



	Text	Genre	Focus
Fiction/Poetry	Where the Wild Things Are		Own Version narrative

Immersion in the text	Working with the text	Vocabulary	Ideas for teaching
<u>WTWTA</u> Role-play area with home corner and bedroom. Children to role-play being a wild thing. Children to role play being Max. Children to investigate books about boats. Children to make predictions about the ending of the book from understanding story so far. Children to create a wild thing and name it.	<u>WTWTA</u> Retelling the story with actions. Role-playing the story in the role-play area. Discuss writing for different purposes. Compose a variety of sentences mentally before writing. Use a variety of sentence starters within a text. Use capital letters and full stops. Add adjectives to nouns to create noun phrases. Spell some year one tricky words correctly.	<u>WTWTA</u> Wild jungle forest bedroom dinner claws crown king Noun adjective noun phrase narrative story imagination real	<u>WTWTA</u> Ideas for retelling a story, pictures, actions. Using imagination to create a wild thing. What do they look like? Where do they live? How do we make a story interesting? How can we help the reader to see what we have imagined?

Week	Speaking & Listening	Planning	SPAG	Outcome/ audience
1 07/09- 11/09		Settling in week - See separate planning		
2 14/09- 18/09		Settling in week - See separate planning		
3 21/09- 25/09		Settling in week - See separate planning Wednesday 23 rd September- Bridgwater Fair welly walk and picnic		
4 28/09- 02/10	Children to use talking partners to share their thoughts about who or what might have been in the classroom and left the footprints etc. Answer questions and make predictions about the story. E.g Why do you think Max was sent to bed without any dinner? Children to role play being a 'wild thing' using appropriate voices and movements. Children to role play being 'Max' in a crown and giving instructions to the wild things (like Simon says but Max says).	Where the Wild Things Are Mon - Children arrive to class to find evidence (footprints, a small clump of fur, a large bite-mark out of paper on the display board etc.) that some kind of creature has been there. <i>Who/what do they think it might have been?</i> Discover a sack labelled Sam's stuff containing a story-book (Where the Wild Things Are), a sandwich, a strawberry and a letter S - it would be good if this was tactile ie cut out of velvet or sandpaper so that children can trace the shape. Who or what has been in class must have dropped this! Create labels (Children to write labels on whiteboards) for each of the objects, ensuring that you use only lower case letters save for the name 'Sam'. Read the story up to ...and he sailed off through night and day... <i>Why do you think Max was sent to bed without anything to eat?</i> <i>What do the children think might happen next?</i> Hmmm. <i>We found a sack but it's Sam's not Max's.... Maybe Sam is hiding and he'll come back for his stuff!</i> <i>Children to write as many items from the classroom that have the phoneme 's' into their journals.</i> Tues - Read from the beginning of the story again, this time, going up to the double page that begins 'And when he came...' to 'and showed their terrible claws'. Let's pretend: Let the children become Wild Things, with you as their leader: Command the wild things to Roooaarr! Command them to gnash! Command them to roll their terrible eyes and show their terrible claws! Now command that they sssssss and then ahhhhhhh. Read on to and made him king of all the wild things <i>Well - we thought that Max would be eaten but the wild things have made him their king!</i> Play another round of Let's Pretend, this time letting children assume the role of Max the king. Have a crown for the children to wear as they do	Children to practice writing the long date into their journal copying the correct spelling and using a capital letter for day and month. Children to understand what is an 'adjective' and choose their own adjectives to describe Sam.	Children to answer questions appropriately. Children to identify objects with the correct phoneme. Children to use adjectives to describe Sam.

	Children to use talking partners to describe their own experiences of a time when they day-dreamed to make themselves feel better. Children to orally re-tell the story with their talking partner. Children to re-tell the story to their talking partner. Children to use the actions when re-telling.	this. Children to command in 'Simon says' but saying 'Max says.....' Display an enlarged picture of one of the wild things that you have labelled 'Sam'. <i>Oh so this is Sam? He dropped the sack!</i> In front of the children, write the following sentence onto a strip: <u>Stripy, scaly Sam likes stories, strawberries and sandwiches.</u> Read the sentence out-loud several times, encouraging the children to join in. Say it loudly, say it quietly. Discuss other 's' adjectives that might describe Sam. Children to write their own description of Sam into their journals. Wed - Re-cap the story so far: <i>Max was miserable when he set off, wasn't he? Why was this? But he met the wild things, became king and had a wonderful rumpus with them. I think that this story will have a happy ending because he's found some friends...</i> Display the illustration from the point Max sends the wild things to bed without their supper. Elicit that while the wild things all look tired but happy, Max looks really unhappy! Read the text that accompanies this page. <i>Why do you think Max sent the wild things off to bed without anything to eat? Where do you think Max wants to be? How do you think the story will end?</i> Read to the end of the story. <i>Have the children ever felt a bit like Max did and day -dreamed to make themselves feel better?</i> Look at 6 pictures from the story. Make up actions to re-tell the story from the pictures. Children to join in the actions. Remind children that they need to use a capital letter at the start of their sentence and a full stop at the end. <u>Children to arrange 6 key pictures from the story into the correct order. Cut and stick them into their journal and write a sentence (or a word) under each to describe what is happening in the story.</u> Thurs - Show children how to look at the previous days work now that it has been marked. Show them how to find the corrections that have been made. Explain children need to use these corrections when they write up their work into their blue book. <u>Using their story sequences from the previous day, children to retell the story into their blue books independently, using their marked journal to make any corrections.</u> Thursday 1st October - Start of Black History Month - Assembly Friday 2nd October - National Poetry Day - Classes to share poems	Children to write a sentence with a capital letter and a full stop. Children to use best handwriting. Children to use capital letters and full stops.	Children to sequence the story correctly and independently describe what is happening in each picture. Children to re-tell the narrative of WTWTA into their blue books independently.
5 05/10- 09/10		Where the Wild Things Are Mon - Have pictures of the Wild Things from the book. Children to give	Children to use the	Children to show

	Children to share their ideas about their own wild thing with their talking partners. Children to share with class if they choose. Children to share ideas for their own stories with their talking partners. Children to share their imaginary ideas. Children to describe which parts of the story might be real and which might be imaginary.	each Wild Thing a name (this could be a nonsense word). <u>Children to create their own wild thing, drawing first, then write a sentence to describe their Wild Thing using 'and'.</u> e.g. <i>My Wild Thing is called Froob and he has blue hair.</i> Children can then colour in their wild thing. Weds – Children to plan a story where their character goes to see the Wild Things. What is your character called? What did they do to get told off? What appeared in their bedroom? What happened on Wild Thing Island? What happened when they got home? Children to write their story plans into the boxes. Thurs – Children to draw the key pictures from their own stories into the story frame (children should be familiar as they will have used the story frame in the re-telling) using their plans to sequence the events. Fri – Children to write the story under each picture using noun phrases to make their story more interesting. E.g. a dark green forest appeared, the wild things had sharp teeth etc. Wednesday 7th October - Harvest Festival - Church tbc & wear Autumn colours to raise money for the women's refuge Friday 9th October- World Mental Health Day - Whole day celebrating mental health	conjunction 'and' in their writing. Children to use adjectives to add to nouns to create noun phrases (blue hair). Children to use noun phrases to add depth and detail to their stories.	imagination when creating their wild thing. Children to match their drawing to appropriate writing (if written pink hair has coloured the hair pink etc) Children to begin to plan their own narrative, sequencing the events appropriately. Children to use imagination to add details to their story plans. Children to begin to write their own narrative in simple sentences.
6 12/10- 03/10	Children discuss their story, creating actions to re-tell their story with their talking partner. Children volunteer to share with the rest of the class.	Where the Wild Things Are - Assessment Mon -Discuss the rules of writing with the children. Remind them the sentences need a capital letter and a full stop. Writing needs to sit on the lines and stay between the lines. Use the whole line etc. Challenge children to use the conjunction 'and' in their writing. Explain children are going to write their stories onto special paper that will go in their 'best' book. Demonstrate how to use their marked plans with corrections to write their story. <u>Children to begin writing their assessment piece.</u>	Further practice using capital letters and full stops.	Children to write their own narratives for assessment.

		Weds - <u>Children to continue writing their own wild things story. Children can design a front cover for their story when they have finished.</u> Thurs - <u>Provide children with a blank book. Children to turn their story into a book.</u> Friday - Parent's day		
7 19/10- 23/10		Fantastic Foundations theme week - see separate planning		

Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Reading targets - Autumn A 2025

Group	Owls	Rabbits	Foxes
Book band target end of half term	Green	Blue	Yellow/Blue
Reading target for end of half term	WT1 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 in the: Initial and final position 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.	WT1 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 in the: Initial and final position 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.	WT1 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 in the: Initial and final position 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.
Reading focus for half term	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	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	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

Writing targets - Autumn A 2025

Group	Owls	Rabbits	Foxes
Writing target end of half term	WT1/EXP1	WT1	ELG S
Writing focus for half term	- Independently compose sentences orally or mentally before writing. - Combine sentences using the conjunctions and - Correctly use a capital letter to show the start of sentences. - Correctly use a full stop to show the end of sentences. - Add an adjective to a noun to create a noun phrase. - Spell many words correctly (phase 3) and others phonetically plausibly independently. - When used, spell many year one tricky words correctly. - Use most letter names to spell words aloud.	- Independently compose sentences orally or mentally before writing. - Combine sentences using the conjunctions and - Correctly use a capital letter to show the start of sentences. - Correctly use a full stop to show the end of sentences. - Add an adjective to a noun to create a noun phrase. - Spell many words correctly (phase 3) and others phonetically plausibly independently. - When used, spell many year one tricky words correctly. - Use most letter names to spell words aloud.	- Independently compose sentences orally or mentally before writing. - Combine sentences using the conjunctions and - Correctly use a capital letter to show the start of sentences. - Correctly use a full stop to show the end of sentences. - Add an adjective to a noun to create a noun phrase. - Spell many words correctly (phase 3) and others phonetically plausibly independently. - When used, spell many year one tricky words correctly. Use most letter names to spell words aloud.
Physical development / fine motor skills focus	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.	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.	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.

Penpals Handwriting Autumn A 2025

Group	Owls	Rabbits	Foxes
Week 1		Theme week	
Week 2		Theme week	
Week 3 Year 1 Term 1 unit 1	Practise long legged giraffe letters	Practise long legged giraffe letters	Practise long legged giraffe letters
Week 4 Year 1 Term 1 unit 2	Writing words with ll	Writing words with ll	Writing words with ll
Week 5 Year 1 Term 1 unit 3	Introducing capitals with long legged giraffe letters	Introducing capitals with long legged giraffe letters	Introducing capitals with long legged giraffe letters
Week 6 Year 1 term 1 unit 4	Practise one armed robot letters	Practise one armed robot letters	Practise one armed robot letters
Week 7 and 8 Year 1 term 1 unit 5	Practise long legged giraffe and one armed robot letters	Practise long legged giraffe and one armed robot letters	Practise long legged giraffe and one armed robot letters