



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

<b>Sentence writing focus;</b>	<b>Text</b>	<b>Genre</b>	<b>Focus</b>
<b>Instructions</b>	<b>Night Pirates</b>		<b>'How to be a pirate' guide</b>

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>Children arrive to class to find a treasure map rolled up as a scroll and tied with some string/jute! (You could colour-copy the map from the back of The Night Pirates). Tied to the map is a message: Have pictures of some of the pirates (girl ones and adult ones) from text dotted around classroom and in the outdoor/any other areas you have. Let the children find the pirates and then report back to the others about where they were found.</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</p> <p>Joining words and clauses using and</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, questions marks and exclamation or command sentences</p> <p>Expanded noun phrases to describe and specify, e.g. the blue butterfly</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>Planning a text about how to be a pirate.</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 2**  
Ariella, Christopher, Darius, Phoebe, Rares, Tala, Teddie

**Group 2 - Year 1 Autumn 2**  
Elliot, T, Maria, Isabelle, Leighanne, Leah

PSC recap

**Group 2 - Year 1 Summer2 2**  
Hunter, Amelia, Logan

## Gruffalo Writing Targets

### Blue Group

WT1: Marcelina, Logan, Amelia

Ex1: Leah, Hunter

### 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

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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.

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##### **Spelling**

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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.

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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).

## 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
<p>Week 1</p> <p>02.06.25 - 06.06.25</p>	<p><b>Session 1</b> Focus: <b>Remember, tell you what was heard or do what was said</b> <i>Speaking and Listening Starter</i> Introduce the concept of remembering what was said through a game of Simon Says. Discuss how do we play this game, what do we need to do to play it properly? Start with simple action and progress to multiple actions.</p> <p><b>Session 2</b> Focus: <b>Remember, tell you what was heard or do what was said</b> <i>Speaking and Listening Starter:</i> <b>Building block challenge:</b> Give children a set of block, (same number and colours give verbal instructions for building a tower</p> <p><b>Session 3</b> Focus: <b>Remember, tell you what was heard or do what was said</b> <i>Speaking and Listening Starter</i> <b>Story time with actions:</b> read a simple story and incorporate actionable instructions related to the story e.g. "can you pretend to be a sleepy bear?" :</p> <p><b>Session 4</b> Focus: <b>Remember, tell you what was heard or do what was said</b> <i>Speaking and Listening Starter:</i> <b>Drawing instruction:</b> give two-step instructions for drawing a simple picture "draw a big circle then draw a small dot inside</p>	<p><b>Monday</b>wow starter Children arrive to class to find a treasure map rolled up as a scroll and tied with some string/jute! (You could colour-copy the map from the back of The Night Pirates). Tied to the map is a message: Have pictures of some of the pirates (girl ones and adult ones) from text dotted around classroom and in the outdoor/any other areas you have. Let the children find the pirates and then report back to the others about where they were found.</p> <p><b>Tuesday</b> Suggest to the children that maybe if we hide the pirates again then we might be able to work out why they're here and what they might have been doing. Provide children with the following instructions on strips: Hide the pirate in the sand. Place the pirate on the shelf. Sneak the pirate inside a box. Silde the pirate beside the pens. What might the pirates have been doing in these places? Digging for treasure, on the lookout, hiding, writing a note. Children to record on speech bubbles what they think the pirates were going - I think the pirates were ...</p> <p><b>Wednesday</b> Today a treasure chest has appeared - open it to find The Night Pirates by Peter Harris and Deborah Allwright. Share text up to 'A Ship stealing the front of Tom's house for disguise'. Ask the children why do the pirates want to steal the front of Tom's house? What might they do with it. What might happen next?. Children to record their predictions.</p> <p><b>Thursday</b> Reread the story so far, stopping again where you stopped in session 2. Were the children surprised about the fact that the pirates were girl pirates? Read up to while the house sailed nearer and nearer until... What do the children think might happen next? When Captain Patch declares, 'I've seen a house!' do the other pirates seem worried? What's strange about a sailing house? What would usually be sailing? Pirate sentences: To write some sentences about the story so far.</p>	<p>Instructions</p> <p>Sentence structure</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b></p> <p>Speech bubbles</p> <p>Predictions</p> <p>Sentences</p>
<p>Week 2</p>	<p><b>Session 1</b> Focus: <b>Speak in simple sentences</b></p>	<p><b>Monday</b></p>	<p>SPaG</p>	<p><b>Audience:</b></p>

<p>09.06.25 - 13.06.25</p> <p>Literacy Tree week 2</p>	<p><b>Speaking and Listening Starter</b> Action charades: Show children an action card and ask the children to say what is happening. Encourage children to answer in sentences, modelling where necessary.</p> <p><b>Session 2</b> Focus: <b>Speak in simple sentences</b> <b>Speaking and Listening Starter:</b> <b>Picture descriptions:</b> point to a picture and ask questions about it. Children to talk about the picture speaking in sentences.</p> <p><b>Session 3</b> Focus: <b>Speak in simple sentences</b> <b>Speaking and Listening Starter:</b> <b>Building blocks story:</b> provide children with a small selection of lego blocks. As children to describe what they are building.</p> <p><b>Session 4</b> Focus: <b>Speak in simple sentences</b> <b>Speaking and Listening Starter:</b> <b>Story retell:</b> Read a story then provide children with basic props/finger puppets and ask children to retell the story.</p>	<p>Re-read the text and let the following letter fall out from between the final pages. It's a letter from the pirates! - <i>Dear Children, Would you like to join our crew? You can join in too! But you must not spoil things. Did you know that we sometimes bury our treasure in the soil? Come and sail away with us!</i> <i>From The Night Pirates</i> - Children to identify the ! and ? in the letter - what do these mean? Discuss with children the difference between questions and exclamation sentences. Children to dig in the sand for sentences cards read them and decide if they should end in a ? . or ! and sort them under the correct heading</p> <p><b>Tuesday</b> Shared writing: Model writing a letter to The Night Pirates asking to join them: Dear Night Pirates, would you let me join your crew? I can bury coins in the soil. Digging in the sand is no problem! Tip: aim to model sentences that do not begin with I or The. Children write letters back to the pirates explaining why they'd be good at being a pirate. Children to include ? and ! in their writing</p> <p><b>Wednesday</b> Tell children that if they are to join the Night Pirates then they should probably get in training and find out what's needed! What things do you need? (maps, treasure, cutless etc.) what is most important thing a pirate needs? A ship! We need to know about ships first! Using the attached resource, discuss and orally rehearse the 6 parts of the ship. Pointing at each part, dictate the <b>noun</b> to the children so that they label the parts of the ship. Discuss with children that nouns are the names of an object place or thing</p> <p><b>Thursday:</b> Discuss with children what else to pirates need other than a ship. What do they use to find their way - maps. Look at the map on the book. Children to create their own maps - today they will be 'distressing' their paper to look antique by scrunching up paper and using tea to stain.</p>	<p>Exclamation marks</p> <p>Question marks</p> <p>Nouns</p>	<p>Another reader</p> <p><b>Outcome:</b></p> <p>Letter</p>
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<p><b>Week 3</b></p> <p>17.06.25 - 21.05.25</p> <p>Literacy Tree week 3</p>	<p><b>Session 1</b> Focus: <b>Add description to words and use within sentence</b> <i>Speaking and Listening Starter</i> Have a selection of natural objects. Encourage observation and exploration. Ask children to describe the objects. Revisit speaking in sentences while also using adjectives.</p> <p><b>Session 2</b> Focus: <b>Add description to words and use within sentence</b> <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: <b>Add description to words and use within sentence</b> <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: <b>Add description to words and use within sentence</b> <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</b> Children to draw details on their map. Discuss with children that the names of places are proper nouns and they need to start with a capital letter. Children can invent their own place names - refer to the map in story for inspiration. Provide children with stc for an adjective and place for children to invnet their own place names. Recap that describing words are adjectives.</p> <p><b>Tuesday</b> Discuss with children what might a pirate do? <i>Generate discussion.</i> Play some swashbuckling music (theme tune from Pirates of the Caribbean would work well). Create actions for the following: hoist the sail, climb the mast, run to the bow, run to the stern, sweep the deck, look out to sea, dig for treasure. Play a game of musical pirates play the music, and call out an action. Use the word 'command' in your instruction e.g. I command that you...</p> <p><b>Wednesday</b> - Somerset Hertage work shop date</p> <p><b>Thursday</b> - write a recount about the somerset heritage pirate workshop</p>	<p><b>SPaG</b></p> <p>Nouns - Proper Nouns</p> <p>Adjectives</p> <p>Expanded noun phrases</p> <p>Commands</p> <p>Past tense</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Map</p> <p>Command text</p> <p>Recount</p>
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<p><b>Week 4</b></p> <p>23.06.25 - 27.06.25</p> <p>Literacy Tree Week 4</p>	<p><b>Session 1</b> Focus: <b>Talk about and describe my imaginary ideas</b> <i>Speaking and Listening Starter</i> Adult to model by asking chn to draw the different steps to create a drawing e.g. flower, without saying they are going to draw a flower. Discuss talking about our own ideas in our head rather than something we can see. We have to communicate our thoughts to others</p> <p><b>Session 2</b> Focus: <b>Talk about and describe my imaginary ideas</b> <i>Speaking and Listening Starter:</i> <b>Imagination jar:</b> Ask children what are some things that you can imagine? Encourage them to call out ideas. Record the ideas the children have and store them within the imagination Jar</p> <p><b>Session 3</b> Focus: <b>Talk about and describe my imaginary ideas</b> <i>Speaking and Listening Starter.</i> <b>Picture Prompts:</b> display an interesting picture and ask open ending questions about it. What do you think the creature does? where does it live?</p> <p><b>Session 4</b> Focus: <b>Talk about and describe my imaginary ideas</b> <i>Speaking and Listening Starter</i> <b>Drawing:</b> set a timer dfor children to draw anything that comes to their mind. When finished ask children to talk about it.</p>	<p><b>Monday</b> Continuing with their pirate training – discuss with children what a pirate needs to wear. Look at pictures from the text what the characters where alongside any other pictures of pirates. Children to design a pirate costumes and then write sentence that describes they pirate costume. Children to include adjectives to create some expanded noun phrases describe their items e.g. tall brown boots, long blue coat.</p> <p><b>Tuesday</b> Discuss with children how do pirates talk? Display speech bubbles with the following digraphs on - /ar/ /or/ /ur/ /ir/ /er/ /aw/ . Read the sounds and speak in role as a pirates. Discuss with children what might a pirate say - generate some dialogue to include these r-controlled vowels provide children with common exception and high frequency words. Children to record what they might say in the role of a pirate in a speech bubble. E.g. ar I'm a pirate and you must so as I say! Recap command sentenced and that these will end in and exclamation mark.</p> <p><b>Wednesday</b> Children to write a letter persuading their parents to let them go and join a pirate crew</p> <p><b>Thursday</b> write a list of what they need to take with them when they go with the pirates</p>	<p><b>SPaG</b></p> <p>Commands</p> <p>Adjectives</p> <p>Nouns</p> <p>Exclamation marks</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Expanded noun phrases</p> <p>Persuasion letter</p> <p>List</p>
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<p><b>Week 5</b></p> <p>30.06.25 - 04.07.25</p> <p>Literacy Tree Week 5</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>Assessment week</b></p> <p>Tell children that they are going to write a 'How to be a Pirate' guide. A rough plan might look like this:</p> <ul style="list-style-type: none"> <li>• What to wear</li> <li>• What to do</li> <li>• How to speak</li> </ul>	<p><b>SPaG</b></p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b></p>
		<p><b>Transition week, - TBA</b></p>		
		<p><b>Celebration week -TBA</b></p>		