

	Text	Genre	Focus
Fiction	Stanley's stick Dinosaurs and all that rubbish		Own version narrative Setting description/pamphlet

Immersion in the text	Working with the text	Vocabulary	Ideas for teaching
<p><u>Stanley's Stick</u> Role-play area Forest school Gathering sticks Imaginative play Children to create objects from sticks</p> <p><u>Dinosaurs and all that rubbish</u> Role-play area Forest school Litter picking Imaginative play Conservation posters</p>	<p><u>Stanley's stick</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>Dinosaurs and all that rubbish</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>Stanley's stick</u> Stick, dinosaur, slug, fishing rod, sea, throw, noun phrase, contraction, narrative, suffix, prefix, past tense</p> <p><u>Dinosaurs and all that rubbish</u> Earth, star, rocket, rubbish, dinosaur, paradise, noun phrase, contraction, suffix, prefix, information, instructions</p>	

	<p>Converse with peers and answer questions.</p> <p>Know the words for things within their experience.</p>	<p>Thurs – Ask the children what they can remember about question marks? When do we use them? What does it look like? Can we all write one? Think about question words, who, what, where, when, why. Can we write a sentence for each question word about playing with our friends with a stick? Model writing one sentence e.g. Who wants to play with me and my stick horse? What is your stick? Where did you find your stick? When can we blast into space on your rocket stick? Why do you think your stick should be a spoon? Reinforce that a question needs a question mark at the end and remind children to check their work for a question mark before they show an adult.</p> <p>Fri – Explain to children that a noun phrase is used to add information or description to a noun. We add an adjective to describe the noun e.g. the blue ball, the spikey hedgehog. If we add two adjectives it becomes an expanded noun phrase. The bouncy blue ball. The cute spikey hedgehog. Explain that we usually only add two adjectives or it can become difficult to read. E.g. the round, smooth, bouncy, blue, spotty ball. The tiny, cute, brown, spikey, happy, smiley, squeaky hedgehog. Can children write 5 sentences to describe their stick for each sentence they wrote on Tuesday. Model one on the board. E.g. My stick is a tall white horse. My stick is a giant wooden spoon. Children to write 5 expanded noun phrase sentences describing their stick.</p>	<p>Question marks.</p> <p>Expanded noun phrases.</p>	
<p>3 05/05- 09/05/25</p>	<p>Talk about and describe my imaginary ideas.</p>	<p>Dinosaurs and all that rubbish</p> <p>Tues – Tell me your dreams: A letter arrives in the classroom from an anonymous 'man'. It says: Dear Year 1, I have a dream. My dream is to go into space and travel to distant stars! Do you have a dream? What's your dream? Please let me know and tell me if you think my dream is a good</p>	<p>Use a range of conjunctions.</p>	

Add description to words and use within sentences.

dream.
Talk about the difference between dreams we have when we are sleeping and dreams when we are awake, e.g. wishes and goals.
Introduce the book and read up to 'I must fly'.
Ask children the following questions:
What is the man's dream? Does it seem like a good dream? Why? Why not?

Model creating a sentence orally and then recording it on the flipchart:
I dream that I will... and... because... so...
Using the following sentence opener, children to write their dream onto a cloud.
I dream that I will...

Weds - Look at the image of the barren landscape with the line, 'On Earth the piles of rubbish smouldered and burned' and compare it to the images from the first three pages of the book. Which do you prefer? Why?

cold	warm	light	dark
clean	messy	good	bad

The world was warm

and now it is colder.

The planet was light

but now it is much darker.

Model writing a letter to the man to tell him about

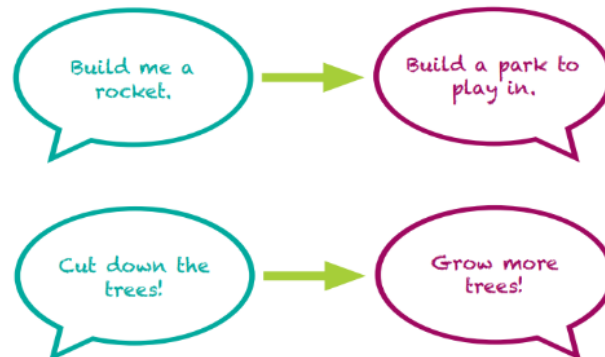
Use suffix -er in writing.

Know the words for things within their experience.

the earth now.
Dear sir,
The world was warm and now it is colder.
The planet was light but now it is much darker. We need to do something now!
From
PTPK

Children to write a letter using the adjectives from the whole class session to send into space to try and convince the man to come back and clean up the world.



Thurs - Read up to, 'for hundreds of years.' What do you think the dinosaurs would think of how the world looks now? What do you think they will want to do about it? Discuss that the dinosaurs might want to clean up the world to make it beautiful again and that we are going to need to give them some instructions to do it. Look at the sentences the man says on the page beginning, 'The man owned some factories...' and discuss that these are commands. Collect these on speech bubble post-it notes then create some new commands that we could tell the dinosaurs.



Introduce the images from the next pages where the dinosaurs are cleaning up the earth. Explain

Imperative verbs.

	<p>Know the words for things within their experience.</p>	<p>that we are going to need to help the dinosaurs tidy up the planet. Using the ideas from the whole class work, children to write commands into blue books to write a set of instructions.</p> <p>Shared writing: <i>Tidy up all the rubbish and recycle it. Rake the soil. Plant lots of trees and flowers. Build a park to play in. Enjoy and look after the earth!</i></p> <p>Fri - Read up to the penultimate page in the story and discuss the man. Why did he think the world belonged to him? Who does it belong to? What does this story teach us? What do we learn from it? Show children the following sentence.</p> <p style="text-align: center;">The earth belongs to everyone!</p> <p>Collect from the children a list of things that we should look after in the world, e.g.</p> <p><i>trees, plants, rainforests, waterfalls, rivers, lakes, bees, birds, air</i></p> <p>Shared writing: Model making a poster that explains who the earth belongs to, start by modelling the following:</p> <p><i>The earth belongs to everyone!</i></p> <p><i>The trees belong to everyone, and we need to care for them! The rivers are owned by all of us and we need to look after them!</i></p>	<p>Command sentences.</p>	
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		<p>Children to discuss how they are going to help the man to look after the world, creating a sentence of advice for him, e.g. Always put your rubbish in the bin. This can then be added to the poster.</p> <p>Children to add their command sentence to an A5 sheet and decorate to create their poster.</p>		
<p>4 12/05- 16/05/25</p>	<p>Add description to words and use within sentences.</p>	<p>Dinosaurs and all that Rubbish Tues - Explain that now we have helped remind the man to look after the world, we are going to need to create a pamphlet about how to look after it for him to read. Recap on the instructional/command sentences from session 6.</p> <p>Shared Writing: Model writing a sentence on a strip explaining how to look after the world, e.g.</p> <p style="text-align: center;"></p> <p>In pairs, children to aim to improve the sentence using post-its to add an adjective and an exclamation mark.</p> <p style="text-align: center;"></p>	<p>Noun phrases. Exclamation marks.</p>	

Children to create command sentences about how to look after the world, orally first then written down and add to sentence strips. Collect these on a 'working wall' as these will become the subheadings for our pamphlet.

Look after trees and plants!

precious

Look after trees and plants!

Ask children to check if they have included an adjective and an exclamation mark, and whether their sentence is a command. If not, model editing it using a post-it, e.g.:

Weds -

Look at all the different ways of looking after the planet discussed so far in sessions 6, 10 and 11, e.g. *Pick up your messy litter!*

Shared writing:

Using the command sentence as a subheading, model writing the first section of a pamphlet on how to look after the world, including an -er suffix word, e.g.

Pick up your messy litter!

Pick up your rubbish and our world will be cleaner and tidier! Put rubbish in the bin but recycle your paper and plastic!

Can we add capital letters for effect? E.g. *Pick up your rubbish and our*

Add description to words and use within sentences.

Suffix -er.
Capital letters for effect.
Exclamation Marks.

Add description to words and use in sentences.

world will be cleaner and tidier! BEAUTIFUL!

Children to self-check to make sure they have used words with -er suffixes.

Thurs -

Write the second section of the pamphlet.

Model using the progressive tense of some verbs, e.g. adding an -ing suffix, e.g.



Give children some root verbs to practise adding suffixes where there is no change to the root word.

Shared writing:

Choose another of the command sentences from our sentences in session 8 and explain that this will be the next subheading of our piece of writing. Model creating a paragraph.

Look after trees and plants:

Planting trees gives us clean air. Look after trees and plants. They need water to stay alive.

Children to write the next part of their pamphlet, including an -ing suffix verb (present progressive).

Can we include an expanded noun phrase? E.g. Look after tall beautiful trees and precious green plants.

Suffix -ing.
Expanded noun phrases.

	<p>Add description to words and use within sentences.</p>	<p>Fri -</p> <p>Shared writing: As in the previous session, choose another of the commands from our sentences in the previous sessions and demonstrate that this will be the next subheading of our piece of writing. This time it could be a 'positive' message, e.g. from session 6. Model creating a paragraph from a pamphlet about how to look after our world using the given subheading. If children are ready, model including the conjunction 'but'.</p> <p><u>Plant flowers:</u> Plant flowers and the world will look pretty and smell sweet. Pulling up flowers is bad but planting them is good!</p> <p>Children to write the next part of their pamphlet, including an -ing suffix verb (present progressive) and the conjunction 'but' if they are ready.</p> <p>Can we use a range of conjunctions? E.g. Plants flowers SO the world will look pretty. Pulling up flowers is bad while planting them is good.</p>	<p>Range of conjunctions. Suffix - ing.</p>	
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<p>5 19/05- 23/05/25</p>	<p>Speak in an audible voice (when sharing their writing).</p>	<p>Tues - Children to write their introductions directly onto the 'best' pamphlet and will then use it to publish their other work.</p> <p>Shared writing: Model writing a short introduction to the pamphlet including a question sentence, a command and a simile similar to those written in session 5, e.g.</p> <p><i>Do you want to help save the planet? Read our pamphlet to find out how and spread love like a smile across the world!</i></p> <p>Children to write their introduction and then move on to publish their pamphlets on a simple format (e.g. A4 paper folded in half and made into a booklet).</p> <p>Can we use a question mark? Ask a question in your introduction and add a question mark.</p> <p>Discuss the rules of writing. Capital letters, full stops, finger spaces, writing on the line, using joins, punctuation.</p> <p>Weds. Thurs, Fri - Children to publish their subheading work onto the pamphlet. Shrink down their posters to stick onto their pamphlet to decorate.</p>	<p>Question marks.</p>	

Phonics - Summer A 2024/2025

Year 1 Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Reading targets - Summer A 2025

Group	Owls	Foxes	Rabbits
Book band target end of half term	<i>Green/Orange</i>	<i>Green/Orange</i>	<i>Green/Orange (except JK)</i>
Reading target for end of half term	<p style="text-align: center;"><i>GD1</i></p> <p>Read accurately and independently from a range of different text types. Read a range of prefixes and suffixes and contractions without undue hesitation. Read unfamiliar sentences with good fluency.</p>	<p style="text-align: center;"><i>GD1/EX1</i></p> <p>Read accurately and independently from a range of different text types. Read a range of prefixes and suffixes and contractions without undue hesitation. Read unfamiliar sentences with good fluency.</p>	<p style="text-align: center;"><i>EX1</i></p> <p>Read aloud from books up to 40+ graphemes without overt sounding and blending. Read some alternative phase 5 graphemes. Attempt words that contain two syllables, decoding most successfully. Read all 91 Little Wandle tricky words. (49 from Reception & 42 from Year 1). Read words containing suffixes ('ing', 'ed' ending). Read words containing plural 's' and 'es'. Read words containing 'un' (prefix). Read words with contractions. Read most sentences with a steady pace.</p>
Reading focus for half term	<p>Demonstrate an interest in reading for pleasure. Compare and discuss a range of text types and books by different authors. Begin to notice different expressions and characters in reading. Take account of a wider range of punctuation. Demonstrate an understanding of story structure by sequencing events. Predict what may happen before reading and next.</p>	<p>Demonstrate an interest in reading for pleasure. Compare and discuss a range of text types and books by different authors. Begin to notice different expressions and characters in reading. Take account of a wider range of punctuation. Demonstrate an understanding of story structure by sequencing events. Predict what may happen before reading and next.</p>	<p>Comprehension: Develops an interest in reading for pleasure. Understand meaning of words through discussion and context Link reading to own experiences with prompts. Begin to use some expression to help make meaning clear, with adult prompting. Read a range of sentence types, taking account of . , ? and ! Predict what may happen next based on what has been read.</p>

Writing targets - Spring B 2024

Group	Owls	Foxes	Rabbits
Writing target end of half term	GD1	EX1/GD1	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 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.</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 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: Use spaces between words. Keep consistent letter size most of the time</p>

Handwriting Summer A 2024

Group	Owls	Foxes	Rabbits
Week 1	Spelling words from Little Wandle Summer A Week 1 Penpals Join 1 ch	Spelling words from Little Wandle Summer A Week 1 Penpals Join 1 ch	Spelling words from Little Wandle Summer A Week 1 Penpals Join 1 ch
Week 2	Spelling words from Little Wandle Summer A Week 2 Penpals Join 2 ai	Spelling words from Little Wandle Summer A Week 2 Penpals Join 2 ai	Spelling words from Little Wandle Summer A Week 2 Penpals Join 2 ai
Week 3	Spelling words from Little Wandle Summer A Week 3 Penpals Join 3 wh	Spelling words from Little Wandle Summer A Week 3 Penpals Join 3 wh	Spelling words from Little Wandle Summer A Week 3 Penpals Join 3 wh
Week 4	Spelling words from Little Wandle Summer A Week 4 Penpals Join 4 ow	Spelling words from Little Wandle Summer A Week 4 Penpals Join 4 ow	Spelling words from Little Wandle Summer A Week 4 Penpals Join 4 ow
Week 5	Spelling words from Little Wandle Summer A Week 5 Penpals Joins ch ai wh ow	Spelling words from Little Wandle Summer A Week 5 Penpals Joins ch ai wh ow	Spelling words from Little Wandle Summer A Week 5 Penpals Joins ch ai wh ow
Week 6	No week 6	No week 6	No week 6
Week 7	No Week 7	No Week 7	No Week 7