



Literacy Medium Term Planning
Stardust Class - Summer A (2025)
Mrs Beresford - Year 1/2
The Sea Saw/The Odd Egg
How does your garden grow?

Sentence writing focus:	Text	Genre	Focus
Fiction/ Non-Fiction	The Sea Saw/ The Odd Egg	Adventure/Information	Own version narratives/ Egg Spotter's guide

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the texts

The Sea Saw

Role-play area

Children to role-play playing with their favourite toy.

Children to role-play looking for their lost toy.

Children to make predictions throughout the book about the ending.

The Odd Egg

Exploration of different eggs.

Role-play animals who lay eggs.

Children predict what is in the egg.

Children to draw and name imaginary birds.

WOW starter: Tuesday 22nd April

Wow starter - Literacy - The Sea Saw

See session 1 and 2 of the teaching unit.

Children arrive to class to find several belongings: a picnic basket, blanket, bucket, spade, other beach paraphernalia, a blue scarf and an old-looking teddy bear. Let the children talk about where the owners of these items might be. Who might the bear belong to? Suggest that the beach stuff looks modern but the bear looks older... could this be a bear from the past? Tell the children that you think you know who this bear might belong to: a small child whose parent gave her the bear. The bear belonged to the child's grandparents... explain by drawing a family tree with a picture of the bear that can be moved down each 'branch'.

Wow starter - Literacy - The Odd Egg

Have a range of different size and colour/patterned eggs arrive in the classroom (about six would be perfect). Ask children to predict which creatures they think these eggs may belong to (e.g. dinosaurs) and why, for example because of its appearance. Who do the eggs belong to? Predict what animals they may come from. Children may benefit from a sentence scaffold, e.g. I think _____ because _____. Orally rehearse sentences, e.g. I think this egg belongs to a dinosaur because it is large and green.

Working with the text

The Sea Saw

Retelling the story with actions.

Role-playing the story in the role-play area.

Discuss writing for different purposes.

Compose a variety of sentences mentally before writing.

Use a variety of sentence starters within a text.

Use capital letters and full stops.

Add adjectives to nouns to create noun phrases.

Use a range of conjunctions to link sentences together and add information.

Use the prefix 'un' in a text.

Use the suffixes -ed and -ing in a text.

The Odd Egg

Discuss writing for different purposes.

Compose a variety of sentences mentally before writing.

Use capital letters and full stops.

Add adjectives to nouns to create noun phrases.

Use a range of conjunctions to link sentences together and add information.

Spell some year one tricky words correctly.

SPAG/Vocabulary

SPaG: See Literacy Tree focus

Vocabulary

The Sea Saw

Teddy
Tatty
Loved
Beloved
Sea
Storm
Beach
Helped
Lost
Sad
Journey
Prefix
Suffix

The Odd Egg

Hatch
Waited
Egg
Duck
Alligator
Ugly
Safe
Beautiful
Guide
Except
Crack
Creak

Ideas for teaching

Ideas for writing own version narratives:

Children explore the characters in the story and describe their thoughts, feelings, and actions.

They will end the unit by writing their own adventure narratives.

Ideas for report:

Children explore non-fiction writing by reading non fiction texts.

Gather information from a range of sources, including using technology.

Children to then write their own egg spotting report.

Stardust Writing Groups

<p style="color: green;">Green Group</p> <p>Target: EX1/WT2</p>	<p style="color: yellow;">Yellow Group</p> <p>Target: WT1/EX1</p>	<p style="color: blue;">Blue group</p> <p>Target: EL6S/WT1</p>
<p>EX1 - See green group targets</p>	<p>WT1 - See blue group targets</p>	<p>WT1</p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>Evidence found: ·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 tricky words taught so far.</p> <p>Handwriting ·Form some letters in the correct direction, starting and finishing in the right place, sitting on the line.</p> <p>Capital letters: Lower case letters: ·Use some spaces between words. ·Know which letters belong to which family (Handwriting lessons).</p>	<p>EX1 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</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>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</p> <p>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.</p> <p>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</p> <p>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).</p>

Stardust Reading Targets

Green Group Target: EX2/GD2	Yellow Group Target: WT2	Blue Group Target: ELG/EX1/WT2
<p style="text-align: center;"><u>EX2 - Gold Band - Phase 5+</u></p> <p>Word Recognition</p> <ul style="list-style-type: none"> -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 hesitation. -Read a new or unfamiliar text aloud with accuracy, pace and fluency, for the most part independently. <p>Comprehension</p> <p>Reason about own book choices, justify and explain why. Read and understand unfamiliar texts that challenge, independently.</p> <ul style="list-style-type: none"> -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 what they have read. 	<p style="text-align: center;"><u>WT2 - Turquoise/Purple</u></p> <p>Word Recognition</p> <ul style="list-style-type: none"> -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 hesitation. -Read a new or unfamiliar text aloud with accuracy, pace and fluency, for the most part independently. -Blend sounds in words containing common graphemes for all 40+ phonemes, (including Ph5 alternate graphemes) consistently and independently. <p>Read accurately some words with two or more syllables that contain the same grapheme - phoneme correspondences.</p> <p>Read aloud many words quickly and accurately within sentences without overt sounding and blending.</p> <p>Sound out many unfamiliar words using phonics knowledge accurately.</p> <p>Read a wide range of words with suffixes (-s, -es, -ing, -ed, -er, -est) and prefixes (un, dis) without undue hesitation.</p> <p>Understand use of apostrophes in a contracted form.</p> <p>Comprehension</p> <p>In discussion with a teacher: Discuss book choices.</p> <p>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.</p> <p>Understand structures of a non-fiction text.</p> <p>Link reading to own experiences showing a deeper understanding of what has been read.</p> <p>Use knowledge of punctuation to make reading clear and expressive.</p> <p>Re-tell a range of stories and poetry sequencing events with some detail.</p> <p>Predict what may happen before reading and next with reasoning.</p>	<p style="text-align: center;"><u>ELG</u></p> <p>Word Reading</p> <ul style="list-style-type: none"> -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension</p> <ul style="list-style-type: none"> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate - where appropriate - key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. <p style="text-align: center;"><u>EX 1</u></p> <p style="text-align: center;"><u>Green band - Phase 5/Orange band - Phase 5</u></p> <p>Word Recognition</p> <ul style="list-style-type: none"> -Read aloud from books up to 40+ graphemes without overt sounding and blending. -Read some alternative phase 5 graphemes. -Attempt words that contain two syllables, decoding most successfully. -Read all 91 Little Wandle tricky words (49 from Reception & 42 from Year 1). -Read words containing suffixes ('ing', 'ed' ending). -Read words containing plural 's' and 'es'. -Read words containing 'un' (prefix). -Read words with contractions. -Read most sentences with a steady pace. <p>Comprehension</p> <p>In a variety of texts shared and read independently:</p> <ul style="list-style-type: none"> -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.

Week	Speaking & Listening	Literacy Tree	SPaG	Outcome/ audience
<p>Week 1 22nd-25th April Literacy Tree - Text 1 - Week 1</p> <p>22nd April - World Earth Day</p> <p>23rd St George's Day flag making</p> <p>23rd PPMs</p> <p>Transition - Joint play 10.10-10.25 Thursday 24th April - NP/SD</p>		<p align="center">Theme Week - Food and Farming - See separate plan</p>		
<p>Week 2 28th April-2nd May Literacy Tree - Text 1 - Week 1</p> <p>Wednesday 26th PPMs</p> <p>28th Passports given out</p> <p>Transition - Joint play 10.10-10.25 Thursday 1st May - SD/PB</p>	<p>Literacy Starter S&L focus</p> <p>Session 2: Social interaction - Make appropriate eye contact with peers and adults in interactions.</p> <p>Session 3: Creativity - Talk about how a character or other person may feel.</p> <p>Session 4: Listening & understanding - Make relevant comments.</p>	<p align="center"><u>Fiction week 1 - The Sea Saw</u></p> <p><u>WOW STARTER: Monday 28th April</u></p> <p>Session 1 - Wow starter See lesson 1 and 2 from the teaching unit. Children arrive to class to find several belongings: a picnic basket, blanket, bucket, spade, other beach paraphernalia, a blue scarf and an old-looking teddy bear. Let the children talk about where the owners of these items might be. Who might the bear belong to? Suggest that the beach stuff looks modern but the bear looks older... could this be a bear from the past? Tell the children that you think you know who this bear might belong to: a small child whose parent gave her the bear. The bear belonged to the child's grandparents... explain by drawing a family tree with a picture of the bear that can be moved down each 'branch'. Activity: Children to use the suffix fixer cards to write a thought-bubble in role as bear.</p> <p>Session 2 - Note of advice - commands. Starter - Social interaction - Make appropriate eye contact with peers and adults in interactions. Children to arrive in class to find that the beach stuff has gone and bear sitting alone. Children to think-pair-share what might have happened. See lesson 3 from the teaching unit. Activity: Children to write notes of advice to the sea, giving it advice on how it could help reunite Sofia and bear.</p>	<p>Suffix - ing Capital letters and full stops. Command sentences Question marks</p>	<p>Audience: Another pupil</p> <p>Outcome: To describe what happens in our new story.</p> <p>To write in role.</p>

		<p>Session 3 - Using a question mark correctly. Starter - Creativity - Talk about how a character or other person may feel. Read on from <i>Of course</i>, when Sofia realised that her bear was missing she was terribly upset. To But it was just so hard. Explore and infer Sofia's feelings and elicit that her mother has perhaps died/left the family home for some reason. The Bear has helped Sofia feel that her mother is still close by and so she's not just missing her bear but also her mother. See lesson 4 from the teaching unit. Activity: Create a missing poster for Sofia's bear, answering questions.</p> <p>Session 4 - Write letters from Sofia, thanking the sea. Starter - Listening & understanding - Make relevant comments. Read to the end of the story. Talk about what the sea did, asking the children to comment on what happened. Scribe ideas onto 'sentence' strips, calling them 'clause strips' today and being careful not to use any sentence punctuation e.g.: - washed the bear through the sea - helped the bear hitch a lift - kept the bear safe - took the bear out of the cold See session 7 from the teaching unit. Activity: Children to write a letter from Sofia, thanking the sea, using the conjunction 'and' and the 'un' prefix.</p>		
<p>Week 3 6th May - 9th May</p> <p>Literacy Tree - Text 1 - Week 2</p> <p>9th May - Somerset Day PM activities</p> <p>5th May - Bank Holiday</p>	<p>Literacy Starter S&L focus</p> <p>Session 1: Social interaction - Make appropriate eye contact with peers and adults in interactions.</p> <p>Session 2: Creativity - Talk about how a character or other person may feel.</p> <p>Session 3: Speaking/Presenting - Make spontaneous comments in discussions</p> <p>Session 4: Listening & understanding - Make relevant comments.</p>	<p>Fiction week 2 - The Sea Saw Assessment Write 1</p> <p>Session 1 - To plan their own narrative. Starter: Social interaction - Make appropriate eye contact with peers and adults in interactions. Children to discuss the following: Where will they be when their toy is going to be left behind? (This needs to be out and about somewhere). What will they have taken with them? What will cause them to leave in such a hurry that their favourite toy is left behind? And finally, what part of nature (as in their title) will 'see' and help? See session 11 of the teaching unit. Activity: Children to plan their own narratives using the questions as prompts.</p> <p>Session 2 - Assessment write Starter: Creativity - Talk about how a character or other person may feel. Children to discuss their main character in their story. How might they feel and why? Discuss how Sofia felt when she lost her favourite toy and how this is similar. See session 12 of the teaching unit. Activity: Children to write the beginning of their stories, up to the point just before the 'event'.</p> <p>Session 3 - Assessment write Starter: Speaking/Presenting - Make spontaneous comments in discussions. Model using it to describe from the part where the 'event' that causes their main character and carer to leave in a hurry occurs, to when the character realises and the river/trees/birds 'rescue' the toy and begins returning to it to its owner. Ask the children to share their ideas using the resources to help. See session 13 of the teaching unit. Activity: Children to continue writing their stories.</p>	<p>Capital letters and full stops. Sentence structure. The prefix 'un'</p>	<p>Audience: Another reader</p> <p>Outcome: Include SPaG features in my writing.</p>

		<p>Session 4 - Assessment write Starter: Listening & understanding - Make relevant comments. Now model writing the journey part where the toy is eventually returned to its owner and that beautiful moment where they are reunited. What might happen during this moment? See session 14 from the teaching unit. Activity: Children to finish writing their stories and edit them, thinking carefully about how the character feels when they are reunited.</p>		
<p>Week 4 12th May - 16th May Literacy Tree - Text 1 - Week 3 15th May International Day of Families 16th May Class photos</p>	<p>Literacy Starter S&L focus</p> <p>Session 1: Social interaction - Make appropriate eye contact with peers and adults in interactions.</p> <p>Session 2: Creativity - Talk about how a character or other person may feel.</p> <p>Session 3: Speaking/Presenting - Make spontaneous comments in discussions</p> <p>Session 4: Listening & understanding - Make relevant comments.</p>	<p>Non-Fiction Week 1 - The Odd Egg</p> <p>WOW STARTER: Monday 12th May</p> <p>Session 1 - Using noun phrases to make predictions Starter: Social interaction - Make appropriate eye contact with peers and adults in interactions. Have a range of different size and colour/patterned eggs arrive in the classroom (about six would be perfect). Ask children to predict which creatures they think these eggs may belong to (e.g. dinosaurs) and why, for example because of its appearance. Who do the eggs belong to? Predict what animals they may come from. Children may benefit from a sentence scaffold, e.g. I think _____ because _____. Orally rehearse sentences, e.g. I think this egg belongs to a dinosaur because it is large and green. See session 1 from the teaching unit. Activity: Children to use noun phrases to make predictions about who the eggs may belong to.</p> <p>Session 2 - To use a range of sentence types to speak in role Starter: Creativity - Talk about how a character or other person may feel. Thought-tapping. Once you have introduced the book, discuss what each bird might be thinking. Children to freeze-frame the scene from the first page and the 'thought tap' to find out their character's feelings. See session 2 from the teaching unit. Activity: Children to create a thought bubble for each character. Children to use different types of punctuation.</p> <p>Session 3 - To use adjectives to describe a character's feelings. Starter: Speaking/Presenting - Make spontaneous comments in discussions. Children to consider how the character's feel. Reread up to 'All except for duck'. Which words might describe how Duck is feeling? Children to explain their reasoning. See session 3 from the teaching unit. Activity: Children to write their own diary entry from the point of view of Duck.</p> <p>Session 4 - To make noun phrases to describe. Starter: Listening & understanding - Make relevant comments. Begin by receiving a response from Duck. Now read on to 'He thought it the most beautiful egg in the whole wide world'. Discuss the egg and collect adjectives to describe its quality. See session 5 of the teaching unit. Activity: Create a certificate for the egg that wins first prize by describing it.</p>	<p>Noun phrases Capital letters, full stops, question marks and exclamation marks</p>	<p>Audience: Another reader</p> <p>Outcome: Use noun phrases to describe character's and their feelings.</p>

<p>Week 5 19th May - 23rd May</p> <p>Literacy Tree - Text 2 - Week 1</p> <p>20th May - World Bee Day</p> <p>Walk to School Week</p> <p>Reading and SPaG SATs papers</p>	<p>Literacy Starter S&L focus</p> <p>Session 1: Social interaction - Make appropriate eye contact with peers and adults in interactions.</p> <p>Session 2: Creativity - Talk about how a character or other person may feel.</p> <p>Session 3: Speaking/Presenting - Make spontaneous comments in discussions</p> <p>Session 4: Listening & understanding - Make relevant comments.</p>	<p>Non-Fiction week 2 - 'The Odd Egg Assessment Write 2</p> <p>Session 1 - To write statements in role as a character. Starter: Social interaction - Make appropriate eye contact with peers and adults in interactions. Read on to 'birds did not'. Look at the insults that the other birds use. Children to explore the words used. Ask the children to interact with one another in role and then describe how it feels to be the egg that is being insulted. Encourage children to use eye contact. See session 6 of the teaching unit. Activity: Children to write speech bubbles with their insults using statements.</p> <p>Session 2 - To make predictions about what will happen next in the story. Starter: Creativity - Talk about how a character or other person may feel. Show the children the image of the birds waiting in line for their eggs to hatch. Discuss how the birds will be feeling. Role play a conversation between the birds waiting in pairs. See session 7 from the teaching unit. Activity: Children to make predictions about what the young bird will look like when they are hatched.</p> <p>Session 3 - Assessment write Starter: Speaking/Presenting - Make spontaneous comments in discussions. Read to the end of the book. What unusual thing has happened? What other creatures like alligators have eggs? See session 9 from the teaching unit. Activity: Children to begin their assessment write, creating an 'Egg Spotter's Guide'.</p> <p>Session 4 - Assessment write Starter: Listening & understanding - Make relevant comments. Model creating an 'egg spotter's guide' page for the owl, using conjunctions. Model how to use the notes to create sentences. Encourage children to think-pair-share their ideas. See session 10 from the teaching unit. Activity: Children to complete their assessment write, creating an 'Egg Spotter's Guide'.</p>	<p>Statements Adjectives Suffix - est Conjunctions</p>	<p>Audience: Another reader - Share with PPK.</p> <p>Outcome: To create an Egg Spotter's Guide.</p>
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