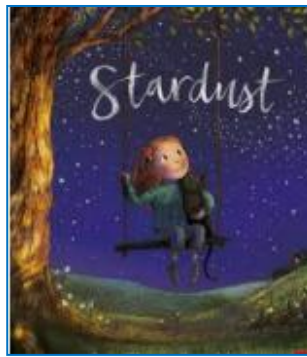




Literacy Medium Term Planning
Stardust Class - Autumn A (2026/2027)

Mrs Wynn and Mrs Burrows. Year 1/2

Where the wild things are.

What makes something wild?

Sentence writing focus;	Text	Genre	Focus
Fiction.	Where the Wild Things Are.	Fantasy	Narrative Writing

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the texts	Working with the text	SPaG Focus	Ideas for teaching															
- Role-play area as a bedroom surrounded by a forest. - Read the story as a whole class and discuss. - Retell the model text with actions. - Read similar stories. - Create story maps. - Role play / drama - act out a key scene/Freeze frame and use to inspire writing. -Discuss the structure of the model text. -Sequence and box up the model text. -Planning in different ways. WOW starter: - Literacy 1: Where the Wild Things Are. WOW starter: 28th September. Starter - Speaking and Listening focus: Listening and understanding: Make relevant comments See session 1 of the teaching unit. 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?" Discuss...think-pair- share.</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 (<u>Children to write labels on whiteboards</u>) 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... HA/MA- Children to write a list of the key objects in their writing books. LA- Children to write three objects in their books with a grapheme 's'. See session 1 of the teaching unit. Second Activity: Science: Day and night observations - Look at the differences between light and dark. Changes that occur between night and day. Starter - Speaking and Listening focus: Listening and understanding: Make relevant comments Explain to the children that on the cover of the story there is some different type of animals or creatures. Explain that we are looking at animals this term. Explain that in a full day we have 'day and night'. Children to explore day and night by looking at different animals including nocturnal animals. Children to then complete three different activities: Drawing a nocturnal animals/ Sorting nocturnal and Diurnal animals/ Day or night temperature (take temps in the dark/ sunlight discuss the differences. Adult to take pictures and comments for WOW page.	- Retell the model text each day in groups then pairs. - Create story maps. - Discuss writing for different purposes. - Discussion of the genre. - Sequence the model text. - Planning in different ways. - Compose sentences orally before writing. - Independent application of phase 4/5 phonics. - Use capital letters, full stops, finger spaces, question marks and exclamation marks when writing. - Begin to understand how to use expression in their writing. - Understand and identify conjunctions within the model text and use them in writing. - Use simple conjunctions - and, but, because. - Use interesting and relevant adjectives to make interesting noun phrases. - Identify nouns and adjectives. - Discuss, understand and use the past tense.	Week 1 Theme week. Week 2 Theme week. Week 3 Theme week- focus on nouns. Week 4 Theme week- Focus on Verbs Week 5 Adjectives Week 6 Adjectives. <table><tr><th>Vocabulary</th></tr><tr><td><u>Where the Wild Things Are</u></td></tr><tr><td>mischief</td></tr><tr><td>wild</td></tr><tr><td>forest</td></tr><tr><td>vines</td></tr><tr><td>rumpus</td></tr><tr><td>monster</td></tr><tr><td>creature</td></tr><tr><td>island</td></tr><tr><td>journey</td></tr><tr><td>sail / sailing</td></tr><tr><td>king</td></tr><tr><td>lonely</td></tr><tr><td>adventure</td></tr></table>	Vocabulary	<u>Where the Wild Things Are</u>	mischief	wild	forest	vines	rumpus	monster	creature	island	journey	sail / sailing	king	lonely	adventure	Ideas for fantasy narrative writing: Recapping story. Using main characters. Own version of 'Wild thing' Narrative.
Vocabulary																		
<u>Where the Wild Things Are</u>																		
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Stardust Phonics Targets

The children in SD are split into two groups for phonics. Five children are on the SEND phonics programme. 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 – SEND group

Phase 2

Graphemes	Coverage in Phase 2 weekly grids (Words should be introduced only when focus GPCs are secure)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
s a t							
p i n							
m d							
g o c							
k ck							
e u							
r h							
b f							
l ll							
ff ss							
j v							
w x y							
z zz							
qu th							
ch sh							
ng nk							
Tricky words*	I is the	put* pull* full*	as and has	his her go	no to into	she push* of	he we me be

Group 2 – Reception Spring 2

Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in –ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending –s words with –es at end /z/	

Stardust Writing Targets

Yellow Target: WT1	Green Target: WT1/ELGS	Blue Target: ELGS
WT1 Composition After discussion with a teacher: 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 phrases. Identify question marks correctly Identify an exclamation mark correctly. Spelling After discussion with a teacher: ·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.	ELG: Writing Children at the expected level of development will: 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. Begin to show accuracy and care when drawing. ELG: Fine Motor Skills Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. WT1 Composition After discussion with a teacher: 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 phrases. Identify question marks correctly Identify an exclamation mark correctly. Spelling After discussion with a teacher: ·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.	Rec 5: Writing Children at the expected level of development will: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. <u>Early Learning Goal: Writing</u> Children at the expected level of development will: 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. Begin to show accuracy and care when drawing. <u>Early Learning Goal: Fine Motor Skills</u> Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.

Stardust Reading Targets

Yellow Target: WT1	Green Target: ELGS/WT1	Blue Target: ELGS/WT1
<u>WT1</u> <u>Word Recognition</u> 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 <u>Comprehension</u> 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	<u>Early Learning Goal:</u> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read <u>Word Recognition</u> 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 <u>Comprehension</u> 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	<u>Early Learning Goal:</u> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read <u>WT1</u> <u>Word Recognition</u> 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 <u>Comprehension</u> 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 w/c 31 st August	INSET DAYS			
Week 2 w/c 7 th September Friday 11 th September Rosh Hashanah Assembly.	Settling in week - Theme week- Climate sustainability Children to engage in writing tasks throughout the week on settling in.			
Week 3 w/c 14 th September	Settling in week - Theme week- Climate sustainability Children to engage in writing task throughout the week on recycling.			
Week 4 w/c 21 st September Bridgwater Fair Welly Walk and Picnic. (23.09.26)	Settling in week - Theme week- Climate sustainability Children to engage in writing task throughout the week on Climate sustainability.			
Week 5 w/c 28 th September <u>2nd October</u> <u>National Poetry</u> <u>day</u> <u>Thursday 1st</u> <u>October</u> <u>Start of Black</u> <u>History Month-</u> <u>Assembly.</u> Literacy Tree Text 1 Where the Wild Things Are - Week 1	Literacy Starter S&L focus <u>Listening and understanding:</u> Make relevant comments <u>Social interaction:</u> Listen and respect others opinions. <u>Creativity</u> Talk about how a character or other person may feel. <u>Speaking and presenting:</u> Repeat a story	<u>Fiction week 1- Where the Wild Things Are.</u> WOW starter: 28th September. Literacy 1: First activity: Starter - Speaking and Listening focus: Listening and understanding; Make relevant comments See session 1 of the teaching unit. 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. "Who/what do they think it might have been?" Discuss...think-pair- share. 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. Discuss adjectives. Explain that its when we describe something... so it could be 'Yummy sandwich' 'Juicy strawberry' etc. 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... HA/MA- Children to write a list of the key objects in their writing books using adjectives to describe the objects. LA- Children to write three objects in their books with a grapheme 's'. Second Activity: Science: Day and night observations - Look at the differences between light and dark. Changes that occur between night and day. Starter - Speaking and Listening focus: Listening and understanding; Make relevant comments Explain to the children that on the cover of the story there is some different type of animals or creatures. Explain that we are looking at animals this term. Explain that in a full day we have 'day and night'. Children to explore day and night by looking at different animals including nocturnal animals. Children to then complete three different activities: Drawing a nocturnal animals/ Sorting nocturnal and Diurnal animals/ Day or night temperature (take temps in the dark/ sunlight discuss the differences. Adult to take pictures and comments for WOW page. Thursday - Literacy 2: Starter - Speaking and Listening focus: Social interaction - Creativity Talk about how a character or other person may feel. How does the Wild things feel? Discuss...think-pair- share. See session 2 of the teaching unit. Read from the beginning of the story again, this time, going up to the	SPaG <u>Adjectives</u> Recap on nouns and verbs from the previous theme weeks. Explain that this week we are focusing on adjectives. Children to use an adjective to describe 'Sam's' objects. Juicy Strawberry, etc. Children to write a list of Sams objects using adjectives.	Audience: Another reader Outcome: Write three short captions using an adjective.

		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 Roaaaarr! Command them to gnash! Command them to roll their terrible eyes and show their terrible claws! Now command that they ssssss and then ahhhhhhh. HA/MA- Create noun phrase by adding adjectives to their noun. (See mixed aged planning) LA-Create a list of noun labels. Friday- Literacy 3: Starter - Speaking and Listening focus: Vocabulary: <u>Speaking and presenting</u>: Repeat a story. Discuss the story of 'Where the wild thing are' What happened first? Think- pair- Share. See lesson 4 from the teaching unit. 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. HA/MA: Children to arrange 6 key pictures from the story into the correct order. Cut and stick them into their journal and write sentences under each to describe what is happening in the story. See adaptation Session 4. LA: Children to retell the story using a rhyme (See planning). Children to then sequence the story using the pictures from the book. Children to write one sentence from the book.		
Week 6 w/c 5th October <u>Harvest Festival Church Assembly (TBC) 07.10.16 (Wear autumn colours)</u> <u>World Mental Health day 09.10.26- Whole day celebrating Mental Health.</u>	Literacy Starter S&L focus <u>Listening and understanding:</u> Make relevant comments <u>Social interaction:</u> Listen and respect others opinions. <u>Creativity</u> Talk about how a character or other person may feel. <u>Speaking and presenting:</u> Repeat a story	<u>Fiction week 2 - Where the Wild Things Are.</u> Wednesday Spag: Adjectives. - Literacy 1 Starter - Listening and understanding. Social interaction: Listen and respect others opinions. Discuss when we are in a group and we talk about different things. We need to respect and listen to others opinions. What does this look like? Think- pair-share. See lesson 5 from the teaching unit and adaption section. Have 'Wild things' up hidden around the classroom. After looking around the room children to use adjectives to describe where the wild things are. HA/MA- Write three sentences using an adjective to describe where the wild things are. LA: Choose one wild thing. Where is the Wild thing? Discuss. Write a sentence about where it is. Children to complete 3 sentences. Thursday - Literacy 2: Adjectives. -Starter Speaking and Listening focus: Starter - Speaking and Listening focus: Listening and understanding; Make relevant comments. What is an adjective? Think pair share. Discuss the importance of using them in a sentence. See lesson 6 from the teaching unit and adaptations. Have pictures of the Wild Things from the book. Children to give each Wild Thing a name. Children to create a sentence to describe their Wild Thing using 'and', e.g. My Wild Thing is called Froob and he has blue hair. HA/ MA- To complete 3 sentences about their wild thing using describing words. LA- To complete 2 sentences about their wild thing using describing words. Friday - Literacy 3: Starter - Speaking and Listening focus: - : Speaking and presenting: Repeat a story. Children to work together in teams to put the pictures in order. See lesson 7 from the teaching unit. Re-read Where the Wild Things Are from cover to cover. Refer back to session 4 - and get out the 6 pictures. Work together to put the pictures in order - best to do this horizontally as this supports the development of reading directionality. Orally re-tell the story using the pictures. HA: Use a sequencing sheet to plan the story by drawing pictures. MA: Use 3 boxes as a sequencing sheet to draw / retell the story (Main simple sentences) LA: Look at the pictures. Retell the story using key events.	<u>SPaG Adjectives.</u> Have pictures of the Wild Things from the book. Children to give each Wild Thing a name. Children to create a sentence to describe their Wild Thing using 'and', e.g. My Wild Thing is called Froob and he has blue hair	Audience: Another reader Outcome: To write 2/3 sentences about their wild thing.

Week 7 w/c 12th October <u>Parents day 16th</u> <u>October</u> Assessment week	Literacy Starter S&L focus <u>Listening and understanding:</u> Make relevant comments <u>Social interaction:</u> Listen and respect others opinions. <u>Creativity</u> Talk about how a character or other person may feel. <u>Speaking and presenting:</u> Repeat a story	Wednesday - Literacy 1: Starter - Speaking and Listening focus: <u>Social interaction:</u> Listen and respect others opinions. Discuss when we are in a group and we talk about different things. We need to respect and listen to others opinions. What does this look like? Discuss today we are going to discuss how our character feels when they meet max. Think-pair-share. See lesson 8 from the teaching unit and see adaptation. Using previous story pictures, recap the story with the children. Explain that today the children are going to plan their own story where their wild thing meets max. HA/MA: Children to create a story plan where their character meets the wild things. Use a story plan with the main questions on. LA: Children to use time adverbials (first, next, Then) to plan three simple sentences on how max meets their wild thing. Thursday Literacy 2: WRITING ASSESSMENT Starter- Speaking and Listening: <u>Creativity</u> Talk about how a character or other person may feel. How does the Wild things feel? What does it feel like to meet Max? What is the character feeling? Discuss...think-pair- share ... See lesson 9 from the teaching unit. Children to write their story using the plan created in the previous session. Encourage children to use some descriptive (noun) phrases to describe their characters and events. HA/MA; Children to use their plan from yesterday to write a short story on how max met the wild thing. LA: Children to write a simple sentence independently with the use of key word on STC. Friday: Parents day		Audience: Another reader Outcome: To write a short story on how max met the wild thing.
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