

Talk for Writing	Text	Genre	Focus
Narrative weeks 6-8	Monkey see, monkey do.	A problem and resolution tale.	Sequencing/openings and endings.
Non-Fiction weeks 9-10	Dear Monkeys	Persuasion.	Letter writing.

Immersion in the text	Working with the text	SPaG & vocabulary	Ideas for innovation
<p>Role-play area - market stall.</p> <p>WOW Starter day- explore role-play area and complete resources for the story- add money, till, price labels, baskets etc. Role-play shopping.</p> <p>Sort and label fruit and vegetables. Draw and describe them. Make fruit smoothies.</p> <p>Make hats. Write descriptions for the hats.</p> <p>Decorate monkeys made in DT before half term.</p> <p>Make carts with wheels using construction equipment.</p> <p>Non-fiction starter-market/post office visit.</p> <p>Design own stamps - revisit learning of Queen Elizabeth II. Make envelopes.</p> <p>Revisit learning own address.</p>	<p>Retell story and NF texts with confidence in a group, and individually prompted with story/text maps when needed. Use appropriate actions.</p> <p>Use appropriate expression and intonation to retell story, particularly for the repeated refrains.</p> <p>Understand the difference between fact and fiction. Be able to recognise NF features and explain them.</p> <p>Sequence the story into beginning, middle and end, recalling the main events in order.</p> <p>Recognise different features of stories - introduction, characters, setting, problem and resolution, and conclusion.</p> <p>Understand features of each section. Innovate and rewrite independently. Invent own full story.</p> <p>Read texts independently (written to meet the children's level with some challenges). Answer questions to show comprehension. Begin to work from written questions with some independence. Ask and answer a full range of question types, explaining ideas linking together thoughts and justifying ideas and reasoning with conjunctions and but so. Use a range of simple conjunctions to create compound or complex sentences eg and but so.</p> <p>Group discussion- Take turns as a speaker and listener when working with others. Consider alternatives, agree what to do and report this to another group. Drama- Use improvisation and work in role to explore characters and situations.</p> <p>Present dramatisations to others in the class, based on work they have done.</p>	<p>Further extend and use descriptive vocabulary created on word wall last half term to add correct spellings and more adventurous word choices.</p> <p>Continue to revise terms adjective, noun, and verb. Identify and locate each within a sentence.</p> <p>Recognise and, but and so as conjunctions and understand how they join sentences.</p> <p>Continue to identify where full stops go in short passages of text.</p> <p>Use them correctly in a paragraph of writing. Add other capital letters to including I and names.</p> <p>Continue to practice Phase 3 and 4 tricky word spellings. (100 year one words).</p> <p>Continue to reinforce suffix spellings and use particularly in past tense.</p> <p>Identify and spell prefixes un & dis.</p> <p>Identify and read contractions.</p> <p>Begin to write contractions.</p> <p>Form all letters with the correct orientation.</p>	<p>Innovate story by changing all parts, introduction, characters, setting, problem and resolution, and conclusion.</p> <p>Short burst writing to develop stamina and pace.</p> <p>Adult model process working on each story section in order.</p> <p>Use a range of word banks to support ideas and spelling.</p> <p>Children write independently following adult discussion or further independent innovations.</p> <p>Differentiate for groups.</p>
			<p>Ideas for invention</p> <p>Write own story.</p> <p>HA/MA - whole story independently.</p> <p>LA - work in sections beginning, middle and end, compose and write independently.</p> <p>*RR- work with adult support 1-1.</p>

Letters and sounds planning - Summer B - 2020

Reading and writing groups are different - phonics will continue in reading groups.

	<p>Group A- Gingerbread men x 9 - KC <i>Easter Assessment- 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. Spring A- begin phase 5 with Red and Yellow groups. Spring B- continue to practise and consolidate phase 5.</i></p>	<p>Group B- Gruffaloes x 8 - MW <i>Easter Assessment- 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. Spring term -continue to work alongside red group.</i></p>	<p>Group C- Stick men x 8 - BM x 8 <i>Easter Assessment- 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. Spring term A- begin phase 4. Spring term B - begin phase 5.</i></p>
<p style="text-align: center;">6 1st - 5th June</p>	<p>Revise phase 5 phonemes, continuously assess to fill any individual gaps. Practise reading phase 5 words- Buried treasure. Practise reading in sentences-silly sentences. Practise building words- full circle.</p>	<p>Revise phase 5 phonemes, continuously assess to fill any individual gaps. Practise reading phase 5 words- Buried treasure. Practise reading in sentences-silly sentences. Practise building words- full circle.</p>	<p>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).</p>
<p style="text-align: center;">7 8th-12th June</p>	<p><i>Year 1 phonics screening</i></p>	<p><i>Year 1 phonics screening</i></p>	<p><i>Year 1 phonics screening</i> Ai - ay and a-e Ee - ea and e-e</p>

8 15 th -19 th June	Practise reading phase 5 words- Roll and read. Practise reading in sentences-Yes/no questions. Practise building words- full circle	Practise reading phase 5 words- Roll and read. Practise reading in sentences-Yes/no questions. Practise building words- full circle	Igh- ie and i-e Oa- ow and o-e
9 22 nd -26 th June	Practise writing phase 5 words- Listen and write - talking tins. Practise writing silly sentences. questions. Practise building/spelling words- picture prompts.	Practise writing phase 5 words- Listen and write - talking tins. Practise writing silly sentences. questions. Practise building/spelling words- picture prompts.	oo- ew and u-e Revise all vowel digraphs.
10 29 th -3 rd July	Practise and consolidate games Bingo, wordsearches. Memory game.	Practise and consolidate games Bingo, wordsearches. Memory game.	Same grapheme - different phoneme Which sounds right? Using context. ou (cloud) ou (pour) aw (crawl) or (fork) ow (slow) ow (now)
11 6 th -10 th July	Consolidation - phase 5 activity booklets for both phonemes and tricky words.	Consolidation - phase 5 activity booklets for both phonemes and tricky words.	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).
12 13 th -17 th July	Letters and sounds final assessments.	Letters and sounds final assessments.	Ai - ay and a-e Ee - ea and e-e

Guided reading - Summer B - 2020

<u>Week</u>	Group A- Exc 1 KC x 9	Group B- Exp/Exc 1 MW x 8	Group C- Exp/Emg 1 BM x8
<p><i>All groups assess and move as needed. Plan for $\frac{1}{2}$ term.</i></p>	Gingerbread Men 	Gruffaloes 	Stickmen 
	<p>Easter Assessment- 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><u>Anticipated band would have been turquoise by now.</u></p>	<p>Easter Assessment- 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><u>Anticipated band would have been Orange by now.</u></p>	<p>Easter Assessment 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> <p><u>Anticipated band would have been blue or green by now.</u></p>
	<p>As children have been out of school since March 16th -23rd, it has been impossible to assess and plan specifically for their guided reading targets. Therefore planning for the final half term will be set out to ensure coverage of all objectives to meet each standard and children will be placed into the right group when they return to school and can be assessed. Although the objectives are separated in reality children will show other skills within each week, so any objective can be dotted for assessment purposes.</p>		
<p style="text-align: center;">6 Red</p> <p>1st-5th June</p>	<p><u>Fiction text Word recognition</u> Read 40+ graphemes and some alternatives (Ph5). Read with fluency, pace and intonation.</p>	<p><u>Fiction text Word recognition</u> Apply phonic knowledge to read accurately independently. Read 40 graphemes (All Phase 3). Recognise some alternative sounds for graphemes.</p>	<p><u>Fiction text Word recognition</u> Begin to apply phonic knowledge with increasing independence. Read the first 26 graphemes. Read mono-syllabic words.</p>

<p style="text-align: center;">7 Yellow</p> <p>8th-12th June</p> <p style="text-align: center;"><i>Y1 phonics screening</i></p>	<p><u>Non-Fiction text</u> <u>Word recognition</u></p> <p>Apply phonic knowledge up to Ph5 independently for unfamiliar and polysyllabic words. Read with fluency, pace and intonation.</p>	<p><u>Non-Fiction text</u> <u>Word recognition</u></p> <p>Read words that contain two or more syllables. Read 50+ Year 1 common exception words. Read words containing suffixes ('er', 'ed' ending). Read words containing plural 's' and 'es'.</p>	<p><u>Non-Fiction text</u> <u>Word recognition</u></p> <p>Read 25 Year 1 common exception words. Read words containing plural 's'.</p>
<p style="text-align: center;">8 Green</p> <p>15th-19th June</p>	<p><u>Poetry</u> <u>Word recognition</u></p> <p>Read a range of prefixes (un, dis), suffixes (s, es, ing, ed, er, est) and contractions. Read with fluency, pace and intonation.</p>	<p><u>Poetry</u> <u>Word recognition</u></p> <p>Read words containing 'un' (prefix). Read words with contractions. Read aloud from books up to 40+ graphemes without overt sounding and blending. Read with increasing pace and fluency.</p>	<p><u>Poetry</u> <u>Word recognition</u></p> <p>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>9 22nd-26th June</p>	<p><u>Fiction text Comprehension</u> Independently: Choose to read different genres. Read and understand a range of texts, e.g. poetry, stories, non-fiction as a group. Answer questions and make inferences about these texts in group discussion. Take account of a wider range of punctuation without affecting fluency.</p>	<p><u>Fiction text Comprehension</u> Often choose to read a book alone. Read and understand a range of texts - stories, non-fiction as a group. Answer questions and make inferences about these texts. Predict what may happen next based on what has been read.</p>	<p><u>Fiction text Comprehension</u> Behave like a reader and knows how books work. Listen and respond appropriately to stories, poetry and non-fiction texts. Read simple sentences, pausing at a full stop.</p>
<p>10 29th - 3rd July</p>	<p><u>Non-Fiction text Comprehension</u> Link reading to own experiences with some independence. Re-tell a range of stories and poetry sequencing events. Understand meaning of words through discussion and context.</p>	<p><u>Non-Fiction text Comprehension</u> Link reading to own experiences with prompts. Re-tell a range of stories and poetry sequencing events. Understand meaning of words through discussion and context. Listen and demonstrate understanding of fiction, non-fiction and poetry.</p>	<p><u>Non-Fiction text Comprehension</u> Re-tell 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>11 6th-10th July</p>	<p><u>Poetry Comprehension</u> Predict what may happen, before reading and next, with reasoning. Compare and discuss a range of text types and books by different authors. Begin to notice different expressions of characters in reading .</p>	<p><u>Poetry Comprehension</u> Attempt to read unknown book without adult support. Re-tell a text, sequencing main events. Use terms fiction and non-fiction, beginning to describe the features. Begin to use some expression to help make meaning clear, with adult prompting. Read a range of sentence types, taking account of . , ? and !</p>	<p><u>Poetry Comprehension</u> Predict what may happen next in a fiction text. To notice different expressions from stories read to them. Read simple sentences, pausing at a full stop.</p>
<p>12 13th-17th July</p>	<p><i>Assessment week</i></p>	<p><i>Assessment week</i></p>	<p><i>Assessment week</i></p>

Literacy Medium term planning - Summer B - 2020

<u>Week</u>	<u>Text title</u>	<u>Speaking and listening</u> <i>Communication & language</i>	<u>Talk for writing</u>	<u>Spelling, punctuation & grammar</u> (SPaG)	<u>Outcome</u>
<p>6 Red</p> <p>1st - 5th June</p>	<p><u>Monkey see, monkey do</u></p> <p>Focus - sequencing events.</p> <p>Role-play area- market stall.</p> <p>Imitation week including wow starter day.</p> <p><i>Continue using talking partners and half groups through all activities to support working in larger groups, promoting engagement in learning and independence, taking turns as a speaker and listener, asking questions, agreeing and reporting back.</i></p>	<p><u>3: Understand the rules of conversation.</u></p> <p>Use own knowledge and ideas to communicate, ask and answer questions as well as hearing and forming responses from the text.</p> <p>Give descriptions and explanations to justify answers. Discuss in half groups and report back group answer eg we think...</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, varying voice and intonation. Remember main points. 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>Immersion in the text/ wow starter activities.</p> <p>Explore role-play area and complete resources for the story- add money, till, price labels, baskets etc. Role-play shopping.</p> <p>Sort and label fruit and vegetables. Draw and describe them. Make fruit smoothies.</p> <p>Make hats. Write descriptions for the hats.</p> <p>Make carts with wheels using construction equipment.</p> <p>Retell main events of story in order.</p> <p>Draw story map and use to support independent retelling.</p> <p>Identify "parts" or "features" of the story</p> <p>Beginning, middle and end, Problem and resolution, Characters and setting. Description. Feelings.</p>	<p>Continue to "notice" and add descriptive vocabulary to word banks to aid description.</p> <p>Continue to revise terms noun, adjective and verb - identify from the story and add to word banks as appropriate.</p> <p>Contractions teach children what a contraction is. Show them how the apostrophe represents a missing letter. Can they read a selection? Can they use them in a sentence?</p> <p>Spellings: continue to practise first 100 year one words.</p>	<p>Add all features to the role-play area.</p> <p>Add photos of role-play and story telling to working wall.</p> <p>Continue to add to wow boards for most exciting adjectives etc.</p> <p>Add contractions poster to washing line and SPaG books.</p>

<p style="text-align: center;">7 Yellow</p> <p>8th-12th June</p> <p><i>Y1 phonics screening</i></p>	<p>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. Attempt to always use a conjunction in spoken language.</p> <p>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>Focus on each "part" in turn. Read, answer comprehension questions, discuss purpose and orally compose new innovations.</p> <p>Recognise features for each "part" eg using exciting adjectives for character description.</p> <p>Creating a picture in the mind for settings etc.</p> <p>Short burst writing for different alternatives for each part.</p>	<p>Encourage children to use word banks for independent writing eg What's the most exciting words you can add to your sentence to describe that character etc?</p> <p>Continue to add further examples as they arise.</p> <p>Write all sentences in short burst writing using capital letters and full stops to demarcate sentences.</p> <p>Children use purple pen to edit and correct own sentences.</p> <p>Reading and writing prefixes and suffixes.</p> <p>Differentiate between a suffix and a prefix.</p> <p>Spell and add them correctly to root words.</p>	<p>Adults continue to encourage children to refer to aids and prompts on displays and in books to support them in their work.</p>
---	-------------------------------	---	---	--	---

<p>8 <i>Green</i></p> <p>15th-19th June</p>	<p>Invention week</p> <p>Punctuation. Explore the punctuation used in the story –</p>	<p><u>2: Organise a leader and sometimes take on that role.</u></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. Attempt to always use a conjunction in spoken language.</p> <p>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>Compose orally to draft and edit sentences before writing.</p> <p>Discuss ideas in a group prior to writing.</p> <p>Recall interesting and varied vocabulary quickly to suggest adjectives for description of characters.</p>	<p>Compose and plan a new story. Write independently to create a new story with different characters, setting and actions (differentiated).</p>	<p>Punctuation.</p> <p>Show the range of punctuation appropriate to year one. What does this mean etc?</p> <p>Explore the punctuation used in the story. Find and highlight in the text. Read with appropriate expression to show understanding of meaning. Children write sentences to show application of punctuation.</p> <p>What is an exclamation mark for? Can we write our own exclamations?</p> <p>Children continue to use purple pen to edit and correct own sentences.</p>	<p>Add punctuation pitch/poster to books and display in the classroom.</p> <p>Children create own story books to add to role-play area.</p>
--	--	--	---	--	---

<p>9</p> <p>22nd -26th</p> <p>June</p> <p>Conjunctions</p>	<p>Non-fiction Imitation week</p> <p>Persuasion through letter writing.</p> <p>Dear Monkeys, Please don't take my hats. I'm very upset etc. (to include contractions).</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.</p>	<p>Immersion in the text/wow starter activities - market/post office visit. Design own stamps - revisit learning about Queen Elizabeth II. Make envelopes. Revisit learning own address. Retell text with actions. Draw text map and retell independently using text map to prompt. Box up the text to explore features of letter writing.</p>	<p>Continue to reinforce all terms - noun, verb and adjective throughout all work. Revisit contractions. Remind Children that the apostrophe represents a missing letter or letters. <i>Children will have started this in Guided reading.</i> Show a selection eg I'm or we've. Can children say the full two words? Can children say how to contract two words eg They were etc? Read and write contractions. Use in speech. Revisit conjunctions. Recall and search text for examples. <i>Children will have started this in Guided reading.</i></p>	<p><i>Add a letter box, writing paper, envelopes and stamps to the role-play area. Add non-fiction text with boxing up to show features.</i></p> <p><i>Add more contractions to display eg They're = They are.</i></p> <p><i>Add list of conjunctions to wall and to books.</i></p>
---	---	--	---	---	---

<p>10</p> <p>29th-3rd July</p>	<p>Innovation week</p> <p>Dear traveller. (this could be a different recipient eg market seller, hat maker).</p>	<p><u>1: Order events using appropriate language.</u></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>Innovation week</p> <p>Explore persuasive text features. List persuasive vocabulary. Understand the difference between a persuasive and a statement sentence.</p> <p>Use the boxing up to practise writing persuasive sentences using language such as I think, in my opinion, I'm sure you will agree etc. Plan and write a persuasive letter as a monkey to persuade the man to do something for you (children to choose) eg build us a playground to stop us being bored, give us back the hats, make us some hats.</p> <p>Word checks</p>	<p>Children re-read and edit their own work. Use purple pens to show self-editing.</p> <p>Continue to explore conjunctions. Add a conjunction in between a given beginning and end of a sentence. Does it make sense? Change the conjunction to create different sentences. Do all conjunctions fit? Do they make sense?</p>	<p>Display letters around the role-play area.</p> <p>Change role-play area to post office.</p>
<p>11</p> <p>6th-10th July</p>	<p>Assessment week</p>	<p>Writing assessment books. Children to write independently either a letter, story, list, invitation etc making own choices following stimulus and discussion with an adult.</p>			
<p>12</p> <p>13th-17th July</p>	<p>Final week</p>	<p>Letters and sounds final assessments. Final reading checks.</p> <p>Poetry</p> <p>Create memory poems. Use senses poems or acrostics to discuss and remember features of year one, class 4. Talk about what you are looking forward to in year two.</p>			

Writing targets - Summer term B 2020

<u>Red</u>	<u>Yellow</u>	<u>Green</u>
<p>In a whole independent text. All Exp 1 targets for July</p> <p>Compose a variety of sentences orally and mentally.</p> <p>Apply phonic knowledge consistently and accurately across a range of writing.</p> <p>Edit own work following adult input.</p> <p>Use capital letters for sentences, names, places, days of the week.</p> <p>Use conjunctions and but or because.</p> <p>Correctly identify where to use an exclamation mark.</p> <p>Correctly identify where to use a question mark.</p> <p>Demarcate a short narrative with capital letters and full stops.</p> <p>Identify nouns and adjectives.</p> <p>Spell most year 1 common words.</p> <p>Spell days of the week consistently and accurately.</p> <p>Spell prefixes un and dis when added to a root word.</p> <p>Correctly and consistently across all writing form upper and lower case letters with the correct orientation, sizing and position.</p> <p>Begin to learn to join some letters.</p>	<p>In a whole piece of writing... All Exp 1 targets for July</p> <p>Compose sentences orally before writing. Write using phonics knowledge consistently using vowel digraphs taught at phase 3 and some alternatives (prompted by mats as needed).</p> <p>Share ideas in a group to develop thinking and collect ideas.</p> <p>Plan/draft writing and discuss with adults.</p> <p>Correctly link sentences to write texts.</p> <p>Use "and" to join clauses in sentences.</p> <p>Correctly use a capital letter to begin sentences.</p> <p>Correctly use a full stop to end sentences.</p> <p>Show understanding of nouns and adjectives.</p> <p>Identify question marks and exclamation marks.</p> <p>Spell many year 1 common words.</p> <p>Spell most days of the week.</p> <p>Spell suffixes ing e der est s es when added to a root word.</p> <p>Keep consistent letter size.</p> <p>Form most letters correctly.</p> <p>Sit letters consistently on the line.</p>	<p>In writing of at least three sentences... Emg 1 targets for July</p> <p>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, including phase 3 and 4.</p> <p>To write all 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 understand what a verb is.</p> <p>To understand what an adjective is.</p> <p>To use capital for own name.</p> <p>To spell 25 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, also suffixes ing ed and er.</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>

Handwriting - Summer B 2020

	Group A KC	Group B MW	Group C Kings (intervention group) BM
	<p>Continue year one program - term 1. Practising zig-zag monster letters and then mixing all the letter families. Practicing all the capitals and then the numbers. Finally moving onto digraphs. This should take us right up to the stage where children would start joining digraphs. Cover two units per week. Add intervention as needed in afternoons for children to keep up. Refer to work book but use pages selectively no more than one per week. Children to practise in books to enable good sizing of writing.</p>		<p>Begin year one program- practising each family and introducing the capitals. Continue to practice correct orientation, positioning and sizing of letters. Sit correctly on lines. Know which letters belong to which family.</p>
6 1 st - 5 th June	Unit 17- Writing words with ck and qu.		Unit 1- Practising long-legged giraffe letters. Unit 2- Writing words with ll.
7 8 th -12 th June	Unit 18- Practising long vowel phonemes ai, igh, oo.		Unit 3- Introducing capitals for long-legged giraffe letters.
8 15 th -19 th June	Unit 19- Practising vowels with adjacent consonants ee, oa, oo.		Unit 4- Practising one-armed robot letters. Unit 5- Practising long-legged giraffe and one-armed robot letters.
9 22 nd -26 th June	Unit 20-End of term check		Unit 6-Introducing capitals for one-armed robot letters. Unit 7- Practising curly caterpillar letters.
10 29 th -3 rd July	Unit 21- Practising numbers 10-20: spacing.		Unit 8- Writing words with ff. Unit 9- writing words with ss.
11 6 th -10 th July	Revisit and practise any letters/numbers as needed. Aim that children will be ready to begin to learn the joins from Term 3 as soon as moving into Y2.		Unit 10- introducing capitals for curly caterpillar letters. Unit 12- Practising zig-zag monster letters
12 13 th -17 th July	Assessment		Unit 16- Practising all the numbers 0-9. Unit 21- Practising numbers 10-20: spacing.