




	Text	Genre	Focus
Non Fiction/Fiction	Astro Girl/The Comet	Journeys and Exploration	Writing in Role/Commands

Immersion in the text	Working with the text	Vocabulary	Ideas for teaching
<p><u>Astro Girl</u>                      Role-play area with stars/space theme.                      Children to role-play using the items found in Astrid's backpack.                      Children to investigate books about space.                      Children to investigate star maps.                      Children to use information books to research their 'space' questions.                      Children to make predictions about the text from the front cover.                      Children to make predictions about the ending of the book from understanding story so far.                      Children to write 'in-role' thoughts and feelings.                      Wow starter - children to explore back pack, role-playing using the items in the back pack,                      History - Children to learn about Jane Goodall who worked in the jungle. Children to think about what objects she would need in her backpack to work in the jungle. Children to learn about Jane Goodalls work with gorillas and how they are similar/different from humans.                      What features do they share with humans? (link to art and human bodies later in term)                      Make links with the jungle being like on a</p>	<p><u>Astro Girl</u>                      Retelling the story with actions.                      Role-playing the story in the role-play area.                      Discuss writing for different purposes.                      Discuss information writing and encyclopaedias.                      Compose a variety of sentences mentally before writing.                      Use a variety of sentence starters within a text.                      Use capital letters and full stops.                      Use question marks within a text.                      Add adjectives to nouns to create noun phrases.                      Spell most year one tricky words correctly.</p> <p><u>The Comet</u>                      Re-telling the story using illustrations and human timeline.                      Role-playing freeze frames from the story.                      Discuss writing for different purposes (letter writing)                      Sequence sentences to form narratives.                      Use a variety of sentence starters within a text.</p>	<p><u>Astro Girl</u>                      Astronaut, space, cosmonaut, night, moon, light, flight, comet, asteroid.                      Glossary, contents, sub-heading, encyclopedia, fact, non-fiction, information.</p> <p><u>The Comet</u>                      Comet, home, shooting star, ruined, float, reach, spin, point, leap, silhouette.                      Adjective, adverb, noun phrase, narrative, progressive verb.</p>	<p><u>Astro Girl</u>                      Ideas for fact files: children explore the information books about space to wonder and ask questions.                      Children to explore their own dreams for their future. What do they want to be when they grow up? Where can they find more information about their dream job?</p> <p><u>The Comet</u>                      Children think about the difference between a house and a home. What makes their home a home? If they had to move, what are the important things they would take and why are they important to them?</p> <p>Children to think about where they would like to live when they are grown up. Why do they want to live there? What job could they do?</p>

<p>'different planet' to the environment we live in and how jungle exploration requires training like space travel.</p> <p><u>The Comet</u>  Children to explore role-play area to role-play what the glowing object might be.  Children to role-play asking questions about the glowing object.  Children to make predictions about who is in the photo of Nyla and Dad.  Children to consider the things they love about where they live.  Children to describe things they like to do with their adults.  Cultural awareness - consider different jobs that people might do during the day or at night. Make links to their own families e.g. shift workers, NHS, fire service, police etc.  Geography - Think about the different settings in the story, countryside vs city. Compare with our environment. Think about the environment Jane Goodall visited. How is the jungle different to the city? Consider climate, weather, animals, plants, nocturnal and diurnal (link to day and night jobs).  Art - Create shades of day and night by colour mixing to create different shades of the jungle during the day and night. Link to the art in the book exploring the different colour palette to show the difference between day and night.</p>	<p>Plan/draft writing after group discussions.  Edit own work following adult input (green)  Combine words into sentences using conjunctions.  Add adjectives to nouns to create noun phrases.  Use suffixes to create progressive verbs.</p>		
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## Author focus - Anthony Browne

Week	Speaking & Listening	Planning	SPAG	Outcome/ audience
<p>1 02.06- 06.06.25</p>	<p>Children to use talking partners and small groups to make predictions and observations about the contents of the backpack and the story based on the book cover.</p> <p>Children to use talking partners to discuss why the children are lying on their backs. Children to role-play lying on their backs telling each other their 'dreams'.</p> <p>Model giving children a list of instructions. Give instructions with no prosody (robot speak). Ask children if this is how humans talk. Model again using expression in voice to add to the instruction. Children to take turns to give each other instructions, one using a robot voice, the other repeating the instruction with expression.</p> <p>Children to discuss their questions and answers in pairs and then compare in 4's.</p>	<p><b>Mon</b> - Wow starter - Children arrive to find a backpack labelled Astrid's backpack left in the classroom. Children explore the contents to discover whose backpack it is. What might Astrid do for a job if this is her bag? Explain that Astrid is a girl's name and is the name of a Scandinavian author who wrote Pippi Longstocking. Astrid means 'strength'. Explain to children I think I might know who Astrid is, show children the front cover of Astro Girl. Ask children to share predictions about the story, compare the name Astrid with Astro.</p> <p><b>Tues</b> - SPAG - Read the story up to 'Of course I will', ask children why they think Astrid and Jakey are lying on their backs, as it says in the text 'they are gazing up at the sky to where the stars, the moon and space can be found'. Freez-frame, children to role play being Astrid thinking about her dream, children might say things like ' I want to be an astronaut and see the stars'. Repeat this but add adjectives within the thought tap, I want to be <u>brave</u> astronaut and see the <u>bright</u> stars. Explain to children that brave and bright are adjectives used to describe the nouns astronaut and stars. Children to complete the 'what were they thinking' template and write in role as Astrid. Children to underline adjectives and check their spellings of tricky words using the tricky word list.</p> <p><b>Thurs</b> - Read book up to 'but I'll do it'. Explain that children are going to write instructions for becoming an astronaut. Using the 'book marking' resource, children are to use imperative verbs 'bossy verbs' to write training instructions for becoming an astronaut. Remind children that imperative verbs tell us what to do, they are sometimes called bossy verbs (expose children to both names). Children to write the instructions into blue books, e.g. Eat space hoops, Spin round and round, look through a telescope etc.</p> <p><b>Fri</b> - Re-read text from beginning up to 'just in time for the doors to open'. Using the talk to the hand resource, children to think about why they are at the airbase. Model the question writing it down, adding the question mark and telling children that the full stop has joined forces with the question to form a question mark. Provide children with a strip of paper in mixed ability pairs and each pair write a question on the paper using a question mark. E.g. Why are they at the airbase? Pairs then swap questions and write an answer on the other side of the paper strip in a full sentence. E.g. I think they are at the airbase because Astrid loves space. Pairs then join together and swap predictions before coming back to the carpet. 4's can then share predictions with the class before sharing the story to the end and comparing it with children's predictions.</p>	<p>Using adjectives to describe a noun.</p> <p>Imperative verbs</p> <p>Using a question mark</p>	<p>Children will think about the main character in the text and make predictions about the story.</p> <p>Children to understand how to use adjectives to describe a noun to make their writing more interesting.</p> <p>Children to understand how imperative verbs are used to write instructions.</p> <p>Children to understand how to use a question mark to show they are asking a question. Children to show comprehension by answering questions using predictions to make plausible endings to the story.</p>

<p>2 09.06- 13.06.25</p>				
<p>3 16.06- 20.06.25</p>	<p>Children to role-play in small groups finding the glowing object and asking each other 'wh' questions about it. Model asking a question without prosody, ask the children how I can improve my role-play. Encourage children to then role-play with expression.</p> <p>After reading the relevant pages of The Comet, children discuss the things that Nyla mentions that she loves about her home. Using a whiteboard children sound out one of the nouns whilst the other child uses their phonetic knowledge to try and write the word.</p> <p>Ask children to stand up if they have ever moved house. Pair/group children so there is one 'moved' child in each group. Children to ask 'moved' child questions about moving house. 'Moved' child to answer questions.</p> <p>Freez-frame on golden memories: children to work in small groups/pairs to create a snap-shot of them doing something that is a happy memory. The other children need to guess what they are doing, Children then swap so they all have a turn.</p>	<p><b>Mon</b> - Wow starter - Children to arrive to find glowing object. Children to discover object, photo of Nyla and Dad and cat items (suggesting there is a cat in the story). Children to role-play finding the object and asking each other questions about it. Children to use 'talk-to-the-hand' resource to write 'wh' questions about the object. E.g. what is it? Where did it come from? Why is it in our classroom?</p> <p><b>Tues</b> - Show children 'special delivery package' that arrived. Open to show children the book 'The Comet' showing them the photograph on the inside cover. Children to recognise photo from wow starter. Read to 'and fall asleep to the sound of the waves'. Discuss the things Nyla loves about her home creating a list of nouns' trees, starts, comet, school, feasts, stories, animals, waves. Using the resource 'lucky dip descriptions' children match the descriptions to the nouns e.g. delicious feasts. Children write up the noun phrases they have matched into full sentences e.g. My Dad and I cook delicious feasts. Collate the list as 'Nyla's list of loves'.</p> <p><b>Thurs</b> - Children find all of Nyla's belongings from Wow Starter in a moving box labelled 'Nyla's things'. Taped to the top of the box is the letter from Nyla. Re-read story up to 'so we have to move to the city' sharing the illustrations. Continue to 'and there are no sounds of the waves to fall asleep to'. Why does Nyla say 'This is not my home'? What advice would the children give to Nyla? Explain that we are going to write back to Nyla to give her some advice to make her feel better. Model the opening of a letter and allow children to instant publish their letter to Nyla on nice paper.</p> <p><b>Fri</b> - Re-read story to 'It feels like I am home'. It is good news, it seems the appearance of the comet has brought Nyla joy and that their letters must have helped too. Stay on the 'it feels like home page' and discuss what Nyla is doing in the picture. Notice the golden silhouettes and explain these are from before, her 'golden memories'. Freeze frame. Identify the things that show Nyla float, spin, reach, point and leap. Children use sound-talk and 'blind' write the above words using their knowledge of alternative graphemes to write phonetically plausible spellings. Children then use the five words to write a poem to celebrate Nyla's joy. Model the poem, I float, float, float. Joy! It feels like I am home. Encourage children to use all 5 words in their poem,</p>	<p>Children to show confidence in writing questions and using question marks.</p> <p>Children to use adjectives to add to nouns to create noun phrases.</p>	<p>Children to show imagination and curiosity to ask questions about the objects that have appeared. Children to begin to explore the text and think 'in role; about the things Nyla loves about her home.</p> <p>Children to write for different purposes, structuring and writing a letter.</p> <p>Children to use phonetic knowledge to blind write 5 words with alternative graphemes.</p> <p>Children to write a poem.</p>

		<p>I float, spin, reach and point. Joy! I leap like I am home.</p>		
<p>4 23.06- 27.06.25</p>	<p>Children discuss the story so far creating actions to re-tell the story. Children volunteer to share their actions with the rest of the class.</p> <p>Give the children a pack of the pictures from the human timeline. Tell children then have 60 seconds to elect a group leader. The group leader then has to arrange the children so they are in the correct order (with a picture each) to reflect the earlier human timeline.</p> <p>Children think about what they would wish for if they saw a shooting star. Whisper a wish to each child, children then share their 'wishes' with each other, if another child shares their wish they hold hands. Every child has at least one wish partner that they need to find and hold hands with.</p> <p>Teacher to muddle up bare bones into the wrong order. Children work in groups of mixed ability to put the bare bones back into the right order.</p>	<p><b>Mon</b> -Children arrive to find a 'shower of sayings'. Read the book to the end. Using the 'talk to the hand' resource, children think about what questions these might have been the answers to e.g. home is where the heart is ....Where is home? Orally rehearse some possibilities. Children to write their possible questions. Using the shower of sayings, children take two appropriate sayings and combine them using a conjunction e.g. home is where the heart is and home is love. Remind children that they only need one capital letter and one full stop in the sentence (unless there is a proper noun). Point out that we can edit the sentence to use 'it' to stop repetition of the word home. Home is where the heart is and it is love.</p> <p><b>Tues</b> - Re-read the book 'The Comet' and explain that children are going to plan and write their own story where they (writing as the main character) will experience change just like Nyla. Using the key pictures from the text create a 'human timeline' (children holding pictures) to tell the story. Think about what the story would look like stripped back to the 'bare bones'. Remove pictures and then model re-telling the story using the 'bare bones planning' resource. Provide children with a list of adverbs, one day, so, next, eventually, sadly, but, quickly, at last, finally. Children to write their own bare bones re-telling of the story.</p> <p><b>Thurs</b> - Let the children discover that a shooting star has landed and that people like to wish on a shooting star. Explain that like Nyla's comet, you think the shooting star could bring joy. Using the shooting star theme, discuss what brings the children joy about where they live and what they like to do with their adults. Support them using progressive verbs to tell others what they love to do e.g. I love counting the stars. As they share ideas scribe the progressive verbs to create a verb bank modelling where the verb needs to be modified to have the progressive suffix. Children to then draw a picture of what they like to do captioning each picture with a sentence using a progressive verb.. Model first using examples from the sharing time.</p> <p><b>Fri</b> - Children to use their ideas from previous sessions to modify the bare bones they wrote to reflect their story. E.g. Nyla lives with her dad to I live with my Gran (writing in first person). Recap their ideas from the previous session and discuss what might stop them from doing these things if they were to move house. Children to write 'new' bare bones planning for their story.</p>	<p>Further practice writing questions, using capital letters and question marks to mark start and end of sentence.</p> <p>Children to use adverbs to sequence the re-telling of the story.</p> <p>Children to use progressive verbs to describe the things they love doing. Using suffixes to modify the verb into a progressive verb.</p>	<p>Children to use conjunctions to join two sentences together.</p> <p>Children to plan their own narrative.</p> <p>Children to use progressive verbs to caption pictures of the things they like to do.</p> <p>Children to continue to plan their own narrative.</p>

<p>5 30.06-04.07.25</p>	<p>Children pick a picture card and then find the child that has a picture that rhymes with theirs by moving around and saying their picture out loud to each other. When they find their rhyme, children sit down until everyone has found their rhyming partner. E.g. cat and hat, dog and log etc.</p> <p>Children pick a word card and repeat yesterday's activity to find their opposite. E.g. hot and cold, inside and outside.</p> <p>Children work in mixed ability pairs to re-tell their story narrative. The other child then chooses their favourite part and tells the author why they like that part.</p> <p>Children work in same pairs but swap roles, so that each child has told their story to each other and heard something positive about their story.</p>	<p><b>Mon</b> - With permission, share children's bare-bones ideas and model how to turn the first two bones into their story. Re-visit the 'lucky dip descriptions' resource to add adjectives to their nouns to create noun phrases. Rehearse orally before children write.</p> <p>The Shooting Star I am Lyra and I live with my Gran. I (We) love counting the shiny stars and I love cooking delicious feasts. Challenge GD children to add greater depth to their first 2 bones. E.g. I am Lyra and I live with my Gran in the countryside. We love counting the shiny stars together late at night and I love cooking delicious feasts for us to eat. My favourite recipes are chocolate chip cookies and cheese on toast. Children to write their own story beginnings using their first 2 bones.</p> <p><b>Tues</b> - Children to then write the 'one day' section of their story using their bare bone Re-cap the ideas about what might stop them from doing the things they love if they move house and model writing this section. One day Gran became ill and we had to move to a new house closer to the hospital. Sadly, I had to leave my bedroom and the big window that showed the shiny stars behind. Children write the 'one day' section for their story using the adverbs from the list.</p> <p><b>Thurs</b> - Now children need to think about when the shooting star came and how things started to feel better. Explain children are going to use their poems for this part of the story and model how they can be weaved into the story. E.g. suddenly a shooting star swooshed down from the sky. I float, float, float. Joy! It feels like home. Children weave their poems into their story writing it after the one-day section. Children finish their story with a modelled version of the line 'Together it will feel like home' or 'We will make it feel like it home'. Adat as did not do poem due to norovirus - use bare bones model</p> <p><b>and Fri</b> - Children to look back at their story and edit any spelling mistakes or changes, e.g. adding adjectives or adverbs to make their story more interesting. Children then publish their story onto nice paper and create a front cover. Rabbit children to have their work copied onto strips that they can sequence in the correct order to support them to publish. Final piece used as assessment piece for AfL.</p>	<p>Children to add adjectives to nouns to create noun phrases.</p> <p>Children to edit work, checking spellings and adding adjectives/adverbs to add to narrative.</p>	<p>Children to write the beginning to their own narrative.</p> <p>Children to continue writing their own narrative.</p> <p>Children to finish their narrative, edit and then publish their work.</p>
<p>6 07.07-11.07.25</p>		<p><b>Missing evidence week.</b></p>		

7 14.07- 18.07.25		Theme week - transition - see separate planning		
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Phonics - Summer B 2025

**Year 1 Summer 2**

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

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## Reading targets - Summer B 2025

Group	Owls	Foxes	Rabbits
Book band target end of half term	Purple	Turquoise/Purple	Orange (exception EK, JK, SR)
Reading target for end of half term	<b>GD1</b>  Read accurately and independently from a range of text types, containing up to phase 5 graphemes, including all elements previously taught.	<b>EX1/GD1</b>  Read aloud from books up to 40+ graphemes without overt sounding and blending.	<b>EX1</b>  Read aloud from books up to 40+ graphemes without overt sounding and blending
Reading focus for half term	<ul style="list-style-type: none"> <li>• Read a wide range of prefixes (un, dis), and suffixes (s, es, ing, ed, er, est) and contractions, without undue hesitation.</li> <li>• Read unfamiliar sentences with good fluency, pace and intonation.</li> <li>• Demonstrate an interest in reading for pleasure.</li> <li>• Compare and discuss a range of text types and books by different authors.</li> <li>• Begin to notice different expressions of characters in reading.</li> <li>• Predict what might happen before reading and next.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt words that contain two syllables, decoding most successfully.</li> <li>• Read words with contractions.</li> <li>• Read most sentences with a steady pace.</li> <li>• Begin to use some expression to help make meaning clear, with adults prompting.</li> <li>• Predict what may happen next based on what has been read.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt words that contain two syllables, decoding most successfully.</li> <li>• Read words with contractions.</li> <li>• Read most sentences with a steady pace.</li> <li>• Begin to use some expression to help make meaning clear, with adults prompting.</li> </ul> <p>Predict what may happen next based on what has been read.</p>

## Writing targets - Summer B 2025

Group	Owls	Foxes	Rabbits
Writing target end of half term	GD1	EX1/GD1 (GD1 - see Owls focus)	EX1
Writing focus for half term	<ul style="list-style-type: none"> <li>• Edit own work following adult input.</li> <li>• Combine words into sentences using a wide range of conjunctions.</li> <li>• Demarcate most sentences with capital letters and full stops within narratives.</li> <li>• Add an adjective to a noun to create expanded noun phrases.</li> <li>• Show consistency of tenses in writing.</li> <li>• Spell most words correctly including plausible alternative spellings.</li> <li>• When used, spell most year one tricky words correctly.</li> <li>• Use letter names to distinguish between alternative spellings of the same word.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently compose sentences orally or mentally before writing.</li> <li>• Combine sentences using the conjunctions and, and because.</li> <li>• Correctly use a capital letter to show the start of sentences.</li> <li>• Correctly use a full stop to show the end of sentences.</li> <li>• Add an adjective to a noun to create a noun phrase.</li> <li>• Spell many words correctly (phase 3) and others phonetically plausibly independently.</li> <li>• When used, spell many year one tricky words correctly.</li> <li>• Use most letter names to spell words aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently compose sentences orally or mentally before writing.</li> <li>• Combine sentences using the conjunctions and, and because.</li> <li>• Correctly use a capital letter to show the start of sentences.</li> <li>• Correctly use a full stop to show the end of sentences.</li> <li>• Add an adjective to a noun to create a noun phrase.</li> <li>• Spell many words correctly (phase 3) and others phonetically plausibly independently.</li> <li>• When used, spell many year one tricky words correctly.</li> </ul> <p>Use most letter names to spell words aloud.</p>
Physical development / fine motor skills focus	<ul style="list-style-type: none"> <li>• Form letters correctly and begin to use some year 1 joins.</li> <li>• Consistently use appropriate sized spaces.</li> <li>• Writing shows relative sized short and tall letters.</li> <li>• Sustain handwriting and presentation most of the time.</li> </ul>	<p>Form many letters in the correct direction, starting and finishing in the right place, sitting on the line.</p> <p style="text-align: center;"><b>Capital letters:</b> <b>Lower case letters:</b></p> <p>Use spaces between words.</p> <p>Keep consistent letter size most of the time.</p>	<p>Form many letters in the correct direction, starting and finishing in the right place, sitting on the line.</p> <p style="text-align: center;"><b>Capital letters:</b> <b>Lower case letters:</b></p> <p>Use spaces between words.</p> <p>Keep consistent letter size most of the time.</p>

### Handwriting Summer B 2025

Group	Owls	Foxes	Rabbits
Week 1	Little Wandle words Summer A Week 1 Th join		
Week 2	Little Wandle words Summer A Week 2 Ch join		
Week 3	Little Wandle words Summer A Week 3 Ai join		
Week 4	Little Wandle words Summer A Week 4 Ow join		
Week 5	Little Wandle words Summer A Week 5 Wh join		
Week 6	Assessment of joins	Assessment of joins	Assessment of joins
Week 7		<b>Theme week</b>	