



Literacy Medium Term Planning
Stardust Class - Spring B (2024/ 2025)
Miss Brock Year 1/2
Astrogirl/The Comet
When are you awake?

Sentence writing focus;	Text	Genre	Focus
Non-Fiction/Fiction	Astrogirl/The Comet	Fiction/Fiction.	Fact file/Own version narrative

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the texts	Working with the text	SPaG Focus	Ideas for teaching
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- Role-play area as a space station.
- 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.

Tuesday- Literacy 1: WOW STARTER - Text 1- Astrogirl

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. Children arrive to find a backpack containing a rocket, a globe, a telescope and other items linked to space travel and the stars e.g. a food pouch or a map of star constellations and so on. On the backpack is labelled Astrid's Bag.

HA/ MA/LA: Children work together to create statements about the character.

WOW starter:

Text 2- The Comet

WOW starter: 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 a small, mysterious glowing object has landed. "What could it be?" Discuss...think-pair- share.

Discover some other items that have appeared: a picture of Nyla and her dad, some cooking utensils and a recipe book; some art utensils, and a cuddly cat/object or two that suggests there is a pet cat. Chn to rehearse and ask questions about the glowing object and the other things that have been discovered.

See session 1 of the teaching unit.

- 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.

- Week 1**
Adjectives, noun phrases and question marks
- Week 2**
Homophones
- Week 3**
Question marks, noun phrases, imperative verbs
- Week 4**
Pronouns, suffix- ing
- Week 5**
Progressive verbs
- Week 6**
Full stops and capital letters.

Vocabulary	
The Comet	Astrogirl

Ideas for narrative writing:

Recapping story. Using main characters. Own version of 'The Comet-narrative.

Children think about the difference between a house and a home. What makes their home a home? If they had to move, what are the important things they would take and why are they important to them?

Children to think about where they would like to live when they are grown up. Why do they want to live there? What job could they do?

	<p>- Discuss, understand and use the past tense.</p>	<p>Comet Home Shooting star Float Spin Leap Adjective Verb Narrative Progressive verb Noun phrase Prediction</p>	<p>Space Space station Astronaut Stars Planets Telescope NASA Moon Asteroid Gravity Galaxy</p>	<p>Ideas for Fact-file</p> <p>Ideas for fact files: children explore the information books about space to wonder and ask questions. Children to explore their own dreams for their future. What do they want to be when they grow up? Where can they find more information about their dream job?</p>
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Stardust Phonics Targets

Miss Brock's Phonics group – Year 1 Autumn 1 (20 Children from our class)

Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Mrs Beresford phonics group. – Year 1 Spring B (7 children from our class)

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

Year 2 Spring 2

	Unit	Coverage	Prickly spellings	Homophones
Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
Week 2				
Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
Week 5	7	Why do some words end -le, -al, -il or -el?	<i>Review</i>	to/too/two

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

Stardust Writing Targets

Jazzy Jupiter Target: EX1

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.
Capital letters:
Lower case letters:
Use some spaces between words.
Know which letters belong to which family (Handwriting lessons).

Sleek Saturn Target: WT1

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

Venus Target: WT2/ EX2	Mars Target: EX1/WT1	Pluto Target: RS/ ELGD/ ELGS.
<p><u>WT2</u> <u>Word recognition</u> Blend sounds in words containing common graphemes for all 40+ phonemes, (including Ph5 alternate graphemes) consistently and independently. Read accurately some words with two or more syllables that contain the same grapheme - phoneme correspondences. Read aloud many words quickly and accurately within sentences without overt sounding and blending. Sound out many unfamiliar words using phonics knowledge accurately. Read a wide range of words with suffixes (-s, -es, -ing, -ed, -er, -est) and prefixes (un, dis) without undue hesitation. Understand use of apostrophes in a contracted form.</p> <p><u>Comprehension</u> Discuss book choices. Read and understand a range of texts presented in different ways. Answer questions and make inferences about these texts on the basis of what is being said and done in a familiar book that is being read to them. Understand structures of a non-fiction text. Link reading to own experiences showing a deeper understanding of what has been read. Use knowledge of punctuation to make reading clear and expressive. Re-tell a range of stories and poetry sequencing events with some detail. Predict what may happen before reading and next with reasoning.</p> <p><u>EX2</u> <u>Word recognition</u> Read accurately most words of two or more syllables. Read most words containing common suffixes and prefixes. Read all 41 Year 2 tricky words. Read words accurately and fluently without overt sounding and blending eg at 90 words per minute (some children may read slower) Sound out most unfamiliar words accurately, without undue hesitance. Read a new or unfamiliar text aloud with accuracy, pace and fluency, for the most part independently.</p> <p><u>Comprehension</u></p>	<p><u>WT1</u> <u>Word Recognition</u> Read cvc words containing the first 26 graphemes confidently without overt sounding and blending. Read words containing most Phase 3 graphemes. Read words (Phase 4) containing adjacent consonants Read words containing plural 's'. Use phonics knowledge independently within reading to attempt unfamiliar phase 4 words. Read a sentence as a whole sentence (rather than word to word). Read familiar sentences independently with developing pace</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><u>EX1</u> <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 at least 80% of Little Wandle 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></p>	<p>RS: 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>Early Learning Goal: 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>

<p>Reason about own book choices, justify and explain why. Read and understand unfamiliar texts that challenge, independently. Discuss and share views about what is read with a partner. Identify key themes and discuss reasons for events in story. Understand how to use structures of non-fiction texts to make predictions. Use a range of different expressions to make meaning clear. Check it makes sense to them, correcting any inaccurate reading. Ask and answer questions about text. Make some inferences on the basis of what is being said and done. Explain what has happened so far in that they have read.</p>	<p>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.</p> <p>Re-tell a text, sequencing beginning, middle and end. Answer questions and make simple inferences about familiar texts.</p>	
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Week	Speaking & Listening	Literacy Sessions	SPAG	Outcome/audience
<p>Week 1 w/c 24th February 2025</p> <p>Literacy Tree - Text 1 - Week 1</p>	<p>Literacy Starter S&L focus</p> <p>Social Interaction: Listen and respect others opinions.</p> <p>Creativity: Take on a "role/character" within a drama or role-play. Talk about how a character or other person may feel.</p>	<p>Non-Fiction week 1 - Astrogirl</p> <p>WOW starter: Tuesday 24th February. Literacy 1: Starter - Speaking and Listening focus: <u>Social interaction:</u> Listen and respect others opinions. Discuss when we are in a group and we talk about different things. We need to respect and listen to others opinions when something happens in the classroom. Think-pair-share.</p> <p>See unit 1 from the teaching unit. Children arrive to find a backpack containing a rocket, a globe, a telescope and other items linked to space travel and the stars e.g. a food pouch or a map of star constellations and so on. On the backpack is labelled Astrid's Bag. Astrid means 'strength'. Explain to children I think I might know who Astrid is, show children the front cover of Astro Girl. HA/ MA/LA: Children work together to create statements about the character.</p> <p>Wednesday 25th February - Literacy 2: Speaking and Listening focus: <u>Creativity.</u> Take on a "role/character" within a drama or roleplay. Freez-frame, children to role play being Astrid thinking about her dream. Read the story up to 'Of course I will', ask children why they think Astrid and Jakey are lying on their backs, as it says in the text 'they are gazing up at the sky to where the stars, the moon and space can be found'. Freez-frame, children to role play being Astrid thinking about her dream, children might say things like 'I want to be an astronaut and see the stars'. Repeat this but add adjectives within the thought tap, I want to be <u>brave</u> astronaut and see the <u>bright</u> stars. Explain to children that brave and bright are adjectives used to describe the nouns astronaut and stars. Children to complete the 'what were they</p>	<p>Wednesday: Lesson 2 <u>Adjectives</u> Children to underline the adjectives in their work.</p> <p>Thursday: Lesson 3 <u>Imperative verbs</u> Children to use imperative verbs when writing instructions.</p> <p>Friday: Lesson 4 <u>Question marks.</u> Children to write out their own questions.</p>	<p>Audience: Another reader</p> <p>Outcome: Use verbs to write instructions and question marks at the end of a question.</p>

	<p><u>Listening and Understanding:</u> Make relevant comments</p>	<p>thinking' template and write in role as Astrid. Children to underline adjectives. LA- see lesson 2 of adapted planning.</p> <p>Thursday 26th February- Literacy 3: <i>Speaking and Listening focus: <u>Listening and Understanding.</u> Make relevant comments. Children to discuss instructions and 'bossy' verbs.</i> Read book up to 'but I'll do it'. Explain that children are going to write instructions for becoming an astronaut. Children are to use imperative verbs 'bossy verbs' to write training instructions for becoming an astronaut. Remind children that imperative verbs tell us what to do, they are sometimes called bossy verbs (expose children to both names). Children to write the instructions into blue books.</p> <p>Friday 27th February- Literacy 4: <i>Speaking and Listening focus: <u>Social Interaction.</u> Listen and respect others' opinions. Children to work in pairs to come up with questions and answers.</i> Re-read the book from the beginning up to 'just in time for the doors to open' but hide the page from the children. Invite children to ask questions, modelling writing it down, placing a question mark at the end. Explain the question mark replaces the full stop. In pairs- children to write their own questions on strips of paper. Swap to write responses. Homophone pairs.</p> <p>Starter: Give children homophone cards to start with- can they pair them up? LA group to do this with an adult. Read the following passage to the children (see session 5 of story plan) and children to hold up the correct homophone with the correct spelling. Children to write their own passage about Astrid and her dream- underlining homophones. Model using text from Session 5 on the Mixed age planning.</p>	<p>Friday: Lesson 4 <u>Homophones</u> Children to find and recognise homophones.</p>	
<p>Week 2 w/c 4th March 2025</p> <p>Literacy Tree - Text 1 - Week 2</p>	<p>Literacy Starter S&L focus</p> <p><u>Listening and understanding:</u> Make relevant comments</p> <p>Answer different types of questions appropriately</p> <p><u>Social interaction:</u> Work with other children to do something together</p>	<p><u>Non-Fiction week 2- Astrogirl</u></p> <p>Tuesday 4th March- Literacy 1: <i>Speaking and Listening focus: <u>Listening and Understanding.</u> Make relevant comments. Children to discuss the features of a non-fiction text.</i> A letter from a grown up Astrid arrives in class- see Session 6 of Literacy Tree plan. Children to investigate what type of writing it is (information writing), how it is set out and words that are used. Give children a selection of non-fiction/information books and ask them to identify headings, subheadings, indexes, content pages and glossaries. Photos taken for journals. Any comments scribed by adults. Share findings to create a success criteria as a class.</p> <p>Wednesday 5th March- Literacy 2: <i>Speaking and Listening focus: <u>Listening and Understanding.</u> Answer different types of questions appropriately. Children to write, research and answer questions.</i> Using the final 2 pages of Astro Girl, children think about what they would like to find out more about. E.g. How did Laika the dog travel into space? Who was the youngest person in space? How long does it take to train to be an astronaut? etc. Scribe some questions as a whole class writing each question in their blue books. Use the talk-to-hand resources for sentence starters. Children choose which question they want to research and then find the answers and write them underneath their questions, using books to research. Explain that information books use sub-headings to make information easier to find. Ask children to identify the sub-headings from a range of books.</p> <p>Thursday 6th March- Literacy 3: <i>Speaking and Listening focus: <u>Listening and Understanding.</u> Make relevant comments. Discuss fact files.</i> Provide children with a pre-folded and stapled booklet made from 2 sheets of A4. Explain that children will make a fact file with a front cover, contents page, 3 pages for facts each with their own sub-heading (and a glossary for GD children). Show examples of these to children in other information books. Children then select three questions (not the answers at this stage) to write directly into their fact file on the facts pages. Model on board. Children then number the pages and create a contents page. LA children to create one fact file between the group with each child contributing 1 page that can then be stapled together at the end and create their contents page as a group.</p> <p>Friday 7th March- Literacy 4: <i>Speaking and Listening focus: <u>Listening and Understanding.</u> Answer different types of questions appropriately. Children to write questions. Model writing a section of the</i></p>	<p><u>Wednesday: Lesson 2</u> <u>Question marks</u> Children to write their own questions.</p> <p><u>Thursday- Lesson 3:</u> Children to use capital letters and full stops all the time.</p> <p><u>Friday- Lesson 4:</u> Glossary HA children to write the glossary using alphabetical order.</p>	<p>Audience: Another reader</p> <p>Outcome: To write a fact-file</p>

		fact file where all of the findings are pieced together under a sub-heading. Give each fact page a sub-heading and then model writing facts. E.g. Did you know that astronauts train in water to get used to the floaty feeling of space? Or The first cat went to space in 1963. Children then write their facts into their fact files answering the questions they asked and adding a subheading for each page. LA children to work on the page they started in the previous session. - WRITING ASSESSMENT		
<p>Week 3 Week 3 w/c 10th March 2025</p> <p>Literacy Tree - Text 1 - Week 3</p> <p>Literacy Tree- Text 1- Week 1</p>	<p>Literacy Starter S&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>Speaking and presenting:</u> Repeat a story</p> <p><u>Vocabulary:</u> Know the words for things within their experience.</p>	<p>Tuesday 10th March- Literacy 1: <i>Speaking and Listening focus: <u>Listening and Understanding.</u> Make relevant comments. Discuss glossaries. Think-pair-share</i> Children to complete their fact files and design a front cover. HA children- ask them to create a glossary on the back page of their fact file using the word definitions and copying the correct spellings and explanations. Explain to the children that glossaries are listed in alphabetical order. Recite the alphabet with the children. Encourage children to number the words for their glossaries in alphabetical order so they can ensure they write them onto their glossaries in the correct order. Fact file (or relevant page for LA/SEND children) can then be used as the assessment piece for this book and writing assessed using AfL document <u>Fiction week 1 - The Comet.</u></p> <p>Wednesday 11th March - Literacy 2: <i>Speaking and Listening focus: <u>Social Interaction</u> Listen and respect others' opinions. What is the object that has landed? Think-pair-share.</i> See session 1 of the teaching unit. Children arrive to class to find a small, mysterious glowing object has landed. Discover some other items that have appeared; a picture of Nyla and her dad, some cooking utensils and a recipe book; some art utensils, and a cuddly cat/object or two that suggests there is a pet cat. Chn to rehearse and ask questions about the glowing object and the other things that have been discovered. See session 1 of the teaching unit. LA/SEND- to write one question HA/MA- to write 3 questions</p> <p>Thursday 12th March - Literacy 3: <i>Speaking and Listening focus: <u>Speaking and Presenting.</u> Retell a story.</i> Children to discuss the things Nyla loves about her home. Show children 'special delivery package' that arrived. Open to show children the book 'The Comet' showing them the photograph on the inside cover. Children to recognise photo from wow starter. Read to 'and fall asleep to the sound of the waves'. Discuss the things Nyla loves about her home creating a list of nouns' trees, starts, comet, school, feasts, stories, animals, waves. Using the resource 'lucky dip descriptions' children match the descriptions to the nouns e.g. delicious feasts. Children write up the noun phrases they have matched into full sentences e.g. My Dad and I cook delicious feasts. Collate the list as 'Nyla's list of loves'.</p> <p>Friday 13th March-Literacy 4: <i>Speaking and Listening focus: <u>Vocabulary.</u> Know the words for things within their experience. Discuss 'For Sale' signs.</i> Children arrive in class to find a for sale sign. Read the next two pages of the story but don't show the illustrations. Tell the children they are going to write an advert for Nyla's house and need to persuade people. Model identifying imperative verbs in the text. Model some commands on the board (see Literacy Tree Planning session 3) Children to write command sentences in blue books</p>	<p><u>Wednesday- Lesson 2 Questions</u> Children to write questions using question marks</p> <p><u>Thursday- Lesson 3 Noun Phrases</u> Children to write matched up noun phrases.</p> <p><u>Friday- Lesson 4 Imperative Verbs</u> Children to write commands in their blue writing books.</p>	<p>Audience: Another reader</p> <p>Outcome: Own narrative</p>
<p>Week 4 W/c 17th March 2025</p>	<p>Literacy Starter S&L focus</p> <p><u>Listening and understanding:</u></p>	<p>Tuesday- 17th March- Literacy 1: <i>Speaking and Listening focus: <u>Listening and Understanding.</u> Make relevant comments. Why does Nyla feel that way? Think-pair-share.</i> Children find all of Nyla's belongings from Wow Starter in a moving box labelled 'Nyla's things'. Taped to the top of the box is the letter from Nyla. Re-read story up to 'so we have to move to the city' sharing the illustrations. Continue to 'and there are no sounds of the waves to fall asleep to'. Why does Nyla say 'This is not my home'? What advice would the children give to Nyla? Explain that we are going to write back to</p>	<p><u>Wednesday- Lesson 2 Personal pronouns</u> Using the pronoun I to write in role.</p> <p><u>Thursday- Lesson 3</u></p>	<p>Audience: Another reader</p> <p>Outcome:</p>

<p>Literacy Tree - Text 2 - Week 2</p>	<p>Make relevant comments</p> <p>Social interaction: Listen and respect others opinions.</p> <p>Creativity Talk about how a character or other person may feel.</p> <p>Speaking and presenting: Repeat a story</p>	<p>Nyla to give her some advice to make her feel better. Children to write in blue books. Model the opening of a letter and allow children to instant publish their letter to Nyla on nice paper.</p> <p>Wednesday - Literacy 2: Speaking and Listening focus: Creativity. Talk about how a character or person may feel. Children to take on the role as Nyla using thought-tapping. Share the text to 'I wish he could have seen the magic' What's happened? What has Nyla done? Why do they think she says 'I have ruined everything'? Thought- tapping. Teacher in role as Nyla first then children take over when feeling confident. Children to fill out the thought bubble as Nyla, thinking about how she feels using personal pronoun I.</p> <p>Thursday- Literacy 3: Speaking and Listening focus: Speaking and Presenting. Repeat a story. Children to retell the story using suffixes. Share the story from 'But then dad sees a comet....' to the end of the book. Reflect on the idea that change is hard. Give children the suffix-fixer cards explaining that the -ing is the suffix. Re-read the story with children identifying the best suffixes to use. Children to independently re-tell the story using suffix fixers as captions.</p> <p>Friday- Literacy 4: Speaking and Listening focus: Social Interaction. Listen and respect others' opinions. Children to come up with questions and answers in mixed ability pairs. Let children arrive to class to find that the shimmery streaks from Session 1 have reappeared along with messages printed on stars- see Literacy tree planning session 8. Children to come up with questions where the answers are the messages. In pairs- come up with some questions and answers.</p>	<p>Suffixes Identifying the suffix -ing.</p> <p>Friday- Lesson 4 Question marks. Children to write their own questions.</p>	<p>To think about what the character might be feeling and write it down.</p>
<p>Week 5 w/c 24th March 2025</p> <p>Literacy Tree - Text 2 - Week 4</p>	<p>Literacy Starter S&L focus</p> <p>Listening and understanding: Make relevant comments</p> <p>Social interaction: Listen and respect others opinions.</p> <p>Creativity Talk about how a character or other person may feel.</p> <p>Speaking and presenting: Repeat a story</p>	<p>Fiction week 2 - The Comet.</p> <p>Tuesday - Literacy 1: Speaking and Listening focus: Social Interaction. What is happening in these pictures? Think-pair-share. Share with the children the photos from the back double page. What can children see happening in these pictures? Which of these adjectives describe what is happening? Give the children a selection of adjectives to sort. Explain that words that are opposites are called antonyms. Children to write a recipe for home in their blue writing books. LA/SEND- to work as a group with an adult to come up with their recipe for home.</p> <p>Wednesday Literacy 2: Speaking and Listening focus: Speaking and Presenting Repeat a story. Children to re-tell the story the bare-bones planning and time connectives. Re-read the book 'The Comet' and explain that children are going to plan and write their own story where they (writing as the main character) will experience change just like Nyla. Using the key pictures from the text create a 'human timeline' (children holding pictures) to tell the story. Think about what the story would look like stripped back to the 'bare bones'. Remove pictures and then model re-telling the story using the 'bare bones planning' resource. Provide children with a list of adverbs, one day, so, next, eventually, sadly, but, quickly, at last, finally. Children to write their own bare bones re-telling of the story.</p> <p>Thursday- Literacy 3: Speaking and Listening focus: Listening and Understanding. Make relevant comments. Discuss what brings them joy. Think-pair-share. Let the children discover that a shooting star has landed and that people like to wish on a shooting star. Explain that like Nyla's comet, you think the shooting star could bring joy. Using the shooting star theme, discuss what brings the children joy about where they live and what they like to do with their adults. Support them using progressive verbs to tell others what they love to do e.g. I love counting the stars. As they share ideas scribe the progressive verbs to create a verb bank modelling where the verb needs to be modified to have the progressive suffix. Children to then draw a</p>	<p>Tuesday- Lesson 1 Adjectives Children to sort adjectives into appropriate categories.</p> <p>Thursday- Lesson 3 Progressive verbs. Children to use progressive verbs to caption a picture.</p>	<p>Audience: Another reader</p> <p>Outcome: To plan a narrative</p>

		<p>picture of what they like to do captioning each picture with a sentence using a progressive verb.. Model first using examples from the sharing time.</p> <p>Friday -Literacy 4: <u>Speaking and Listening focus: Speaking and presenting</u> Repeat a story. Children to recap and write bare bones planning. Children to use their ideas from previous sessions to modify the bare bones they wrote to reflect their story. E.g. Nyla lives with her dad to I live with my Gran (writing in first person). Recap their ideas from the previous session and discuss what might stop them from doing these things if they were to move house. Children write 'new' bare bones planning for their story.</p>		
<p>Week 6 w/c 31st March 2025</p> <p>Literacy Tree - Text 2 - Week 3</p> <p>Thursday/Friday Easter theme days</p>	<p>Literacy Starter S&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>Speaking and presenting:</u> Repeat a story</p>	<p>Tuesday 31st March- Literacy 1: <u>Speaking and Listening focus: Listening and understanding</u> Make relevant comments- Discuss adjectives and nouns to create noun phrases- think-pair-share. Re-visit the 'lucky dip descriptions' resource to add adjectives to their nouns to create noun phrases. Rehearse orally before children write.</p> <p>The Shooting Star</p> <p>I am Lyra and I live with my Gran. I (We) love counting the shiny stars and I love cooking delicious feasts. Challenge GD children to add greater depth to their first 2 bones. E.g. I am Lyra and I live with my Gran in the countryside. We love counting the shiny stars together late at night and I love cooking delicious feasts for us to eat. My favourite recipes are chocolate chip cookies and cheese on toast. Children to write their own story beginnings using their first 2 bones.- WRITING ASSESSMENT BOOKS</p> <p>Wednesday 1st April- Literacy 2: <u>Speaking and Listening focus: Speaking and Presenting</u> Repeat a story. Children to think about the story to inspire their own writing. Children to then write the 'one day' section of their story using their bare bone Re-cap the ideas about what might stop them from doing the things they love if they move house and model writing this section. One day Gran became ill and we had to move to a new house closer to the hospital. Sadly, I had to leave my bedroom and the big window that showed the shiny stars behind. Children write the 'one day' section for their story using the adverbs from the list. Now children need to think about when the shooting star came and how things started to feel better. Explain children are going to use their poems for this part of the story and model how they can be weaved into the story. E.g. suddenly a shooting star swooshed down from the sky. I float, float, float. Joy! It feels like home. Children weave their poems into their story writing it after the one-day section. Children finish their story with a modelled version of the line 'Together it will feel like home' or 'We will make it feel like it home'.- WRITING ASSESSMENT BOOKS</p> <p>Thursday and Friday- Easter themed writing activities.</p>	<p><u>Tuesday and Wednesday Punctuation</u></p> <p>Children to use full stops and capital letters when writing their narratives.</p>	<p>Audience: Another reader</p> <p>Outcome: To publish their own narrative.</p>