



Literacy Medium Term Planning  
Gruffalo Class - Summer A (2025)  
Mrs Clements and Mrs Huxley - Year 1  
**Naughty Bus**

Sentence writing focus;	Text	Genre	Focus
	The Naughty Bus	Adventure Story	

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the texts	Working with the text	SPaG Focus	Ideas for teaching
<ul style="list-style-type: none"> <li>- Role-play area in story theme</li> <li>- Read the story as a whole class and discuss.</li> <li>- Retell the model text with actions.               <ul style="list-style-type: none"> <li>- Read similar stories.</li> <li>- Create story maps.</li> </ul> </li> <li>- Role play / drama - act out a key scene/Freeze frame and use to inspire writing.</li> <li>-Discuss the structure of the model text.</li> <li>-Sequence and box up the model text.</li> <li>-Planning in different ways.</li> </ul> <p style="text-align: center;"><b>WOW starter:</b></p> <p>Reading the text: Before reading, wrap a toy bus up in purple paper like the first picture within the book. Ask children to guess what this could be. Collect and generate words and predictions as shared writing. Open the bus and tell children that this present could be the start of an adventure. Take responses from questions such as - Who has seen a bus like this before? Have you been on one? Where? What did you see out of the window? What job do buses have? Why are they so important? Where do you see them? What bus numbers do you know? Where do they go? Where would like to go on a bus? Where do you like to sit on a bus</p>	<ul style="list-style-type: none"> <li>- Retell the model text</li> <li>- Create story maps.</li> <li>- Discuss writing for different purposes.</li> <li>- Discussion of the genre.</li> <li>- Sequence the model text.</li> <li>- Planning in different ways.</li> <li>- Compose sentences orally before writing.</li> <li>- Independent application of phase 3/5 phonics and spelling rules taught.</li> <li>- Use capital letters, full stops, finger spaces, question marks and exclamation marks when writing.</li> <li>- Use simple conjunctions - and, - because</li> <li>- Use interesting and relevant adjectives to make interesting noun phrases.</li> <li>- Identify nouns and adjectives.</li> <li>- Discuss, understand and use the past tense.</li> <li>-Adding suffixes to root words.</li> <li>-Make inferences and predictions.</li> </ul>	<p>How words can combine to make sentences Joining words and clauses using and Sequencing sentences to form short narratives Separation of words with spaces Introduction to capital letters, full stops, questions marks and exclamation or command sentences Expanded noun phrases to describe and specify, e.g. the blue butterfly Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p style="text-align: center;"><b>Week 1</b> <b>Food and Farming Theme Week</b></p> <p style="text-align: center;"><b>Week 2</b> Conjunctions - but/and Nouns and adjectives</p> <p style="text-align: center;"><b>Week 3</b> Spelling days of the week Nouns -Proper Nouns Adjectives</p> <p style="text-align: center;"><b>Week 4</b> Days of the week Nouns Past tense Adjectives</p> <p style="text-align: center;"><b>Week 5</b> Assessment writing</p>	<p>Planning a new adventure story about what the Naughty Bus might get up in the school at night.</p>

## Gruffalo Phonics and Spelling Targets

The children in Gruffalo class have been split into 3 phonics groups according to their Little Wandle assessments. All children in this class should have additional opportunities to blend to read phase 3 and 4 words. All children will be taught two phonics lessons per day. In addition to this, some children will also take part in small group or 1:1 catch up targeted precision teaching. This will be dependent on their assessed needs.

### Group 1 - Reception Summer 1

Abhinand, Ariella, Christopher, Darius, Phoebe, Rares, Tala, Teddie

#### Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

### Group 2 - Year 1 Autumn 2

Elliot, T, Maria, Isabelle, Leighanne, Leah

#### Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ tr bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /ar/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

### Group 2 - Year 1 Summer 1

Hunter, Amelia, Logan

#### Year 1 Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

## Gruffalo Writing Targets

### Blue Group

WT1: Marcelina, Logan, Amelia

Ex1: Logan, Leah

### Green group

ELG: Isabelle, Leighanne

WT1: Maria, Elliot,

#### WT 1

##### **Composition**

*After discussion with a teacher:*

Compose phrases/sentences orally or mentally between writing them.

Recall and write whole sentences with limited word prompting.

Read aloud their writing clearly enough to be heard by peers and teacher.

Share ideas in a group aloud to develop thinking and collect ideas.

Re-read sentences to check for sense.

##### **Grammar**

Use the conjunction 'and' to join words and clauses in sentences.

Use a capital letter at the start of a sentence.

Know that a capital letter is needed for names.

Put a full stop at the end of a piece of writing.

Understand what a noun is.

Understand what an adjective is.

##### **Spelling**

*After discussion with a teacher:*

Spell some words correctly (Phase 2) and others phonetically plausibly.

Spell some words with vowel digraphs correctly.

When used, spell some Y1 tricky words correctly.

Make a recognisable attempt at spelling the days of the week.

Use some letter names when spelling words aloud.

Understand that suffixes -ing, -ed, -er, are added to root words.

Show an understanding of plurals. (-s, -es).

Write some simple sentences and captions dictated by the teacher that include words using the GPCs and tricky words taught so far.

##### **Handwriting**

Form some letters in the correct direction, starting and finishing in the right place, sitting on the line.

Use some spaces between words.

Know which letters belong to which family (Handwriting lessons).

#### EX1

##### **Composition**

Independently compose sentences orally or mentally before writing.

Show simple structure to writing eg. Beginning, middle, end.

Discuss own writing with teacher or others.

Follow a simple plan when writing.

Re-read paragraph/text to check for sense.

##### **Grammar**

Combine words into sentences using the conjunctions and, because.

Know and use a capital letter for names, days, months, places.

Use capital for pronoun I.

Correctly use a capital letter to show start of sentences.

Sometimes add full stops within a narrative.

Correctly use a full stop to show end sentences.

Add an adjective to a noun to create a noun phrase

Identify question marks correctly

Identify an exclamation mark correctly.

##### **Spelling**

Spell many words correctly (Phase 3) and others phonetically plausibly independently.

Spell most Phase 3 digraphs and some Phase 5 digraphs.

When used, spell many Y1 tricky words correctly.

When used, spell words with suffixes -ing, -ed, -er correctly most of the time.

When used, spell words with plurals correctly (-s, -es) most of the time.

Spell most days of the week correctly (phonetically plausible where not correct).

Use most letter names to spell words aloud.

Add prefixes -un, -dis where no change to root words.

Write from memory simple sentences that have been dictated, including sounds taught so far.

##### **Handwriting**

Form many letters in the correct direction, starting and finishing in the right place, sitting on the line.

##### **Capital letters:**

##### **Lower case letters:**

Use spaces between words.

Keep consistent letter size most of the time.

#### Early Learning Goal

-Write recognisable letters, most of which are correctly formed.

-Spell words by identifying sounds in them and representing the sounds with a letter or letters.

-Write simple phrases and sentences that can be read by others.

#### WT 1

##### **Composition**

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Recall and write whole sentences with limited word prompting.

Read aloud their writing clearly enough to be heard by peers and teacher.

Share ideas in a group aloud to develop thinking and collect ideas.

Re-read sentences to check for sense.

##### **Grammar**

Use the conjunction 'and' to join words and clauses in sentences.

Use a capital letter at the start of a sentence.

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Put a full stop at the end of a piece of writing.

Understand what a noun is.

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*After discussion with a teacher:*

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Write some simple sentences and captions dictated by the teacher that include words using the GPCs and tricky words taught so far.

##### **Handwriting**

Form some letters in the correct direction, starting and finishing in the right place, sitting on the line.

Use some spaces between words.

Know which letters belong to which family (Handwriting lessons).

## Gruffalo Reading Targets

**Blue Group**  
**EX1: Logan, Leah**  
**GD1: Hunter**

**Green Group**  
**ELG: Leighanne, Isabelle**  
**WT1 Elliot, Maria, Amelia, Marcelina**

**EX1**

**Word recognition**

Read aloud from books up to 40+ graphemes without overt sounding and blending.  
 Read some alternative phase 5 graphemes.  
 Attempt words that contain two syllables, decoding most successfully.  
 Read at least 80% of Little Wandle tricky words.  
 Read words containing suffixes ('ing', 'ed' ending).  
 Read words containing plural 's' and 'es'.  
 Read words containing 'un' (prefix).  
 Read words with contractions.  
 Read most sentences with a steady pace.

**Comprehension**

Develops an interest in reading for pleasure.  
 Understand meaning of words through discussion and context  
 Link reading to own experiences with prompts.  
 Begin to use some expression to help make meaning clear, with adult prompting.  
 Read a range of sentence types, taking account of . , ? and !  
 Predict what may happen next based on what has been read.  
 Demonstrate understanding of fiction, non-fiction and poetry, describing the features.  
 Re-tell a text, sequencing beginning, middle and end.  
 Answer questions and make simple inferences about familiar texts.

**GD1**

**Word recognition**

Read accurately and independently from a range of different text types, containing up to phase 5 graphemes, including all elements previously taught.  
 Read a wide range of prefixes (un, dis), and suffixes (s, es, ing, ed, er, est ) and contractions, without undue hesitation.  
 Read unfamiliar sentences with good fluency, pace and intonation.

**Comprehension**

Demonstrates an interest in reading for pleasure  
 Compare and discuss a range of text types and books by different authors.  
 Begin to notice different expressions of characters in reading.  
 Take account of a wider range of punctuation without affecting fluency.  
 Demonstrate an understanding of story structure by sequencing events.  
 Predict what may happen, before reading and next.

**ELG: Word Reading**

Say a sound for each letter in the alphabet and at least 10 digraphs.  
 Read words consistent with their phonic knowledge by sound-blending.  
 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**ELG: Comprehension**

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  
 Anticipate - where appropriate - key events in stories.  
 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.

**WT1**

**Word recognition**

Read cvc words containing the first 26 graphemes confidently without overt sounding and blending.  
 Read words containing most Phase 3 graphemes.  
 Read words (Phase 4) containing adjacent consonants  
 Read words containing plural 's'.  
 Use phonics knowledge independently within reading to attempt unfamiliar phase 4 words.  
 Read a sentence as a whole sentence (rather than word to word).  
 Read familiar sentences independently with developing pace.

**Comprehension**

Behave like a reader and knows how books work when reading for pleasure.  
 Listen and respond appropriately to stories, poetry and non-fiction texts.  
 Re-tell familiar stories, identifying some key events.  
 To notice different expressions from stories read to them.  
 Begin to understand the difference between stories and information texts.  
 Read simple sentences, pausing at a full stop.  
 Predict what may happen next in a fiction text

Week	Speaking & Listening	Literacy Tree	SPaG	Outcome/ audience
Week 1 21.04.25 - 09.04.25		<b>Food and Farming theme</b>		
Week 2 12.04.25 - 02.04.25  <i>Literacy Tree week 1</i>	<p><b>Session 1</b> - WOW starter</p> <p><b>Session 2</b>            Focus: Converse with peers asking and answering questions  <i>Speaking and Listening Starter:</i>  <b>What questions:</b> Show various pictures of animal's people and object. For each picture encourage children to ask a question about it.</p> <p><b>Session 3</b>            Focus: Converse with peers asking and answering questions.  <i>Speaking and Listening Starter:</i>  <b>Where questions:</b> Use a map/I spy pictures - ask relevant where questions - children to take turns with a partner</p> <p><b>Session 4</b>            Focus: Converse with peers asking and answering questions  <i>Speaking and Listening Starter:</i>  <b>Why questions:</b> Use cause and effect picture cards and ask. Show the rainy picture 'why does the girl have an umbrella?'</p>	<p><b>WOW starter: Monday</b> - Session 1 of Literacy Tree - WOW            Reading the text: Before reading, wrap a toy bus up in purple paper like the first picture within the book. Ask children to guess what this could be. Collect and generate words and predictions as shared writing. Open the bus and tell children that this present could be the start of an adventure. Take responses from questions such as - Who has seen a bus like this before? Have you been on one? Where? What did you see out of the window? What job do buses have? Why are they so important? Where do you see them? What bus numbers do you know? Where do they go? Where would like to go on a bus? Where do you like to sit on a bus?</p> <p><b>Tuesday</b> - session 1 of Literacy Tree  <b>What do we know about buses?</b> Let the children work in groups and Brainstorm. Provide pictures that children can glue on, leaving space to write. Have questions on card ready as prompts for writing, such as: Where do you catch a bus from? How do you pay for a bus? Why do people use buses? Use a Talk to the Hand to prompt children to think of their own questions that they could answer.</p> <p><b>Wednesday</b> - Session 2 of Literacy Tree            Talk about buses again and tell children that they are going to write up one piece of information each about bus for a class book on buses. <b>Modelled writing:</b> Children to write sentences about buses independently based on the shared writing. Collect the sentences in. As you collect them, organise and glue under headings using the questions from yesterday and any other area of interest that arose that have been pre-written onto pages in a home-made book. Have key vocabulary ready and sentence starters:</p> <p><b>Thursday</b> - Session 3 of Literacy Tree            Recall the bus we received as a 'gift' in session 1. Have it re-wrapped and role play the first line in the text, Naughty Bus: 'This is for you, I hope you're a good driver.' How does this give the reader a clue as to what might be wrapped up? Elicit that the receiver of the gift will know that it is some kind of vehicle. Share the story with the children up to 'but when I'm full up...' What do we think will happen next? Why? What job does 'but' do within the sentence? Use talk partners to orally rehearse possible sentence endings for what could happen next. Children to record their predictions, afterwards share with group, did anyone predict it right?</p>	<p><b>SPaG</b></p> <p>Conjunctions - but/and</p> <p>Nouns and adjectives</p>	<p><b>Audience:</b>            Another reader</p> <p><b>Outcome:</b>            Bus fact book.             Predictions</p>

<p><b>Week 3</b></p> <p>05.05.25 - 09.05.25</p> <p>Literacy Tree week 2</p> <p>05.05.25 - Bank Holiday</p>	<p><b>Session 1 - Bank Holiday</b></p> <p><b>Session 2</b> Focus: Add description to words and use within sentences. <i>Speaking and Listening Starter:</i> <b>Picture cards:</b> show the picture cards one by one. For each picture ask what words can we use to describe this animal</p> <p><b>Session 3</b> Focus: Add description to words and use within sentences. <i>Speaking and Listening Starter:</i> <b>Adjective Flashcards:</b> Read the caption with missing adjective. Ask children to add the missing adjectives.</p> <p><b>Session 4</b> Focus: Add description to words and use within sentences. <i>Speaking and Listening Starter:</i> <b>Sensory exploration:</b> With scented playdough. Encourage children to describe the playdough - how does it feel? What colour is it? Encourage children to use the adjectives in a sentence - the playdough is soft and squishy.</p>	<p><b>Monday - Bank Holiday</b> <b>Tuesday - Session 3 of Literacy Tree</b> Re-read the story and onto 'And nothing must stand in my way!' What kind of behaviour is this? Why do you think the title of this book is 'Naughty Bus' and not 'Good Bus' or 'Thoughtful Bus'? Discuss what you would say to Naughty Bus. As a group as children their ideas of what they would tell the naughty bus. Record on large paper and save these for use in tomorrows letter writing.</p> <p><b>Wednesday - Session 4 of Literacy Tree</b> Children to write their own letters to Naughty Bus explaining the school rules and why it is important to not mess up the classroom. to start modeling writing a letter to Naughty Bus, explaining that he should not be naughty in their classroom and explaining the school or class rules. Children to their own letters to naughty bus. <b>Green group</b> could finish the letter already started by the adult and provide a shared response. <b>Blue group</b> children to use 'and' or 'but' within sentences in their letters. e.g. You should have fun <b>but</b> not spoil games. You must slow down <b>and</b> not speed up! Let the children place their letters inside.</p> <p><b>Thursday - Session 5 of Literacy Tree</b> Recap the main events of the story and using captioned illustrations to sequence. Display in order and let small groups retell the story to each other using the pictures. Now discuss adjectives that will add detail for the reader: overgrown garden, messy kitchen, squelchy beans, angry people, deep water. Children to map the journey (on storyboards) of Naughty Bus. Use STC with the names of the settings to match to where they are on the map. Children to use a mixture of captions and pictures to tell the story. <b>Blue group:</b> extend by having them add adjectives next to the noun labels on their maps e.g.angry people waiting at the bus stop</p>	<p><b>SPaG</b></p> <p>Spelling days of the week</p> <p>Nouns -Proper Nouns</p> <p>Adjectives</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Letter</p> <p>Storyboard</p>
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<p><b>Week 4</b></p> <p>12.05.25 - 16.05.25</p> <p>Literacy Tree Week 3</p>	<p><b>Session 1</b></p> <p>Focus: Order events using appropriate language</p> <p><b>Speaking and Listening Starter:</b> Ask children about a familiar routine e.g. getting ready for school, what do you do first? Then what do you do? Next? Last? Use STC flashcards to teach the words first, next last etc.</p> <p><b>Session 2</b></p> <p>Focus: Order events using appropriate language</p> <p><b>Speaking and Listening Starter:</b> <b>Picture cards:</b> Using picture cards ask children to help put them in the right order.</p> <p>Introduce the sequencing words - first, next and last. When the cards are in the correct order ask children to describe the activity shown the cards.</p> <p><b>Session 3</b></p> <p>Focus: Order events using appropriate language</p> <p><b>Speaking and Listening Starter:</b> <b>Acting out a sequence:</b> Choose a simple activity to act out. As children act out the sequence emphasize the sequencing words - first next last etc. Children to take turns to act out and describe the sequence.</p> <p><b>Session 4</b></p> <p>Focus: Order events using appropriate language</p> <p><b>Speaking and Listening Starter:</b> <b>Sequencing in a story:</b> After reading the story focus on sequencing the events. Have the children retell the story using the sequencing words.</p>	<p><b>Monday - Session 7 of Literacy Tree</b></p> <p><b>Session 6 of Literacy Tree</b></p> <p>Introduce children to the days of the week in a muddled order. Ask them to read each weekday then place them into the correct order. Now ask children to match the days to the events that have happened on their storyboards/maps. <b>Shared writing:</b> Diary of Naughtiness Model writing a diary entry beginning with Monday, recounting the events that have taken place this week from the point of view of Naughty Bus: On Monday I was given to a little boy and we played in the messy kitchen. On Tuesday he set me free into the overgrown garden and I whizzed through the grass. On Wednesday I trundled through town but didn't stop for the people waiting... Children to continue with their own diary entry, recalling what happened on each day during the week and matching it to the correct day-name. Support the forming of capital letters M,T,W,F,S, attending to size, position and where to start and finish each letter</p> <p><b>Tuesday - Session 8 of Literacy Tree</b></p> <p>Ask class Where else could naughty bus have wrecked? Let's create 'The further adventures of Naughty Bus!' Look at the ending, 'Sometimes I'm a Nightbus.' What adventures could he have at Night? How would they be different? What would he see? What trouble could he get into? How about if we went into our school at night, where would he go? What problems could happen in these places? Model storyboarding this, drawing and captioning each new scene with a sentence or phrase. Continuing to create storyboards as a group. Allow children to storyboard their innovated stories using the same frame format as before so that each story has the same opening. Support children in identifying a problem that has to take place in each setting.</p> <p><b>Wednesday - Session 9 of Literacy Tree</b></p> <p>Naughty Bus in the school... photostory. Take children around the toy bus and take photos of him in four different settings that were planned in previous lesson. You could use filters on the camera to make the photos appear as if they've been taken at night. What are the names of these settings? What types of words are these? Elicit that the settings are nouns. How could we describe these settings? What words could we use? What type of words are these? Elicit that these are adjectives. Return to school to work in groups, either using still images to verbally create a new story.</p> <p><b>Thursday - Session 10 of Literacy Tree</b></p> <p>Look at each setting pictured in the photos taken in session 9. Model labeling them with descriptive language on post it notes. e.g. green, peaceful, calm, large, scary, empty, crazy. Refer back to learning from sessions 5 &amp; 6. Model using some of these words within a sentence. What types of words are these? Re-read the text and look at how the authors have used different fonts/ sizes/ positions of words to help show what is happening. Children to sequence four photos of the naughty things that the bus did in the story. Children to cut and stick photos in order.</p>	<p><b>SPaG</b></p> <p>Days of the week</p> <p>Nouns</p> <p>Proper nouns</p> <p>Past tense</p> <p>Adjectives</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Diary Story board Photo-board</p>
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<p><b>Week</b> <b>5</b></p> <p>19.05.25 - 23.05.25</p> <p>Literacy Tree Week 4</p> <p>Assessment week</p>	<p>Session 1 Focus: Speaking and Listening Starter:</p> <p>Session 2 Focus: Speaking and Listening Starter:</p> <p>Session 3 Focus: Speaking and Listening Starter:</p> <p>Session 4 Focus: Speaking and Listening Starter:</p>	<p><b>Monday</b> - Assessment writing</p> <p><b>Tuesday</b> - Assessment writing</p> <p><b>Wednesday</b> - Assessment writing</p> <p><b>Thursday</b> - Assessment writing</p>	<p><b>SPaG</b></p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b></p>
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