data-bbox="80 204 226 277">8<sup>th</sup> - 12<sup>th</sup> June 2020</p> <p data-bbox="98 328 208 352">Innovation</p>	<p data-bbox="259 118 707 177">Listening to the story and retelling the story using props and actions.</p> <p data-bbox="259 217 707 344">Discussion of character actions and emotions. Discussion of character personality and appearance - develops vocabulary.</p> <p data-bbox="259 384 707 443">Using the role play area to explore story and characters.</p> <p data-bbox="259 483 707 611">Drama and freeze frame activities will develop group work skills (co-operation, discussion, confidence and sharing, presenting and reflecting of ideas).</p> <p data-bbox="259 651 707 710">Retelling the story as whole class and as a group.</p> <p data-bbox="259 750 707 778">Interviewing characters.</p> <p data-bbox="259 818 707 877">Looking at different points of view, hot seating as different characters.</p>	<p data-bbox="734 118 1238 209"><b>Fiction- Imitation/Innovation stage</b> <i>Children to have opportunities to engage in multisensory experiences.</i></p> <p data-bbox="734 248 1238 308">Retell story everyday as a class and then story circles in groups when confident.</p> <p data-bbox="734 347 1238 406">Discuss characters - character appearance, character personality</p> <p data-bbox="734 446 1238 544">Discuss character feelings and emotions from different points of views (through drama - hot seating).</p> <p data-bbox="734 584 1238 612">Explore character types - good vs. bad!</p> <p data-bbox="734 652 1238 711">Create character profiles, using descriptive language.</p>	<p data-bbox="1265 118 1769 209"><b>Composition:</b> Compose a variety of sentences orally and mentally before writing.</p> <p data-bbox="1265 217 1769 245">Use STC to support writing.</p> <p data-bbox="1265 253 1769 282">Apply phonic knowledge to all writing.</p> <p data-bbox="1265 290 1769 317">Read writing to check that it makes sense.</p> <p data-bbox="1265 325 1769 416"><b>Grammar:</b> Separate words with finger spaces consistently.</p> <p data-bbox="1265 424 1769 453">Use capital letters and full stops.</p> <p data-bbox="1265 461 1769 520">Discuss and develop an understanding of new terminology that may appear in the story.</p> <p data-bbox="1265 528 1769 557">Use adjectives.</p> <p data-bbox="1265 564 1769 624">Discuss time connectives/ adverbial of time: first, next, after that, finally.</p> <p data-bbox="1265 632 1769 691"><b>Spelling:</b> segment words using their phonic knowledge.</p> <p data-bbox="1265 699 1769 758">Spell some common exception words correctly.</p> <p data-bbox="1265 766 1769 794">Spell plurals correctly.</p> <p data-bbox="1265 802 1769 893"><b>Comprehension:</b> Read and understand a range of texts.</p> <p data-bbox="1265 901 1769 930">Link reading to own experiences.</p> <p data-bbox="1265 938 1769 997">Retell stories, sequencing events.</p> <p data-bbox="1265 1005 1769 1064">Use terms fiction and non-fiction, beginning to describe features.</p> <p data-bbox="1265 1072 1769 1131">Read simple sentences, pausing at a full stop.</p>	<p data-bbox="1796 118 2139 272"><b>Outcome:</b> Monday - read story using story map, exploring different characters - events, feelings, points of view</p> <p data-bbox="1796 320 2139 512">Tuesday - revise question marks. Write questions to different animals; ie Elephant, how did you get your trunk? Giraffe, how did you get your long neck?</p> <p data-bbox="1796 560 2139 743">Wednesday - write a sentence about how different animals lost part of its body - The parrot lost its feathers because he flew too close to the sun.</p> <p data-bbox="1796 791 2139 911">Thursday - continue to compose simple sentences to compare good and bad characters.</p> <p data-bbox="1796 959 2139 1114">Friday - have a go at independently writing a short character description for either Rosalind or Rumpelstiltskin... or both!</p>

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<p>8</p> <p>15<sup>th</sup> - 19<sup>th</sup> June 2020</p> <p>Innovation / Invention</p>	<p>Listening to the story and retelling the story using props and actions.</p> <p>Using the role play area to explore story and characters.</p> <p>Drama and freeze frame activities will develop group work skills (co-operation, discussion, confidence and sharing, presenting and reflecting of ideas).</p> <p>Retelling the story as whole class and as a group.</p> <p>Discussion of character actions and emotions.</p> <p>Interviewing characters.</p> <p>Looking at different points of view, hot seating as different characters.</p>	<p><b>Fiction- Innovation/Invention stage</b> <i>Children to have opportunities to engage in multisensory experiences.</i></p> <p>Retell story everyday as a class and then story circles in groups when confident.</p> <p>Children to explore and invent a new character, through creating a character profile and using descriptions. Task achieved through: role play, drama, hot seating, questioning etc:</p> <p>Who are you? What do you do in the story? Are you a good person or a bad person? Where are you from? Who are your friends? Who is your family? What happens to you?</p> <p>Children to write sentences to describe their new character for their story.</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing. Use STC to support writing. Apply phonic knowledge to all writing. Read writing to check that it makes sense.</p> <p><b>Grammar:</b> Separate words with finger spaces consistently. Use capital letters and full stops. Discuss and develop an understanding of new terminology that may appear in the story. Use adjectives. Discuss time connectives/ adverbial of time: first, next, after that, finally.</p> <p><b>Spelling:</b> segment words using their phonic knowledge. Spell some common exception words correctly. Spell plurals correctly.</p> <p><b>Comprehension:</b> Read and understand a range of texts. Link reading to own experiences. Retell stories, sequencing events. Use terms fiction and non-fiction, beginning to describe features. Read simple sentences, pausing at a full stop.</p>	<p><b>Outcome:</b> Monday - create a new character instead of Rumpelstiltskin. Hot seating activities with new character.</p> <p>Tuesday - create a character profile for your new character.</p> <p>Wednesday - compose simple sentences to describe your new character.</p> <p>Thursday - have a go at independently writing short, simple sentences to describe your new character.</p> <p>Friday - Bank Holiday</p>

Week	Speaking & Listening	Talk for writing	Sentence & Word level	Outcome/Audience
<p>9</p> <p>22<sup>nd</sup> - 26<sup>th</sup> June 2020</p> <p><u>Non-fiction</u></p>	<p>Non-Fiction - 'Recount of Vet Visit'</p> <p>Engage in group discussions during WOW starter day (planned on cover page).</p> <p>Able to speak clearly about qualities of a pet.</p> <p>Listening to vet during visit and able to ask appropriate questions.</p> <p>Continuing to still use the role play area to explore the story and the characters.</p>	<p><b>Non Fiction Immersion/Imitation stage</b> <i>Children to have opportunities to engage in multisensory experiences.</i></p> <p>Wow starter - How to look after a pet</p> <p>Children rehearse the text - 'how to look after a pet - as whole class and then in groups when ready.</p> <p>Children to engage in activities that help them to develop their understanding of how recount texts work.</p> <p>Children to write reasons why particular pets are good (and not so good).</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing. Use STC to support writing. Apply phonic knowledge to all writing. Read writing to check that it makes sense.</p> <p><b>Grammar:</b> Use simple connectives 'and', 'because', 'so', 'but'. Separate words with spaces consistently. Discuss new terminology that may appear in the story. Discuss time connectives/ adverbial of time: first, next, after that, finally.</p> <p><b>Spelling:</b> segment words using their phonic knowledge. Spell some common exception words correctly. Spell plurals correctly.</p> <p><b>Comprehension:</b> Read and understand a range of texts. Link reading to own experiences. Retell events. Use terms fiction and non-fiction, beginning to describe features. Read simple sentences, pausing at a full stop.</p>	<p><b>Outcome:</b></p> <p>Monday - <i>WOW Starter lesson</i></p> <p>Tuesday - Qualities of a pet. Why is a ____ a good pet?</p> <p>Wednesday - Choose a pet. Write down why it makes a good pet and why it doesn't.</p> <p>Thursday - VISIT local vet (Blakes Vets)</p> <p>Friday - Write a recount together about the visit.</p>

<u>Week</u>	<u>Speaking &amp; Listening</u>	<u>Talk for writing</u>	<u>Sentence &amp; Word level</u>	<u>Outcome/Audience</u>
<p data-bbox="136 116 174 140">10</p> <p data-bbox="78 188 228 292">29<sup>th</sup> June - 3<sup>rd</sup> July 2020</p> <p data-bbox="78 339 228 368"><b>Non-fiction</b></p> <p data-bbox="96 411 210 467">29<sup>th</sup> June INSET Day</p>	<p data-bbox="257 116 651 140">Non-Fiction - 'Recount of Vet Visit'</p> <p data-bbox="257 183 651 244">Listening to the recount text and retelling it using props and actions.</p> <p data-bbox="257 284 707 376">Continuing to still use the role play area to explore the story and the characters.</p>	<p data-bbox="732 116 1137 177"><b>Non-Fiction- Innovation/Invention stage</b></p> <p data-bbox="732 183 1137 244"><i>Children to have opportunities to engage in multisensory experiences.</i></p> <p data-bbox="732 284 1137 376">Children rehearse the recount - as whole class and then in groups when ready.</p> <p data-bbox="732 416 1137 541">Children to engage in activities that help them to develop their understanding of how recount texts work.</p> <p data-bbox="732 580 1137 641">Children to write sentences about each sequenced picture.</p>	<p data-bbox="1184 116 1693 177"><b>Composition:</b> Compose a variety of sentences orally and mentally before writing.</p> <p data-bbox="1184 183 1503 212">Use STC to support writing.</p> <p data-bbox="1184 218 1603 247">Apply phonic knowledge to all writing.</p> <p data-bbox="1184 253 1664 282">Read writing to check that it makes sense.</p> <p data-bbox="1184 288 1301 317"><b>Grammar:</b></p> <p data-bbox="1184 323 1715 352">Use simple connectives 'and', 'because', 'so', 'but'</p> <p data-bbox="1184 359 1648 387">Separate words with spaces consistently.</p> <p data-bbox="1184 394 1720 454">Discuss new terminology that may appear in the story.</p> <p data-bbox="1184 461 1682 521">Discuss time connectives/ adverbial of time: first, next, after that, finally.</p> <p data-bbox="1184 528 1664 588"><b>Spelling:</b> segment words using their phonic knowledge.</p> <p data-bbox="1184 595 1709 624">Spell some common exception words correctly.</p> <p data-bbox="1184 630 1442 659">Spell plurals correctly.</p> <p data-bbox="1184 665 1364 694"><b>Comprehension:</b></p> <p data-bbox="1184 700 1615 729">Read and understand a range of texts.</p> <p data-bbox="1184 735 1547 764">Link reading to own experiences.</p> <p data-bbox="1184 770 1341 799">Retell events.</p> <p data-bbox="1184 805 1709 866">Use terms fiction and non-fiction, beginning to describe features.</p> <p data-bbox="1184 873 1688 901">Read simple sentences, pausing at a full stop.</p>	<p data-bbox="1749 116 1865 140"><b>Outcome:</b></p> <p data-bbox="1749 183 2002 212">Monday - INSET DAY</p> <p data-bbox="1749 252 2069 312">Tuesday - Read recount and freeze frame sections of it.</p> <p data-bbox="1749 352 2076 413">Wednesday - Make a picture map of the recount.</p> <p data-bbox="1749 485 2098 577">Thursday - Sequence elements of the visit from photos taken from the visit.</p> <p data-bbox="1749 617 2063 678">Friday - Independent write sequenced pictures.</p>

<u>Week</u>	<u>Speaking &amp; Listening</u>	<u>Talk for writing</u>	<u>Sentence &amp; Word level</u>	<u>Outcome/Audience</u>
<p data-bbox="136 153 170 177">11</p> <p data-bbox="91 225 219 296">6<sup>th</sup> – 10<sup>th</sup> July 2020</p> <p data-bbox="80 341 230 368"><u>Non-fiction</u></p>	<p data-bbox="259 118 663 177">Non-Fiction - Science experiment recount from experiment last week.</p> <p data-bbox="259 220 651 279">Listening to the recount text and retelling it using props and actions.</p> <p data-bbox="259 322 707 411">Continuing to still use the role play area to explore the story and the characters.</p>	<p data-bbox="734 118 1218 209"><b>Non-Fiction- Innovation/Invention stage</b> <i>Children to have opportunities to engage in multisensory experiences.</i></p> <p data-bbox="734 252 1137 279">Highlight the features of a recount.</p> <p data-bbox="734 322 1227 411">Children to engage in activities that help them to develop their understanding of how recount texts work.</p> <p data-bbox="734 454 1182 513">Children to write a recount on a science experiment done.</p>	<p data-bbox="1263 118 1675 209"><b>Composition:</b> Compose a variety of sentences orally and mentally before writing.</p> <p data-bbox="1263 220 1576 247">Use STC to support writing.</p> <p data-bbox="1263 258 1675 285">Apply phonic knowledge to all writing.</p> <p data-bbox="1263 296 1733 323">Read writing to check that it makes sense.</p> <p data-bbox="1263 335 1375 362"><b>Grammar:</b></p> <p data-bbox="1263 373 1733 432">Use simple connectives 'and', 'because', 'so', 'but'</p> <p data-bbox="1263 443 1720 470">Separate words with spaces consistently.</p> <p data-bbox="1263 481 1756 541">Discuss new terminology that may appear in the story.</p> <p data-bbox="1263 552 1756 611">Discuss time connectives/ adverbial of time: first, next, after that, finally.</p> <p data-bbox="1263 622 1733 681"><b>Spelling:</b> segment words using their phonic knowledge.</p> <p data-bbox="1263 692 1666 751">Spell some common exception words correctly.</p> <p data-bbox="1263 762 1509 790">Spell plurals correctly.</p> <p data-bbox="1263 801 1442 828"><b>Comprehension:</b></p> <p data-bbox="1263 839 1688 866">Read and understand a range of texts.</p> <p data-bbox="1263 877 1621 904">Link reading to own experiences.</p> <p data-bbox="1263 916 1420 943">Retell events.</p> <p data-bbox="1263 954 1756 1013">Use terms fiction and non-fiction, beginning to describe features.</p> <p data-bbox="1263 1024 1711 1083">Read simple sentences, pausing at a full stop.</p>	<p data-bbox="1792 118 1904 145"><b>Outcome:</b></p> <p data-bbox="1792 188 2114 341">Monday - After conducting a science investigation (last week) - read the recount (highlight features of a recount)</p> <p data-bbox="1792 384 2136 474">Tuesday - Use another science experiment to write a recount as a shared write.</p> <p data-bbox="1792 517 2092 644">Wednesday - Highlight features of recount on the science recount you wrote yesterday.</p> <p data-bbox="1792 687 2114 809">Thursday - Write their own recount on another science experiment in assessment book.</p> <p data-bbox="1792 852 2136 941">Friday - Complete the recount of the science experiment in assessment book.</p>

<u>Week</u>	<u>Speaking &amp; Listening</u>	<u>Talk for writing</u>	<u>Sentence &amp; Word level</u>	<u>Outcome/Audience</u>
<p data-bbox="136 153 174 180">12</p> <p data-bbox="85 225 226 296">13<sup>th</sup> - 17<sup>th</sup> July 2020</p> <p data-bbox="78 341 232 368"><b>Non-fiction</b></p> <p data-bbox="91 416 219 469"><u>Assessment Week</u></p>	<p data-bbox="257 116 645 142">Non-Fiction - 'Newspaper recount'</p> <p data-bbox="257 183 651 244">Listening to the recount text and retelling it using props and actions.</p> <p data-bbox="257 285 707 378">Continuing to still use the role play area to explore the story and the characters.</p>	<p data-bbox="732 116 1216 209"><b>Non-Fiction- Innovation/Invention stage</b> <i>Children to have opportunities to engage in multisensory experiences.</i></p> <p data-bbox="732 250 1216 343">Children rehearse the text - Great Fire of London' - as whole class and then in groups when ready.</p> <p data-bbox="732 384 1229 477">Children to engage in activities that help them to develop their understanding of how recount texts work.</p> <p data-bbox="732 518 1223 579">Children to write a recount for the Primary News Paper on the Great Firs of London.</p>	<p data-bbox="1261 116 1677 209"><b>Composition:</b> Compose a variety of sentences orally and mentally before writing.</p> <p data-bbox="1261 217 1576 242">Use STC to support writing.</p> <p data-bbox="1261 250 1680 276">Apply phonic knowledge to all writing.</p> <p data-bbox="1261 284 1738 309">Read writing to check that it makes sense.</p> <p data-bbox="1261 317 1379 343"><b>Grammar:</b></p> <p data-bbox="1261 351 1738 411">Use simple connectives 'and', 'because', 'so', 'but'</p> <p data-bbox="1261 419 1724 445">Separate words with spaces consistently.</p> <p data-bbox="1261 453 1751 513">Discuss new terminology that may appear in the story.</p> <p data-bbox="1261 521 1760 582">Discuss time connectives/ adverbial of time: first, next, after that, finally.</p> <p data-bbox="1261 590 1742 651"><b>Spelling:</b> segment words using their phonic knowledge.</p> <p data-bbox="1261 659 1666 719">Spell some common exception words correctly.</p> <p data-bbox="1261 727 1518 753">Spell plurals correctly.</p> <p data-bbox="1261 761 1442 786"><b>Comprehension:</b></p> <p data-bbox="1261 794 1693 820">Read and understand a range of texts.</p> <p data-bbox="1261 828 1626 853">Link reading to own experiences.</p> <p data-bbox="1261 861 1417 887">Retell events.</p> <p data-bbox="1261 895 1756 956">Use terms fiction and non-fiction, beginning to describe features.</p> <p data-bbox="1261 963 1704 1024">Read simple sentences, pausing at a full stop.</p>	<p data-bbox="1789 116 1906 142"><b>Outcome:</b></p> <p data-bbox="1789 183 2130 346">Monday - Receive email from Primary News Company asking them to write a recount. Read a newspaper report. Highlight the features of a report.</p> <p data-bbox="1789 387 2130 480">Tuesday - Collect information from 1666 - Great Fire of London for writing report.</p> <p data-bbox="1789 521 2134 649">Wednesday - Shared write report opening. Independent write other sections, including pictures using frame.</p> <p data-bbox="1789 691 2076 751">Thursday - Continue with independent write.</p> <p data-bbox="1789 793 2040 853">Friday - Continue with independent write.</p>