

	Text	Genre	Focus
Fiction	The Sea Saw The Odd Egg		Fact sheet of inventions

Immersion in the text	Working with the text	Vocabulary	Ideas for teaching
<p><u>The Sea Saw</u> Role-play area Children to role-play playing with their favourite toy. Children to role-play looking for their lost toy. Children to make predictions throughout the book about the ending.</p> <p><u>The Odd Egg</u> Exploration of different eggs. Role-play animals who lay eggs. Children predict what is in the egg. Children to draw and name imaginary birds.</p>	<p><u>The Sea Saw</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. Use a range of conjunctions to link sentences together and add information. Use the prefix 'un' in a text. Use the suffixes -ed and -ing in a text.</p> <p><u>The Odd Egg</u> Discuss writing for different purposes. Compose a variety of sentences mentally before writing. Use capital letters and full stops. Add adjectives to nouns to create noun phrases. Use a range of conjunctions to link sentences together and add information. Spell some year one tricky words correctly.</p>	<p><u>The Sea Saw</u> Teddy sea, storm, beach, helped, lost, sad, journey Prefix, suffix, in role, diary, edit</p> <p><u>The Odd Egg</u> Egg, bird, duck, alligator, hatch, ugly, safe, beautiful, noun, adjective, conjunctions, guide,</p>	

verb- past tense of 'to see...' so the sea has seen something... but what? Tell the children that this reminds you of a story and share *The Sea Saw* by Tom Percival, reading up to the part where it says, It really was the most perfect day

Suffix fixers: Provide pairs of children with suffix fixer cards (some are verbs from the text, but in the progressive form, and some are verbs that apply to the pictures):

belonging, enjoying, looking, splashing,
eating, talking

Let the children use the suffix fixer cards to write a thought-bubble in role as Bear:



Weds

Children arrive to class to find yesterday's beach stuff gone and poor Bear sitting all alone! Re-read the story from the beginning, this time stopping after, Until the storm clouds rolled in... Pause and predict: what might a storm bring? What might happen next? Continue to read, stopping after... and so it decided to help. Remind the children that the book is called, *The Sea Saw*. Why do they think this is? Elicit that it is

Children to use partner talk to discuss how the sea can help return the teddy.

Using imperative verbs to write command sentences.


	<p>Children to role play in partners as either Sofia or her Dad asking people for help to find Teddy. E.g. have you seen my daughters bear, he's little and tatty. Remind children that Sofia and Dad will sound very different and that we need to show who is talking by using our voice. Children to share with the class.</p>	<p>because the sea watched what happened to Bear and wanted to help. How might the sea help? What could the sea do?</p> <p>Provide the children with the following verbs: tell, help and the Year 1 common exception words, which are also verbs ask, push, pull Provide these words on separate cards so that the children have agency over how they use them and in which order. Write notes into books to the sea giving it advice as to how it could help Bear get back home to Sofia:</p> <p><i>Tell the fish and crabs about Bear. Ask for help. Pull the bear into your waves. Push him back to Sofia.</i></p> <p>Thurs</p> <p>Read on from <i>Of course</i>, when Sofia realised that her bear was missing she was terribly upset. To But it was just so hard. Explore and infer Sofia's feelings and elicit that her mother has perhaps died/left the family home for some reason. The Bear has helped Sofia feel that her mother is still close by and so she's not just missing her bear but also her mother. Role-play Sofia and her father asking people for help. You could use pretend telephones to do this. Rehearse questions that might be asked and responses plus statements that describe the bear:</p> <p>Read on in the text from, Now, it's incredibly difficult to return something when you have no idea who the owner is, up to but with no luck.</p> <p>Explore all the things we know that bear would have seen on his journey. Talk about the different ways that the sea carried him. Let the day that bear was left behind be Monday and orally rehearse this as a retelling. Let the children use the</p>	<p>Writing in past tense.</p> <p>Correct spelling of days of the week.</p> <p>Using capital letters for days of the week.</p>	
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		<p>days of the week that they have been learning to spell in order to create some short diary entries in role as bear:</p> <p>Monday was such a lovely day until the storm blew in and Sofia left me behind! But by Tuesday the sea saw and helped me. The sea tucked me into his waves and off I went! On Wednesday I was washed through the water and saw a whale! On Thursday ...</p>		
<p>2 03/03- 07/03/25</p>	<p>Children to orally rehearse a sentence using one of the prefix words.</p>	<p>MON - Read from And so the search went on... to the end of the book. Establish that the grandmother is a now-elderly Sofia and that this bear is her childhood best friend. How did this make Sofia feel? Talk about finding something even if it takes a long time to be put right and talk about the fact that Sofia kept Bear close to her heart even when he wasn't around for hugs! Share with the children the prefix cards and let them read each root word (in green) first, supporting with any graphemes that are yet to be taught. Model how to fold the place-a-prefix cards to position the prefix un and practice reading each word again, this time with and without the prefix. Talk about what the prefix undoes to a word and ensure that children understand is when this prefix is used, it means 'not' and therefore creates an opposite of the root word.</p> <p>Place-a-prefix: Play place a prefix by asking the children true/false questions about the story. Children to decide how best to fill in the blanks to make each 'true':</p> <p>The sea was (un)helpful. Sofia felt very (un)happy. The bear was (un)afraid.</p>	<p>Using the prefix 'un.</p>	

	<p>Children to use partner talk in role as Sofia to identify how she felt at each stage of the book. Children to speak in 1st person, in character.</p>	<p>Orally rehearse first and then let the children try and use each of the prefix words to make statements of their own about what the sea did and how the bear might've felt. If children are writing, then ensure they know that there are no finger spaces between the prefix and the rest of the word. Children write a sentence for each 'prefixed' word into their blue books.</p> <p>Tues -</p> <p>Return to the first session where the children had to label their special toy (or adopt a toy!) How would they feel if that toy were to be lost? Have any of the children actually lost their special toy before, thankfully getting it back? Return to the text and focus on the page where Sofia realises her bear has been lost, then the pages where it says, All that Sofia had left now was the bear's small scarf and finally the end of the book where Sofia is reunited with her bear. Thought-tapping through time: Arrange the class into three groups, each group representing one of the three stages depicted in the book showing how Sofia feels at each point. Children in each group to be Sofia at that point: her love for the bear; the bear being lost and then the bear returning. Freeze-frame and thought-tap (speak in role as the character at that point, inferring their feelings).</p> <p>On the dot or not? Provide the children with the on the dot or not? resource from the back of the planning sequence. Children to work with a partner who was in the same thought-tapping group as them to decide which words and phrases apply to Sofia at that point.</p> <p>Children use the words from 'on the dot' resource to write sentences to describe how Sofia is feeling in role.</p> <p>e.g. 'I was devastated when I lost my teddy bear.'</p>	<p>Using abstract verbs to describe how a character is feeling.</p>	
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<p>Children to re-tell the story orally whilst I map their story into the board showing the journey that teddy bear followed.</p>	<p>Children to volunteer to read their story so far,</p>	<p>Weds - Tell the children that it is them who will be the main character who loses their toy, as in the labels they wrote in session 1. Ask the children to think about the following questions: Where will they be when their toy is going to be left behind? (This needs to be out and about somewhere). What will they have taken with them? What will cause them to leave in such a hurry that their favourite toy is left behind? And finally, what part of nature (as in their title) will 'see' and help?</p> <p>Let the children create a map of the setting that their toy will be lost in and how it will travel back to them (now grown up). Support the children to add details to their map such as the things that they might have taken on their outing and what part of nature (tree, floating leaf in the wind or even a creature) will help their special toy to return to them.</p> <p>Thurs - Look back at the map created in session 11. Is there anything missing? Elicit that we haven't yet thought about the very beginning of the story where we introduce the main character and their favourite toy. Model jotting some ideas down around the bit before the character and his/her toy are out and then think about how the characters travelled there. How do we use a plan to help us to write? Shared writing: Model taking the first part, including what has just been discussed to support their writing:</p> <p><u>The Water Watched</u> Jemima's bear was scruffy and had one eye missing but he was loved all the same. He and Jemima went everywhere together and our story starts on the day he went for a day out along the river. They walked along and talked about the tasty picnic they had packed.</p> <p>Children to write beginning of their stories into their blue books, up to the point just before the 'event' happens e.g.</p>	<p>Brainstorming their story.</p>	<p>Writing in past tense.</p> <p>Using capital letters.</p> <p>Using full stops. Using conjunctions.</p>
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		storm clouds, sand storm, heavy rain, swarm of bees. Remind children that this has already happened, so in many cases, the verb will be -ed, e.g. talked.		
3 10/03- 14/03/25	Children to volunteer to read their story so far.	<p>Mon - Look back at plan. Model using it to describe from the part where the 'event' that causes their main character and carer to leave in a hurry occurs, to when the character realises and the river/trees/birds 'rescue' the toy and begins returning to it to its owner. Remind children they are writing about someone and about something that has happened (third person, past tense) and use a second colour for words prefixed with un-:</p> <p>All of a sudden there was a loud buzzing sound and then they were surrounded by a swarm of bees. Jemima and her dad packed up their picnic and left in a rush. The bear was left behind, sitting alone on the picnic rug, gazing sadly at the river. Jemima was very unhappy and made missing posters but the bear was unafraid because the water had watched and it began to help.</p> <p>Children to continue writing their stories, using their map-plans and writing up to the point where the 'helper' (sea/river/birds/trees) begins to help the toy make his way back to his owner. Have available the Place a prefix cards from session 6 to support use of words prefixed with un</p> <p>Tues - Now model writing the journey part where the toy is eventually returned to its owner and that beautiful moment where they are reunited. Support the children to develop their setting and draw upon what might be there to help the toy make his way home and remind children that they could use the week-days here that they investigated spellings of in session 5.</p>	<p>Writing in past tense.</p> <p>Using capital letters.</p> <p>Using full stops.</p> <p>Using conjunctions.</p> <p>Using prefix -un.</p> <p>Writing in past tense.</p> <p>Using capital letters.</p> <p>Using full stops.</p> <p>Using conjunctions.</p>	
	Children to volunteer to read their story so far.			

		<p>The water gently splashed itself on the side of the river, causing the bear to glide in. Still unafraid, the bear bobbed along, waving at the birds and the trees. On Tuesday, they reached a log and the water popped bear aboard. He floated along until Thursday when he hitched a lift with a swan and then suddenly he saw his beloved Jemima...</p> <p>Children to finish writing their stories, thinking carefully about how the character feels when he/ she is reunited with their toy. Refer back to the Thought-tapping through time and On the dot or not? activity to help with this.</p> <p>Weds - Edit and publish writing. You may need more than one session for this and you might want the children to create a book (either individual, group or whole-class). Some children will benefit from publishing just their best bit rather than the whole text.</p> <p>Children to edit their work and then publish onto assessment paper.</p> <p>Thurs - Continue publishing their stories onto assessment paper.</p>	<p>Editing own work,</p>	
<p>4 17/03- 21/03/25</p>	<p>Use partner talk to describe the eggs.</p>	<p>The Odd Egg MON -</p> <p>Have a range of different size and colour/patterned eggs arrive in the classroom (about six would be perfect). Ask children to predict which creatures they think these eggs may belong to (e.g. dinosaurs) and why, for example because of its appearance. Who do the eggs belong to? Predict what animals they may come from. Children may benefit from a sentence scaffold, e.g.</p> <p>I think _____ because _____</p>  <p>Orally rehearse sentences, e.g.</p> <p>I think this egg belongs to a dinosaur because it is large and green.</p>	<p>Add adjectives to nouns to create noun phrases.</p>	

Children to share their ideas about how they feel being given a surprise gift to look after.

Shared writing: Model creating a description of each of the eggs. Using noun phrases for each of the eggs, make predictions about who they belong to. It would be useful to have a picture of the egg for children to stick into their books, e.g.

I think this spotted green egg belongs to a dinosaur.

or



I think this egg belongs to a hen because it is small and brown.



Tues -

Reintroduce the book to children and show the first illustration from the book.

Thought-tapping:

Discuss what they think each bird is thinking. Ask children to freeze frame the scene from the first page and then 'thought tap' them to find out what they think their character might be thinking.

Shared writing:

Model recording some of these ideas using a range of punctuation, e.g.

What a beautiful egg this is!

Can anyone think of a more precious egg?


Thought bubbles:


Children to create a thought bubble for each character.

Use different types of punctuation, e.g. question marks, full stops and exclamation marks.



Use different types of punctuation in their writing.

<p>Children to partner talk how duck might have been feeling when the other birds were unkind to him. Have the ever had someone say unkind things about them? How did this make them feel? How can we use these experiences to think about how Duck felt?</p>	<p>Use onomatopoeic words (explain what these are) to describe the noises birds make. Listen to the sounds in the words and explain that these sound like the actual sounds birds make.</p>	<p>Weds - Discuss Duck's problem. Ask children to discuss in pairs what they think he should do. Look at contractions ending in n't. Brainstorm all the n't words children know, e.g. don't, can't, won't, shan't, didn't. Ask what other contractions they know?</p> <p>Decision alley: Ask children to orally rehearse their advice and then write them down on speech bubbles. Model one where you use commands and statements and also use contractions. Model using these to create a command and a statement, e.g.</p>  <p>Children to write Duck a simple note to persuade him to cheer up, e.g.</p> <p>Dear duck,</p> <p>You mustnt listen to those mean birds. I'm sure they didnt mean what they said. It's not fair that they hurt you but they dont know what they're saying.</p> <p>Love from,</p> <p>A friend</p> <p>Thurs - Read on to 'waited... and waited... and waited.' Ask children why they think it is taking longer for the duck's egg to hatch? Why are the other birds sleeping? What are the baby's doing? Ask children to recall the noises the birds made when the eggs hatched. Children to create onomatopoeic words to describe the noises that the birds might make. Words can be nonsense words. Use starting words such as cheep, tweet, honk, twit e.g.</p>	<p>Write a short persuasive letter.</p>	<p>Use phonetic knowledge to make onomatopoeic words for bird noises.</p>
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		<div data-bbox="604 164 739 444" data-label="Image"> </div> <p data-bbox="575 467 1066 610">What birds do you think would make the noises we have created within our full circle games? Children to create a simple (imaginary) bird dictionary with the words they have created, the name of the bird and a picture.</p>		
<p data-bbox="107 1003 212 1089">5 24/03- 28/03/25</p>	<p data-bbox="235 704 512 813">Use noun phrases to describe the eggs in the egg spotters guide.</p> <p data-bbox="235 857 548 1003">Children use some simple joining words (conjunctions) to join sentences in their egg spotters guide.</p>	<p data-bbox="575 646 1360 873">MON - Read up to the end of the book. What unusual thing has happened? What other creatures like alligators have eggs? Tell children that we have received an email from Emily Gravett asking for their help to prevent an accident like this happening again. Tell them that she has asked us to make an 'Egg Spotter's Guide', just like the one being read in the book by the owl, starting with the alligator and including owls, parrots, robins, flamingos and hens.</p> <p data-bbox="575 915 1325 980">Shared writing: Model using this to create the first page of an egg spotter's guide, introducing children to the term 'incubate', e.g.</p> <div data-bbox="583 1013 1108 1240"> <p data-bbox="583 1036 898 1170">Alligator eggs have green spots and are quite large. They incubate for 65 days or 9 weeks! That's why the duck had to wait so long!</p>  </div> <p data-bbox="575 1289 1360 1419">To begin with, support children to make some notes about other birds' eggs by giving them an egg factsheet (see resources below). Children to create some sentences for their first pages of their 'Egg Spotter's Guide', e.g. for the alligator, robin and hen.</p>	<p data-bbox="1388 672 1583 704">Use capital letters.</p> <p data-bbox="1388 737 1535 769">Use full stops.</p> <p data-bbox="1388 802 1566 834">Use conjunctions.</p> <p data-bbox="1388 867 1570 899">Use noun phrases.</p>	

		<p>Tues. Weds and Thurs: Shared writing: Model creating an 'egg spotter's guide' page for the owl, including the conjunction because to include extra information, e.g.</p> <p>Owl's eggs are round and beige. They need to be kept shaded because the owlets (baby owls) mustn't get too hot!</p> <p>Children to create some sentences for their final pages of their 'Egg Spotter's Guide', e.g. for the owl, parrot, and flamingo, using the egg fact sheet and the conjunction 'because'</p>		
<p>6 6 31/03- 04/04/25</p>		<p>Assessment week - catch up opportunity for missing dots for EX1/WT1</p>		

Phonics - Spring B 2024/2025

Year 1 Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Reading targets - Spring B 2025

Group	Owls	Foxes	Rabbits
Book band target end of half term	Green/Orange	Green/Orange	Blue
Reading target for end of half term	<p style="text-align: center;">EX1</p> <p>Read aloud from books up to 40+ graphemes without overt sounding and blending.</p> <p>Read some alternative phase 5 graphemes. Attempt words that contain two syllables, decoding most successfully.</p> <p>Read all 91 Little Wandle tricky words. (49 from Reception & 42 from Year 1).</p> <p>Read words containing suffixes ('ing', 'ed' ending).</p> <p>Read words containing plural 's' and 'es'.</p> <p>Read words containing 'un' (prefix).</p> <p>Read words with contractions.</p> <p>Read most sentences with a steady pace.</p>	<p style="text-align: center;">EX1</p> <p>Read aloud from books up to 40+ graphemes without overt sounding and blending.</p> <p>Read some alternative phase 5 graphemes. Attempt words that contain two syllables, decoding most successfully.</p> <p>Read all 91 Little Wandle tricky words. (49 from Reception & 42 from Year 1).</p> <p>Read words containing suffixes ('ing', 'ed' ending).</p> <p>Read words containing plural 's' and 'es'.</p> <p>Read words containing 'un' (prefix).</p> <p style="text-align: center;">Read words with contractions.</p> <p style="text-align: center;">Read most sentences with a steady pace.</p>	<p style="text-align: center;">WT1</p> <p>Read cvc words containing the first 26 graphemes confidently without overt sounding and blending.</p> <p>Read words containing most Phase 3 graphemes.</p> <p>Read words (Phase 4) containing adjacent consonants in the: Initial and final position</p> <p>Read words containing plural 's'.</p> <p>Use phonics knowledge independently within reading to attempt unfamiliar phase 4 words.</p> <p>Read a sentence as a whole sentence (rather than word to word).</p> <p>Read familiar sentences independently with developing pace.</p>
Reading focus for half term	<p>Comprehension:</p> <p>Develops an interest in reading for pleasure.</p> <p>Understand meaning of words through discussion and context</p> <p>Link reading to own experiences with prompts.</p> <p>Begin to use some expression to help make meaning clear, with adult prompting.</p> <p>Read a range of sentence types, taking account of . , ? and !</p> <p>Predict what may happen next based on what has been read.</p>	<p>Comprehension:</p> <p>Develops an interest in reading for pleasure.</p> <p>Understand meaning of words through discussion and context</p> <p>Link reading to own experiences with prompts.</p> <p>Begin to use some expression to help make meaning clear, with adult prompting.</p> <p>Read a range of sentence types, taking account of . , ? and !</p> <p>Predict what may happen next based on what has been read.</p>	<p>Behave like a reader and knows how books work when reading for pleasure.</p> <p>Listen and respond appropriately to stories, poetry and non-fiction texts.</p> <p>Re-tell familiar stories, identifying some key events.</p> <p>To notice different expressions from stories read to them.</p> <p>Begin to understand the difference between stories and information texts.</p> <p>Read simple sentences, pausing at a full stop.</p> <p>Predict what may happen next in a fiction text</p>

Writing targets - Spring B 2024

Group	Owls	Foxes	Rabbits
Writing target end of half term	EX1/GD1	EX1	EX1
Writing focus for half term	<p>Combine words into sentences using a wide range of conjunctions eg. but, so. Demarcate most sentences with capital letters and full stops within short narratives. Use capital letters for effect e.g. HELP! Use question marks appropriately in a narrative/text. Use exclamation marks appropriately in a narrative/text e.g. to show anger or excitement. Add an adjective to a noun to create expanded noun phrases. Show consistency of tenses in writing. Spell most words correctly, including plausible alternative spellings. When used, spell most Y1 tricky words correctly. If used, spell words with prefixes -un, -dis correctly in writing. Use a range of suffixes correctly in the writing.</p>	<p>Combine words into sentences using conjunctions. Correctly use capital letters to show start of sentence. Sometimes add full stops within a narrative. Correctly use a full stop to show end of sentences. Add an adjective to a noun to create a noun phrase. Spell many words correctly Spell most phase 3 digraphs and some phase 5 digraphs. Spell many y1 tricky words correctly. When used spell words with suffixes -ing, -ed, -er correctly. When used spell most words with plurals correctly.</p>	<p>Combine words into sentences using conjunctions. Correctly use capital letters to show start of sentence. Sometimes add full stops within a narrative. Correctly use a full stop to show end of sentences. Add an adjective to a noun to create a noun phrase. Spell many words correctly Spell most phase 3 digraphs and some phase 5 digraphs. Spell many y1 tricky words correctly. When used spell words with suffixes -ing, -ed, -er correctly.</p> <ul style="list-style-type: none"> • When used spell most words with plurals correctly.
Physical development / fine motor skills focus	<p>Form letters correctly and begin to use some Year 1 joins when writing. Consistently use appropriate sized spaces. Writing shows relative size of short and tall letters. Sustain handwriting and presentation most of the time.</p>	<p>Form many letters in the correct direction, starting and finishing in the right place, sitting on the line. Capital letters: Lower case letters:</p> <p>Use spaces between words.</p>	<p>Form many letters in the correct direction, starting and finishing in the right place, sitting on the line. Capital letters: Lower case letters:</p> <p>Use spaces between words.</p>

		Keep consistent letter size most of the time.	Keep consistent letter size most of the time.
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Handwriting Spring B 2024

Group	Owls	Foxes	Rabbits
Week 1	Spelling words from Little Wandle Spring 2 Week 1	Spelling words from Little Wandle Spring 2 Week 1	Spelling words from Little Wandle Spring 2 Week 1
Week 2	Spelling words from Little Wandle Spring 2 Week 2	Spelling words from Little Wandle Spring 2 Week 2	Spelling words from Little Wandle Spring 2 Week 2
Week 3	Spelling words from Little Wandle Spring 2 Week 3	Spelling words from Little Wandle Spring 2 Week 3	Spelling words from Little Wandle Spring 2 Week 3
Week 4	Spelling words from Little Wandle Spring 2 Week 4	Spelling words from Little Wandle Spring 2 Week 4	Spelling words from Little Wandle Spring 2 Week 4
Week 5	Spelling words from Little Wandle Spring 2 Week 5	Spelling words from Little Wandle Spring 2 Week 5	Spelling words from Little Wandle Spring 2 Week 5
Week 6	No week 6	No week 6	No week 6
Week 7	No Week 7	No Week 7	No Week 7