


	Text	Genre	Focus
Fiction/Poetry	Beegu Pig the Pug		Own Version narrative How to Guide


Immersion in the text	Working with the text	Vocabulary	Ideas for teaching
<p><u>Beegu</u> Role-play area with cafe Children to role-play being an alien Children to make predictions about the ending of the book from understanding story so far. Children to act out the story</p> <p><u>Pig the Pug</u> Children to role-play as Pig. Children to role play as their chosen pet. Children to make predictions about the story. Children to describe things they like about their pets. Children to explore role-play area to make different food suitable for different pets..</p>	<p><u>Beegu</u> Retelling the story with actions. Role-playing the story in the role-play area. Discuss writing for different purposes. Compose a variety of sentences mentally before writing. Use a variety of sentence starters within a text. Use capital letters and full stops. Add adjectives to nouns to create noun phrases. Spell some year one tricky words correctly.</p> <p><u>Pig the Pug</u> Re-telling the story using illustrations. Role-playing freeze frames from the story. Discuss writing for different purposes (commands) Use a variety of sentence starters within a text. Understand and use verbs to write commands. Use suffixes to create progressive verbs.</p>	<p><u>Beegu</u> Alien, afraid, alone, Earth, friends, unfriendly, hopeful, parents. Commands, verbs, conjunction, adjectives.</p> <p><u>Pig the Pug</u> Dog, pug, selfish, greedy, share, wobble, shouted, grumble Conjunctions, prefix, suffix, facts, guide, noun phrases, story mountain</p>	


Author focus - Lauren Child

Week	Speaking & Listening	Planning	SPAG	Outcome/ audience
<p>1 04/11- 08/11</p>	<p>Children use partner to talk to share questions they have about the crash site. Children practice using expression in their voices to show when they are asking a question.</p> <p>Children take turn to mime (act out) different actions whilst others guess what they are doing.</p>	<p>Beegu Mon - Bonfire and carnival theme day.</p> <p>WEDS - Something strange in the playground: Have some boxes in the playground with some tarpaulin over them. Also place hazard tape around the crash site and have some yellow footprints leading away from the site into the grass. Perhaps have some yellow fluff too. Explain to children that last night something strange has landed in the playground and the class needs to go out and investigate. Model writing a question before going out and if possible, children take clipboards and record questions and what they notice. What could it be? Could it be a spaceship? What are the yellow marks? Where could the alien have gone? What do you think the alien looks like? What are the clues that you can find?</p> <p>Talk to the hand: When children come back to class, show them a question mark and ask if they can think of any questions to ask about the alien. Use talk to the hand (attached) to support. Children write a range of questions around a picture of the crash site. Focus on finger spaces and 'wh' words to start questions.</p> <p>THURS - Mime that verb: Have some actions on cards such as brush teeth, stroke fur, wash hair, take a shower, put on clothes, have a haircut...choose a card and mime in front of the class, can they guess which action you are performing? Explain to the children that the alien is friendly and we are beginning to get worried about him/her. Ask the children how we can look after this lost alien. If we see the alien in the playground, how can we look after it? How can we make him/her feel welcome and help him/her feel at home? Elicit from children verbs and write them on the board: wash, clean, play, chat, brush, stroke etc. What kind of words are these? Explain that they are imperative verbs (sometimes also known as bossy verbs) and we use these to give instructions.</p> <p>How to look after a cute alien: If children or staff find the alien, we need to tell them what to do. It's important that anyone who sees doesn't get scared as we know the alien is friendly. Model writing some commands: Don't be scared. Keep calm. Play with Beegu. Chat to Beegu. Brush Beegu's teeth. Write these up as posters that can be displayed around the school</p>	<p>Using a question mark.</p> <p>Understand and use verbs.</p> <p>Understand how to use a verb as a progressive verb (command)</p>	

	<p>Children to discuss the words that Beegu has written incorrectly. Children use partner talk to think about what Beegu might have meant.</p>	<p>as well as stuck in children's books. Can children combine some of these sentences with the conjunction and? Don't be scared and stay calm.</p> <p>FRI - Read the book from start again, up to, 'She needed to find some friends.' As you are reading, have a letter fall out from Beegu (attached). Explain that she is still learning English so some of the words are jumbled. Can children read the words and guess the meaning? We have to write a reply to Beegu. Model using command sentences from session 3 in a letter:</p> <p>Dear Beegu,</p> <p>Sorry to hear that you are lonely. Here is some advice for you. Don't be scared and stay calm. Be careful and talk to a teacher.</p> <p>Children write a letter to Beegu. Use this as an opportunity to do some instant publishing using fancy letter paper and envelopes.</p>	<p>Letter writing.</p>	
<p>2 11/11- 15/11</p>	<p>Children to answer questions sorting the story pictures into the correct order. Children to think of one word for each picture and create a chant to remember the order.</p> <p>Children to tell their talking partner about their story. Children to share ideas with class.</p> <p>Children to recap the rules of writing out loud, sharing as a whole class.</p>	<p>MON - Children sequence the story using story pictures cut and stuck into a story frame, writing a sentence underneath each picture to describe what is happening in the story, Using larger pictures, sequence them into the correct order on the carpet (stick to the radiator or model on board), then model how to write a sentence under each picture using the children's suggestions.</p> <p>WEDS - Children to create their own alien story into the story frame by drawing pictures into the story frame to sequence their own narrative.</p> <p>THURS - Model using my story frame to create my own story, using the 'instant publish' method. Children then 'instant publish' their stories onto nice paper to be stuck into their assessment books.</p> <p>FRI - Children to finish publishing their stories. If they have finished they can turn their story into a book, designing a front cover and writing their story onto the pages.</p>	<p>Capital letters and full stop focus.</p> <p>Finger space focus.</p>	
<p>3 18/11- 22/11</p>	<p>Children to ask and answer questions about what they have discovered.</p>	<p>Pig the Pug</p> <p>MON - Children arrive into class to find a red bowl with 'MINE' etched onto it. It would also be fun if you could get some squeaky dog toys and some hoop-cereal which looks like dry dog food but is less hazardous around small children. Talk to the hand:</p>	<p>Using question marks.</p>	

	<p>Children to think of times that they were kind, caring, selfish or greedy. Use partner talk and then ask if children want to share with the class.</p>	<p>Ask and answer questions about the scene. Model-write some questions, pointing out for the children about the 'wh' grapheme and the use of a question mark at the end. Take some ideas from the children and scribe then place on the working wall. Have this image suddenly 'appear' on whiteboard WB:</p>  <p>'Discover' the text and read it through from start to finish, stopping at the page where Pig wobbles off the pile. Ask children to predict what might happen next.</p> <p>Create a Role on the Wall for Pig. Support children to retrieve and to infer e.g. I think that Pig is selfish because he doesn't share (orally model this) Pushing for compound sentences: Write these two single clause sentences on a sentence strip. Ask children where we might put the word 'and' Pig is selfish. Pig is greedy. Use scissors to cut the full stop off and then insert the word 'and' to create: Pig is selfish and Pig is greedy. Note that the full stop from the first sentence needs to be removed but the capital 'P' stays as 'Pig' is the character's name. Now replace 'Pig' with 'he' as it is too repetitive: Pig is selfish and he is greedy. Children to write sentences about Pig using 'and'.</p> <p>WEDS - Return to the text: What does Pig do and what does he say? How might we describe him? Display an enlarged picture of Pig at the beginning of the story and adjective labels: kind, caring, selfless, helpful, selfish, friendly, fair, greedy, nice. Sort adjectives out to ones that can be prefixed with -un (creates an opposite) and words that cannot be prefixed with -un.</p>	<p>Understand and use adjectives. Prefix 'un'.</p>	
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	<p>Children to share research and share write. Children in small groups with the group choosing a leader who will decide which animal they are researching and assign jobs to the children, e.g. looking for information, writing down what they have learned etc.</p> <p>Children to volunteer to share their ideas with the class or smaller group.</p>	 <p>greedy</p> <p>unkind</p> <p>Role on the wall: Support the children to select the adjectives that they feel best describes Pig then work some of these into statements</p> <p>Role on the wall: Show the children with a copy of the picture of Trevor grinning and looking friendly. Children to write down single words/phrases that describe Trevor on a role on the wall template (use some of the adjectives without -un).</p> <p>THURS - Now children choose new pet: a cat, parrot or rabbit. Support children to research their chosen pet to create a 'Pig' character; decide on some areas of research - these will become headings. This might take the form of shared research and shared writing/recording and it's fine for you to read sections of text. Could have Scratch the Cat, Peck the Parrot or Thump the Rabbit, each animal having unpleasant characteristics to match their name. For their chosen pet, children to find out what the pet might eat, play with and other details such as their sleeping and exercise needs (this content will be imported into the final part of this sequence when the children are compiling their 'how to be...' guide).</p> <p>Teacher model how to make notes: this might be in the form of teacher scribing and children sharing findings. Talk about what the children's pets could have an accident with e.g. a parrot would fly if falling out of a window but could he wobble off a perch and land in his water bowl?</p> <p>FRI - Model creating a story mountain for Pig the Pug and then your own teacher-version for a completely different pet e.g. a lizard called Bully the Lizard. This will help to avoid the difficulty of children copying what you model as they will have to make appropriate substitutions to fit their own story.</p>	<p>Note taking.</p> <p>Focus on noun phrases.</p>	
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		 <p>In journals children to write each event/idea on a copy of the story-mountain to show their replacements that pertain to their chosen pet.</p>		
<p>4 25/11- 29/11</p>	<p>Children to recall their mountain steps in partner talk.</p> <p>Children to discuss nonsense words and using partner talk will try and invent a new nonsense word. Can they make word that rhyme?</p>	<p>Pig the Pug MON - shared writing: Begin writing your version e.g. Bully the Lizard and model for the children how to find their place on the story mountain, based It's often best not to attempt to write the story in rhyme. Instead, model the use of capital letters for the start of a sentence and names, use of full stops and finger spaces and - if possible -retain the syllabic pattern of the original text. If children are publishing as they write (see 'Independent Work' section), then model into an enlarged version of a book. Refer back to sessions 1 and 2 for vocabulary and creating compound sentences. e.g.</p> <p style="border-left: 2px solid black; padding-left: 10px;">Bully was a lizard and he was unkind. He lived with a gecko called Sprat. But Bully did not share and he did not care.</p> <p>Children then apply what you have modelled to writing the first two sections of story mountain that was created in session 5. Ideally, children will be given the opportunity to 'instantly publish' by writing their stories straight into a book: 5 pages would work well for this as this would mirror the 5 stages on the story mountain. It would be useful for the children to have access to a tricky/high frequency word list to support spelling. For any other words, encourage a 'best guess' approach.</p> <p>WEDS - Remind children about sequencing events and how they need to tell a story so that the reader doesn't become confused. Today, they are going to be using nonsense words, e.g. And with that he proceeded to gather his stuff and make a big pile with a rough and a crough. They'll include that sentence at the end of what they write.</p> <p>Model writing the third and fourth sections of your Bully the Lizard story:</p>	<p>Capital letters, full stops and finger space focus.</p> <p>Rhyming words.</p>	

	<p>Children share their 'accident' moments from their mountains with their talking partner.</p>	<p>One day, Bully was playing with all of his Lizard toys. Sprat thought it would be nice if they could play together but Bully was having none of it! He was so very cross! And with that he proceeded to gather his stuff and make a big pile with a rough and a crough.</p> <p>THURS - When suddenly...Remind children of session 4's plenary, where they thought about what accident their mean pet was going to have e.g. a parrot falling off his perch into his water-bowl. 'When suddenly...' before children independently chip in with their 'accident' sentence e.g.</p> <p><i>When suddenly, Scratch the parrot wobbled and wibbled before falling into his water bowl! Plop!</i></p> <p>Teacher model own ending, starting with:</p> <p><i>When suddenly, Bully the Lizard lunged and flailed before flying through the air and landing on his bottom! Ouch! Now Bully is kind. Now he shares his toys with Sprat. Will Bully be kind forever?</i></p> <p>Beginning with their 'When suddenly sentences', let the children write the final two sections of their stories.</p> <p>FRI - A letter arrives</p> <p>Dear Children, I wasn't very kind when I lived with Trevor, was I? But my fall taught me a lesson and now I like to share and play nicely. In fact, I have become such a kind and helpful dog that I was asked to write a guide on 'How to be a Dog'</p> <p>I've also been asked to write some more guides: How to be a cat, How to be a parrot and How to be a rabbit but I don't know much about these pets. Can you be kind and help me write these books please? Kind wishes, Pig xx</p>	<p>Rhyming words.</p>	<p>Letter writing</p>
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Children to role-play being their chosen animal, using an appropriate voice and body movements to portray their animal.

		<p>Model writing a letter in role as the pet chosen in session 4 to Pig agreeing to write the 'How to...' guide. Use noun phrases and, where possible, return to the vocabulary explored in session 2:</p> <p>Dear Pig,</p> <p>Thank you for your friendly letter. I am so glad you are selfless and kind now. That's brilliant news that you have been asked to write 'How to be a Dog'. I would love to help by writing a guide called 'How to be a Lizard'.</p> <p>Do send our love to dear Trevor. Best wishes, Bully, the lovely lizard</p> <p>Children to write their own letters in role as their pet. Support the children to create an alliterative noun phrase to sign off e.g.</p> <p>Scratch, the kind cat</p>		
<p>5 02/12- 06/12</p>	<p>Children to work with partner to choose different cards to create different noun phrases, children to offer to share with the class.</p>	<p>Pig the Pug</p> <p>MON - Import content from session 4 on chosen pet and the ideas that children role-played and orally rehearsed in session 10. Give children pre-folded booklets (A3 folded into thirds works well) which will then form the plan for writing.</p> <p>Shared writing: Model a sequence of three illustrations for a 'How to be a lizard' guide (a lizard because this is what you used as your model earlier in the sequence).</p> <p>Children to create illustrations in their pre-folded booklets. Illustration 1 should be of their chosen animal (cat/parrot/rabbit) and things they might eat. Illustration 2 should be of their animal and the tricks it does/how that pet might keep his/her owner entertained. And illustration 3 should be of their animal's possible sleeping arrangements.</p> <p>WEDS - If possible, have some samples of pet food suitable for parrots/rabbits or cats, even if it's choco-rocks in the guise of kibble, some hay, some seeds, a leaf of pak choi/stick of celery... rabbits love these! You could also have a fish for a cat from the role-play area. Pick 'n'</p>	<p>Non-fiction writing</p> <p>Understand and use noun phrases</p>	

	<p>Children to role-play dancing like their chosen animal to music. Children to use appropriate body movements to show which animal they are. Children use verbs to describe what they are doing when they are freeze-framed.</p>	<p>mix pet menu" Using printed and chopped sets of cards (attached to the back of the sequence), let the children select combinations of the adjectives and nouns to create expanded noun phrases:</p> <div data-bbox="619 267 934 414" style="display: flex; flex-wrap: wrap; justify-content: center; gap: 10px;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">crunchy</div> <div style="background-color: #008080; color: white; padding: 5px; border-radius: 10px;">kibble</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">juicy</div> <div style="background-color: #008080; color: white; padding: 5px; border-radius: 10px;">leaf</div> </div> <p>Now model writing the first section of text in the 'How to' guide (in role as a lizard to tie-in with the other modelled writes you've created before now):</p> <p><u>What to eat</u> Good pets always eat tasty food. In the morning, I like to eat one juicy leaf. Then for a little snack in the afternoon, I will eat a squishy meal-worm or two. It is always a good idea to learn how to make your eyes as big as possible so that your human feels sorry for you and feeds you extra.</p> <p>Ensuring that the noun phrases are included and that the children write in role and develop the 'voice' of their pet, let them write their own section of text in the pre-folded booklets they set up in the previous session.</p> <p>THURS - Role play/dance session: let the children move like each of the three possible pets to music and explore the tricks/things that they do e.g. and flying for a parrot; munching and jumping/hopping for a rabbit. When the music stops, children freeze-frame in role as that animal and say what they like doing: I like flying. I like ... As children say their verb (action), write onto strips of card to be used shortly back in class. Snip-a-suffix: Provide the children the following verbs printed onto strips: flying, munching, jumping, crunching, chirping, leaping and, for more able children, verbs that have a doubled consonant such as flapping and hopping. Snip the suffix 'ing' off and sort onto the rooting out verbs grid, either an enlarged version as a whole class or with the children in pairs.</p> <p>Now using these verbs in their progressive form, model writing the second section of the 'how to' guide:</p>	<p>Writing instructions using progressive verbs.</p>	
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	<p>Children speak 'in character' as their chosen pet describing where they sleep and why they like it.</p>	<p><u>Playing and entertainment</u> You must keep your human happy by performing tricks and taking exercise. I like hanging upside down on my log and leaping off into the bark.</p> <p>FRI - I can read and write could and should - Think about where the pets might sleep. Provide the children with a selection of possible beds for the three different pets - usual ideas such as a tank, a perch, a basket and also other places such as a cushion, a shelf etc. Pet-shop prepositions: In groups of threes, children take turns placing their pet-puppet in a bed in the 'pet shop'. They then, as in session 13, speak in role as their pet: I like to sit on my perch. I like to snuggle in my nest. Develop ideas so that the children use a range of prepositions, keeping their chosen pet in mind. Draw upon ideas from session 10 and pet-shop prepositions beginning with teacher modeling as in the previous session. Children write their own section for where their cat/parrot/rabbit could sleep, referring back to session 10 and the adverbials that the children explored:</p> <p><u>Where to sleep</u> In the afternoon, I like to sit on my perch and sleep. This really annoys my human as they bought me a nesting box that I never use. You could sleep where your human would like you to, but under a bed, beside the fire and in between a wardrobe and a wall are great places too.</p>	<p>Prepositional language</p>	
<p>6 09/12-13/12</p>	<p>Children to recap the 'rules of writing' thinking about all the elements they need to do good writing.</p>	<p>Pig the Pug</p> <p>MON - Children to edit their work using green pen, checking for finger spaces, capital letters, full stops and spelling mistakes.</p> <p>WEDS, - Children to re-publish their work onto a new A3 sheet. Once they have completed all of the writing they can they add their illustrations.</p> <p>THURS - Continue publishing best copy. Children who have finished can choose a different animal to write a 'how to' about.</p> <p>FRI - Adult to shrink to stick into their assessment books.</p>	<p>Capital letters Full stops Finger spaces Conjunctions.</p>	
<p>7 16/12-20/12</p>		<p>Catch up any missed sessions due to nativity.</p>		
<p>8</p>		<p>NO WEEK 8</p>		

Phonics - Autumn B 2024

Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	<i>/ur/ ir bird /igh/ ie pie /ool /yool ue blue rescue /yool u unicorn</i>	their people oh your
Week 2	<i>/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he</i>	Mr Mrs Ms ask*
Week 3	<i>/ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool /yool u-e rude cute</i>	could would should our
Week 4	<i>/ee/ e-e these /ool /yool ew chew new /ee/ ie shield /or/ aw claw</i>	house mouse water want
Week 5	<i>Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /ool /yool ew u-e u ue</i>	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Reading targets - Autumn B 2024

Group	Owls	Foxes	Rabbits
Book band target end of half term	Blue/Green	Yellow/Blue	Yellow
Reading target for end of half term	<p style="text-align: center;">WT1</p> <p>Read cvc words containing the first 26 graphemes confidently without overt sounding and blending. Read words containing most Phase 3 graphemes. Read words (Phase 4) containing adjacent consonants in the: Initial and final position Read words containing plural 's'. Use phonics knowledge independently within reading to attempt unfamiliar phase 4 words. Read a sentence as a whole sentence (rather than word to word). Read familiar sentences independently with developing pace.</p>	<p style="text-align: center;">WT1</p> <p>Read cvc words containing the first 26 graphemes confidently without overt sounding and blending. Read words containing most Phase 3 graphemes. Read words (Phase 4) containing adjacent consonants in the: Initial and final position Read words containing plural 's'. Use phonics knowledge independently within reading to attempt unfamiliar phase 4 words. Read a sentence as a whole sentence (rather than word to word). Read familiar sentences independently with developing pace.</p>	<p style="text-align: center;">WT1</p> <p>Read cvc words containing the first 26 graphemes confidently without overt sounding and blending. Read words containing most Phase 3 graphemes. Read words (Phase 4) containing adjacent consonants in the: Initial and final position Read words containing plural 's'. Use phonics knowledge independently within reading to attempt unfamiliar phase 4 words. Read a sentence as a whole sentence (rather than word to word). Read familiar sentences independently with developing pace.</p>
Reading focus for half term	<p>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</p>	<p>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</p>	<p>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</p>

Writing targets - Autumn B 2024

Group	Owls	Foxes	Rabbits
Writing target end of half term	WT1	WT1	WT1
Writing focus for half term	<ul style="list-style-type: none"> • Independently compose sentences orally or mentally before writing. • Combine sentences using the conjunctions and • Correctly use a capital letter to show the start of sentences. • Correctly use a full stop to show the end of sentences. • Add an adjective to a noun to create a noun phrase. • Spell many words correctly (phase 3) and others phonetically plausibly independently. • When used, spell many year one tricky words correctly. • Use most letter names to spell words aloud. 	<ul style="list-style-type: none"> • Independently compose sentences orally or mentally before writing. • Combine sentences using the conjunctions and • Correctly use a capital letter to show the start of sentences. • Correctly use a full stop to show the end of sentences. • Add an adjective to a noun to create a noun phrase. • Spell many words correctly (phase 3) and others phonetically plausibly independently. • When used, spell many year one tricky words correctly. • Use most letter names to spell words aloud. 	<ul style="list-style-type: none"> • Independently compose sentences orally or mentally before writing. • Combine sentences using the conjunctions and • Correctly use a capital letter to show the start of sentences. • Correctly use a full stop to show the end of sentences. • Add an adjective to a noun to create a noun phrase. • Spell many words correctly (phase 3) and others phonetically plausibly independently. • When used, spell many year one tricky words correctly. <p>Use most letter names to spell words aloud.</p>
Physical development / fine motor skills focus	<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;">Capital letters: Lower case letters:</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;">Capital letters: Lower case letters:</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;">Capital letters: Lower case letters:</p> <p>Use spaces between words.</p> <p>Keep consistent letter size most of the time.</p>

Penpals Handwriting Autumn B 2024

Group	Owls	Foxes	Rabbits
Week 1 Year 1 Term 2 unit 6	Introducing capital for one-armed robot letters	Introducing capital for one-armed robot letters	Introducing capital for one-armed robot letters
Week 2 Year 1 Term 2 unit 7	Practicing curly caterpillar letters	Practicing curly caterpillar letters	Practicing curly caterpillar letters
Week 3 Year 1 Term 2 unit 8	Writing words with double ff	Writing words with double ff	Writing words with double ff
Week 4 Year 1 Term 2 unit 9	Writing words with double ss	Writing words with double ss	Writing words with double ss
Week 5 Year 1 Term 2 unit 10	Introducing capitals for curly caterpillar letters.	Introducing capitals for curly caterpillar letters.	Introducing capitals for curly caterpillar letters.
Week 6 Year 1 term 2 unit 11	Practising long legged giraffe, one armed robot, and curly caterpillar letters	Practising long legged giraffe, one armed robot, and curly caterpillar letters	Practising long legged giraffe, one armed robot, and curly caterpillar letters
Week 7 Year 1 term 2 unit 12	Practising zig zag letters	Practising zig zag letters	Practising zig zag letters