

Literacy Medium Term Planning  
Stardust Class - Spring A (2024/ 2025)  
Mrs Wynn Year 1/2

Where the wild things are/ Julian is a mermaid.  
Have you seen the wild things?

Sentence writing focus;	Text	Genre	Focus
Fiction/Poetry.	Where the wild things are/ Julian is a mermaid.	Fiction/Fiction.	Own Version narrative/Three verse poem.

Activities and groups adapted as necessary following ongoing formative assessments.

**Immersion in the texts**

- 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: Tuesday 13<sup>th</sup> January. Literacy 1:**

**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. 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.

LA- Children to write three objects in their books with a grapheme 's'.

See session 1 of the teaching unit.

**Text 2- Julian is a mermaid.**

**Tuesday- Literacy 1: WOW STARTER**

**Starter - Speaking and Listening focus: 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 when something happens in the classroom. Think- pair-share.**

See unit 1 from the teaching unit. Arrive to class to find a scattering of shells, maybe a bit of sand and an ocean-bed treasure-chest and let the children discover a scroll tied with some sea-grass and decorated with a shell amongst the sea-side objects.

HA/ MA/LA: Let the children practice writing these sentences and then choose 1 to record their dream onto notelets that have been shaped like shells.

Ceremoniously place the dreams into the treasure-chest, asking that the children say them out-loud if they would like to.

**Working with the text**

- 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.

**SPaG Focus**

**Week 1**  
Theme week.

**Week 2**  
Adjectives

**Week 3**  
Adjectives.

**Week 4**  
Verbs.

**Week 5**  
Adjectives and suffix.

**Week 6**  
Verbs and suffix.

**Vocabulary**

Where the wild things are	Julian is a mermaid.
Wild jungle forest bedroom dinner claws crown king	Mermaid dreams wishes trouble majestic daydream imagine

**Ideas for teaching**

**Ideas for fantasy narrative writing:**  
Recapping story. Using main characters. Own version of 'Wild thing' Narrative.

**Ideas for Three verse poem.**

Teach Stanza by stanza. Recap verbs and suffixes.

## Stardust Phonics Targets

### Miss Brock's Phonics group (20 Children from our class)

#### Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

#### Reception Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

### Mrs Beresford phonics group. (7 children from our class)

#### Year 1 Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/e/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /fj/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /eel/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /eel/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

### Mrs Foord Phonics group: Spelling programme. (1 child from our class)

### Miss Bakers SEND Phonics group. (3 children from our class) Revisit Phase 2 within the SEND planning.

# Stardust Writing Targets

## Jazzy Jupiter Target: WT1/EX1

### 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.

### EX1

#### **Composition**

After discussion with a teacher:

Compose phrases/sentences orally or mentally between writing them.

Recall and write whole sentences with limited word prompting.

Read aloud their writing clearly enough to be heard by peers and teacher.

Share ideas in a group aloud to develop thinking and collect ideas.

Re-read sentences to check for sense

#### **Grammar**

Use the conjunction 'and' to join words and clauses in sentences.

Use a capital letter at the start of a sentence

Know that a capital letter is needed for names.

Put a full stop at the end of a piece of writing.

Understand what a noun is.

Understand what an adjective is.

#### **Spelling**

After discussion with a teacher:

Spell some words correctly (Phase 2) and others phonetically plausibly.

Spell some words with vowel digraphs correctly.

When used, spell some Y1 tricky words correctly.

Make a recognisable attempt at spelling the days of the week.

Use some letter names when spelling words aloud.

Understand that suffixes -ing, -ed, -er, are added to root words.

Show an understanding of plurals. (-s, -es).

Write some simple sentences and captions dictated by the teacher that include words using the GPCs and common exception words taught so far

#### **Handwriting**

Form some letters in the correct direction, starting and finishing in the right place, sitting on the line.

## Sleek Saturn Target: WT1/ ELGS

### **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.

## Nourishing Neptune. Target: ELGD/ ELGS

### **RS: 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.

### **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.


## Stardust Reading Targets

<b>Venus</b> Target: EX1/ WT1	<b>Mars</b> Target: EX1/WT1	<b>Pluto</b> Target: RS/ ELGD/ ELGS.
<p><b>EX1</b> <u>Word Recognition</u> 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 100 Year 1 tricky words. 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> <p><u>Comprehension</u> 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. Demonstrate understanding of fiction, non-fiction and poetry, describing the features. Re-tell a text, sequencing beginning, middle and end. Answer questions and make simple inferences about familiar texts.</p> <p><b>WT1</b> <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</p> <p><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</p>	<p><b>WT1</b> <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</p> <p><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</p>	<p><b>RS:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them.</p> <p><b>Early Learning Goal:</b> 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</p>

Week	Speaking & Listening	Talk for writing	SPAG	Outcome/ audience
<b>Week 1</b> w/c 6 <sup>th</sup> January 2025	<b>Theme week.</b>	<b>Theme Week</b> "Being resilient Theme week" <b>Monday:</b> Team building and friendly competition. <b>Tuesday:</b> Healthy body - physical, hygiene, sleep routines, healthy eating (immune system). <b>Wednesday:</b> Mental Health. <b>Thursday:</b> Growth Mindset. <b>Friday:</b> Proud to be me. <b>See separate planning</b>	<b>Theme week.</b>	
<b>Week 2</b> w/c 13 <sup>th</sup> January 2025  <b>Literacy Tree -  Text 1 - Week  1</b>	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> <b>WOW starter: Tuesday 13<sup>th</sup> January.Literacy 1:</b> Starter - <u>Speaking and Listening focus: Listening and understanding; Make relevant comments</u> 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. 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'. <b>Wednesday - Literacy 2:</b> Starter - <u>Speaking and Listening focus: Social interaction - Creativity</u> 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 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 Roooaarr! Command them to gnash! Command them to roll their terrible eyes and show their terrible claws! Now command that they sssssss 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. <b>Thursday - Literacy 3:</b> Starter - <u>Speaking and Listening focus: Vocabulary: 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. <b>Friday Spag: Adjectives. - Literacy 4</b> <b>Starter - Listening and understanding. Social interaction:</b> Listen and respect others opinions. Discuss when	<b>SPaG</b> <u>Adjectives</u> <b>Friday Lesson 4:</b> <u>Recap adjectives.</u> 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.	<b>Audience:</b> Another reader  <b>Outcome:</b> Write three short captions using an adjective.

		<p>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.</p> <p>See lesson 5 from the teaching unit and adaption section.</p> <p>Have 'Wild things' up hidden around the classroom. After looking around the room children to use adjectives to describe where the wild things are.</p> <p>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.</p>		
<p><b>Week 3</b> Week 3 w/c 20<sup>th</sup> January 2025</p> <p><b>Literacy Tree - Text 1 - Week 2</b></p>	<p>Literacy Starter S&amp;L focus</p> <p><u>Listening and understanding:</u> Make relevant comments</p> <p><u>Social interaction:</u> Listen and respect others opinions.</p> <p><u>Creativity</u> Talk about how a character or other person may feel.</p> <p><u>Speaking and presenting:</u> Repeat a story</p>	<p><b>Fiction week 2 - Where the Wild things are.</b></p> <p><b>Tuesday - Literacy 1: Adjectives.</b> -Starter Speaking and Listening focus: Starter - <b>Speaking and Listening focus: Listening and understanding;</b> 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 5 sentences about their wild thing using describing words. LA- To complete 3 sentences about their wild thing using describing words.</p> <p><b>Wednesday - Literacy 2:</b> Starter - Speaking and Listening focus: - : <b>Speaking and presenting:</b> 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/MA: Use a sequencing sheet to plan the story by drawing pictures. LA: Use 3 boxes as a sequencing sheet to draw / retell the story (Main simple sentences)</p> <p><b>Thursday - Literacy 3:</b> Starter - Speaking and Listening focus: <b>Social interaction:</b> 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.</p> <p><b>Friday Literacy 4: WRITING ASSESSMENT</b> Starter- Speaking and Listening: <b>Creativity</b> 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 their three simple sentences independently with the use of key word on STC.</p>	<p><b>SPaG</b> <b>Adjectives.</b> 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</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> To write a short story on how max met the wild things.</p>
<p><b>Week 4</b></p>	<p>Literacy Starter S&amp;L focus</p>	<p><b>Poetry week 1 - Julian is a Mermaid.</b></p> <p><b>Tuesday- Literacy 1: WOW STARTER</b> Starter - Speaking and Listening focus: <b>Social interaction:</b> Listen and respect others opinions. Discuss when</p>	<p><b>SpaG</b> <b>Verbs</b> Recap verbs. What are they</p>	<p><b>Audience:</b> Another reader</p>

<p>W/c 27<sup>th</sup> January 2025</p> <p>Literacy Tree - Text 1 - Week 3</p>	<p><b><u>Listening and understanding:</u></b> Make relevant comments</p> <p><b><u>Social interaction:</u></b> Listen and respect others opinions.</p> <p><b><u>Creativity</u></b> Talk about how a character or other person may feel.</p> <p><b><u>Speaking and presenting:</u></b> Repeat a story</p>	<p>we are in a group and we talk about different things. We need to respect and listen to others opinions when something happens in the classroom. Think- pair-share.</p> <p>See unit 1 from the teaching unit. Arrive to class to find a scattering of shells, maybe a bit of sand and an ocean-bed treasure-chest and let the children discover a scroll tied with some sea-grass and decorated with a shell amongst the sea-side objects.</p> <p>HA/ MA/LA: Let the children practice writing these sentences and then choose 1 to record their dream onto notelets that have been shaped like shells.</p> <p>Ceremoniously place the dreams into the treasure-chest, asking that the children say them out-loud if they would like to.</p> <p><b>Wednesday - Literacy 2:</b> <b>Speaking and Listening focus: Listening and understanding: Make relevant comments. What is an adjective?</b> Think pair share. Discuss the importance of using them in a sentence. See unit 2 from teaching unit. Recap verbs. What are they etc? Tell the children that all this talk of dreams and being all you want to be has reminded you of a story. Share the story, Julian is a mermaid by Jessica Love, reading up to the page where Julian daydreams he becomes a mermaid and the majestic fish presents him with the coral necklace. Ask the children, <i>What's just happened to Julian? What has he been doing?</i> Let the children move to the music and, using verbs as commands, ask the children to swirl, swim, float, swish, whirl, flip, turn, swoosh to the music. HA/MA: Provide the children with a selection of verbs (attached to the back of the sequence) and let them sound-button then work as a class to sort each verb onto the Verb Venn. LA: complete same activity as a group on A3 paper. Children to then have a copy of this in their journals.</p> <p><b>Thursday- Literacy 3-</b> <b>Starter - Speaking and Listening focus: - : Speaking and presenting: Repeat a story. What has happened in the story so far? Discuss key events. Children to use the picture from the book to write commands in their book.</b> See Lesson 3 from the teaching unit. Tell the children that as well as the beautiful necklace, the majestic fish presented Julian with a shell and in that shell was a message from the fish- goddess giving instructions on how to move like a mermaid. The problem is that the message has become wet and Julian can't read it. Can the children help by re-writing some instructions on being a mermaid? Revisit the verbs that the children explored in session 2.</p> <p>HA/MA: Children to write a few command sentences (Using pictures to help them from the book.) using verbs at the beginning of each sentence.</p> <p>LA: Children to write two command sentences using pictures to help them from the book.</p> <p><b>Friday- Literacy 4:</b> <b>Starter - Speaking and Listening focus: Listening and understanding: Make relevant comments. Re-read the book. Does the children have any thoughts on the story so far? Think-Pair- Share.</b></p> <p>Lesson 4 from the teaching unit. Re-read the text from the beginning up to the page where Julian says: Nana, I am also a mermaid. Ask, what do you think will happen next? What might happen when an adult says to a child 'be good' before leaving the child alone? Share the next 6 pages from Julian has an idea to his 'ta-da' picture where he stands wearing the costume that he has fashioned out of everyday objects and Nana reappears...</p> <p>HA/MA: thinking' and they are be going speech bubble.</p> <p>Shared writing:</p>  <p>Provide the children with 'What were they resource. Children to pretend they are Julian writing as him. Children to discuss what may through his mind and to write this in the</p>  <p>LA: Role play</p> <p>as Julian as a group. Why was he sad? Photo</p>	<p>etc? Tell the children that all this talk of dreams and being all you want to be has reminded you of a story. Share the story, Julian is a mermaid by Jessica Love, reading up to the page where Julian daydreams he becomes a mermaid and the majestic fish presents him with the coral necklace. Ask the children, <i>What's just happened to Julian? What has he been doing?</i> Let the children move to the music and, using verbs as commands, ask the children to swirl, swim, float, swish, whirl, flip, turn, swoosh to the music. HA/MA: Provide the children with a selection of verbs (attached to the back of the sequence) and let them sound-button then work as a class to sort each verb onto the Verb Venn. LA: complete same activity as a group on A3 paper. Children to then have a copy of this in their journals.</p>	<p><b>Outcome:</b> To think about what the character might be feeling and write it down.</p>
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<p><b>Week 5</b> w/c 3<sup>rd</sup> February 2025</p> <p><b>Literacy Tree - Text 2 - Week 1</b></p>	<p>Literacy Starter S&amp;L focus <b>Listening and understanding:</b> Make relevant comments</p> <p><b>Social interaction:</b> Listen and respect others opinions.</p> <p><b>Creativity</b> Talk about how a character or other person may feel.</p> <p><b>Speaking and presenting:</b> Repeat a story</p>	<p>and comments for book.</p> <p><b>Poetry week 2 - Julian is a Mermaid.</b></p> <p><b>Tuesday - Literacy 1:</b> <b>Speaking and Listening: Creativity</b> Talk about how a character or other person may feel. Re-read the text up until 'Come here honey' How do you think his nan feels? Discuss...think-pair- share See lesson 5 of the teaching unit. Read the next double page up to Come here, honey. Tell the children that when someone calls a child 'honey' it is meant kindly and that Nana doesn't seem that cross. Suggest that the reason she left the room was to get dressed. Do they think that Julian is in big trouble or not? Read to the next page, For me, Nana? Oh look! The fabric of Nana's dress is the same as the skin on the majestic fish in the daydream sequence! And, just like the fish that Julian imagined, Nana is giving Julian a necklace to finish off his costume. Explore the picture where Nana and Julian are descending the stairs, hand in hand. Provide children with copies of the illustration and the statements that are attached to this planning sequence. Let them decide which statements 'fit' and which do not as a group. HA/MA: Children to stick the picture below in their book. Children to write the correct statements in their book. LA: Use the pictures and statements children to choose which one fits and which one doesn't. Children to write one statement in their journal.</p> <p>Nana's face is full of pride.      Julian is still wearing his mermaid costume</p>  <p>They are walking hand-in-hand.</p> <p><b>Wednesday Literacy 2:</b> <b>Starter - Speaking and Listening focus: Social interaction:</b> 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 when something happens in the classroom. Explain to the children they are going to make carnival costumes in this lesson. Do we need to respect what others may put on their headbands? Think- pair-share. See lesson 6 of the teaching unit. Look at the illustrations in the book of the people in their carnival costumes. Carnival costume creations: Provide headbands and feathers, ribbons, strips of crêpe paper, lengths of fabric, bangles, necklaces, scarves and anything else to hand that you think may work and let the children create carnival costumes that represent a real or fantasy creature. HA/MA/LA: Children to make their own carnival headbands. Children to use a range of resources.</p> <p><b>Thursday- Literacy 3:</b> <b>Starter - Speaking and Listening focus: - : Speaking and presenting:</b> Repeat a story. What has happened in the story so far? Discuss key events. Children to use the picture from the book to write commands in their book. See lesson 7 of the teaching unit. Play some traditional South American/ Caribbean Carnival music like samba or soca that's got a good beat to it How does it feel? What is it like? Talk about feeling free; using imagination and being creative and ask the children to think about who or what they were in that carnival costume. Return to the text, re-reading the whole story and pausing at phrases such as, Nana, I am also a mermaid and the bit where Nana says to Julian: Like you, honey. Let's join them. HA/MA: Children to have a copy of the poem. Children to highlight the sections of the poem with a colored pencil into first, second, third, fourth etc.</p>	<p><b>SPaG</b> <b>Adjectives and Suffix.</b> 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. What adjectives work best to describe the area? HA/MA: Use suffix fixers with the words from the whole class session to create comparative adjectives. LA: describe the landscape using adjectives. Can they come up with three sentences with adjectives in?</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> To write the first section of a stanza..</p>
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<p><b>Week 6</b>  w/c 10<sup>th</sup>  February  2025</p> <p><b>Literacy Tree - Text 2 - Week 2</b></p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p><b>Listening and understanding:</b>  Make relevant comments</p> <p><b>Social interaction:</b>  Listen and respect others opinions.</p> <p><b>Creativity</b>  Talk about how a character or other person may feel.</p> <p><b>Speaking and presenting:</b>  Repeat a story</p>	<p><b>Poetry week 2 - Julian is a Mermaid.</b></p> <p><b>Tuesday - Literacy 1: Second section of stanza.</b></p> <p><b>Speaking and Listening focus: Listening and understanding; Make relevant comments. What is a poem?</b> Think pair share. Discuss that we have looked at a poem yesterday. Today we are going to start writing our poems that we can write suffix's and verbs in. What is a suffix? What is a verb? Discuss.</p> <p>See lesson 9 on the teaching unit.</p> <p>Share with the children the suffix fixers that are attached to the back of this sequence. Tell the children that the cards have some of the verbs they worked with last week and yesterday on them (as well as some additional verbs) and the suffix -ing to make the verbs be happening now/in progress. HA/MA: write the second section of their stanza. LA: Write their second section stanza as a group.</p> <p><b>Wednesday - Literacy 2:</b></p> <p><b>Starter - Speaking and Listening focus: 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 when something happens in the classroom.</b> See lesson 10 on the teaching unit. Finish by writing a third stanza with the theme of being themselves. Model repeating the first line and then selecting a pair of different verbs, returning to the infinitive (un-suffixed/root) form:</p> <p><i>I am a flamingo.</i>  <i>Flip, flap, flip, flap.</i>  <i>I am proud to be me/of who I am/proud to be pink/proud of my feathers. I am a flamingo.</i></p> <p>Tell the children that you would like them to think about the third line of their stanzas.</p> <p>HA/MA: Let the children write their third stanza, choosing how they'd like to word their third line about being themselves. LA: Children to write more of their stanza.</p> <p><b>Thursday - Literacy 3: Writing Assessment</b></p> <p><b>Speaking and Listening: Creativity</b> Talk about how a character or other person may feel. Children to Discuss...think-pair- share this before publishing their own poem with their own character.</p> <p>See lesson 10 of the teaching unit.</p> <p>Children to use their three stanzas already written as a plan</p> <p>HA/MA: Children to use their stanza from the past three lessons to publish their stanza onto bordered paper. LA: Children to use their stanza from the past three lessons to publish their stanza onto bordered paper. STC to support with key words.</p> <p><b>Friday - Literacy 4: Finishing.</b></p> <p><b>Starter - Speaking and Listening focus: - : Speaking and presenting: Repeat a story. What has happened in</b></p>	<p><b>SpaG</b></p> <p><b>Verbs and suffixes.</b></p> <p>Share with the children the suffix fixers that are attached to the back of this sequence. Tell the children that the cards have some of the verbs they worked with last week and yesterday on them (as well as some additional verbs) and the suffix -ing to make the verbs be happening now/in progress. HA/MA: write the second section of their stanza. LA: Write their second section stanza as a group.</p>	<p><b>Audience:</b>  Another reader</p> <p><b>Outcome:</b>  To publish their own poem.</p>

		<p>your poem so far?</p> <p>Children to re-read through their writing from yesterday. If they have not finished they can finish today. If they have finished then: HA/MA: Use a green pen to edit their writing. LA: Write any more from yesterday that didn't get done.</p>		
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