



Literacy Medium Term Planning
Stardust Class - Summer B (2024/2025)

Mrs Beresford Year 1/2

Izzy Gizmo/A Walk in London.

What's it like in the United Kingdom?

Sentence writing focus;	Text	Genre	Focus
Fiction/ Non-Fiction	Izzy Gizmo/A Walk in London.	Explanation/Information.	Simple explanation/ 'A walk in...' Tour guide.

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the texts

- Role-play area in 'Inventors/ London theme'.
- 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: Monday 10th June

Wow starter - Literacy

See session 1 of the teaching unit. Children to arrive to class to find a sign saying that the role-play area/ outdoor area space is an inventors workshop.

Have everyday objects and 'loose parts' in the role play area. Try to have sieves, colanders, cogs, beaters for an electric whisk, and springs. - Anything that the children might choose to use for creative play in order that they can invent new gadgets and gizmos. Prepare for independent talking. Adult to then model creating signs for the workshop. Children to make their own signs for the workshop.

History

WOW STARTER- Barnaby bear visits a castle...

Our significant person is Queen Elizabeth the II this term. Explore who she is, when's he was born/died/ made queen etc.. /where does she live/ what were the homes like?/

Explain that Rumpelstiltskin is our Topic story and it is set in a castle. Look up different castles around the UK. Can the children look up the four seas/ countries and castles on a UK map?

WOW STARTER- Make glass-stained windows...

Explain that in the castles they have different rooms/ furniture/ windows etc. Explain the types of windows they might have which is the stain glass windows.

Have we seen these before anywhere? Discuss...

Chn to make their own stain glass window.

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
Wow Starter

Week 2
Exclamation marks.

Week 3
Question Marks

Week 4
Use AfL to plan SPaG

Week 5
Use AfL to plan SPaG

Week 6
Theme Week - Transition

Week 7
Theme Week - Celebration

Vocabulary

Izzy Gizmo

A walk in London

Invention	London
Crow	Capital
Grandpa	United Kingdom
Tool bag	Westminster
Mended	Big Ben
Gadget	Palace
Glitch	Buckingham
Clever	Palace
Succeed	Pelican
Tumble	St James Park
Wing	Royal Family
Broken	Trafalgar
Pliers	Square
Motors	Covent Garden
Circuits	St Paul
Tinker	Cathedral
Fixer	Bank of England
Sequence	Monument
Beginning	Tower of London
Middle	
End	

Ideas for teaching

Ideas for fantasy narrative writing:

Children explore the characters in the story and describe their thoughts, feelings, and actions. They will end the unit by writing a simple explanation.

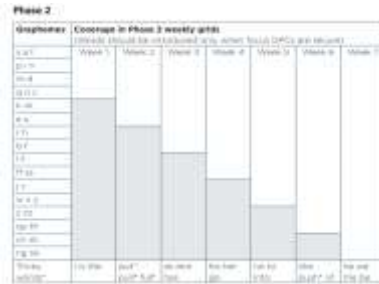
Ideas for information leaflets:

Children explore non-fiction writing, gathering information from a range of sources. Children to then write their own 'Walk in tour guide'.

Stardust Phonics Targets

The children in PB, SD and NP have been split into phonics and spelling groups according to their Little Wandle assessments. All children in this class should have additional opportunities to blend to read phase 5 words. Two children are on the SEND phonics programme. All children will be taught two phonics lessons per day. The children in the spelling group will complete the spelling lesson and then a targeted activity such as handwriting/keep-up/additional blending. In addition to this, some children will also take part in small group or 1:1 catch up targeted precision teaching. This will be dependent on their assessed needs.

Group 1 - SEND group



Group 2 - Year 1 Summer B

Year 1 Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh igh ey ee eight straight grey break /ai/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	'busy beautiful pretty hair
Week 2	/tʃ/ tʃu si treasure vision /j/ dge bridge /j/ y crystal /j/ ge large	move improve parents shoe
Week 3	/h/ it ut w et pation mission mansion delicious	
Week 4	/or/ ough our oor ore daughter pour oor more review	
Week 5	review	

Group 3 - Year 1 Spring A

Year 1 Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y ferry /ai/ ay head /ai/ wh wheel /ai/ oi on toe shoulder	any many again
Week 2	/igh/ y fly /ai/ ow snow /j/ g grand /j/ ph phone	who whole where two
Week 3	/i/ le il apple wheel /ai/ e ice /ai/ ee gear	school call different
Week 4	Ad o e o oo ooze mother going /ai/ se these /ai/ se or mouse face /ee/ ee donkey	plough through friend work
Week 5	Grow the code /oel/ o ee oo e e ee oo oo/oo/oo/oo /ee/ ee e ee ee ee ee /ai/ i ee ee ee /ai/ ee e ee /ai/ ee ee ee ee ee ee	

Group 4 - Spelling programme

Year 2 Summer 2

	Unit	Coverage	Prickly spellings	Homophones
Week 1	12	Why do some longer words have the spelling 't' for /sh/?	eye shoe	sun/son
Week 2				
Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	blue/blew
Week 5				

Stardust Writing Targets

<p style="color: green;">Green Group</p> <p style="color: green;">Target: EX1/WT2</p>	<p style="color: orange;">Yellow Group</p> <p style="color: orange;">Target: WT1/EX1</p>	<p style="color: blue;">Blue group</p> <p style="color: blue;">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. 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>Comprehension</p> <p>In discussion with a teacher:</p> <ul style="list-style-type: none"> 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 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</p> <p>02.06.25-06.06.25</p> <p>Izzy Gizmo- Week 1</p>	<p>Literacy Starter S&L focus</p> <p>Creativity- Show creativity and imagination in role-play, small world play etc.</p> <p>Social interaction - Converse with peers asking and answering questions.</p> <p>Listening and understanding. Answer different types of questions appropriately.</p> <p>- Vocabulary - Add description to words and use within sentences.</p>	<p>Fiction week 1 - Izzy Gizmo</p> <p>WOW starter: Monday 2nd June WOW STARTER- Barnaby bear visits a castle...</p> <p>Our significant person is Queen Elizabeth the II this term. Explore who she is, when's he was born/died/ made queen etc.. /where does she live/ what were the homes like?/</p> <p>Explain that Rumpelstiltskin is our Topic story and it is set in a castle. Look up different castles around the UK. Can the children look up the four seas/ countries and castles on a UK map?</p> <p>WOW STARTER- Make glass-stained windows... Explain that in the castles they have different rooms/ furniture/ windows etc. Explain the types of windows they might have which is the stain glass windows. Have we seen these before anywhere? Discus... Chn to make their own stain glass window.</p> <p>Tuesday - Wow starter - Literacy See session 1 of the teaching unit. Children to arrive to class to find a sign saying that the role-play area/ outdoor area space is an inventors workshop. Starter - Speaking and Listening focus: Creativity; Children to explore the role play area. Have everyday objects and 'loose parts' in the role play area. Try to have sieves, colanders, cogs, beaters for electric whisk, and springs. - Anything that the children might choose to use for creative play in order that they can invent new gadgets and gizmos. Prepare for independent talking. Adult to then model creating signs for the workshop. Children to make their own signs for the workshop.</p> <p>Wednesday - Literacy 1: Responding to the text/ Retelling part of the story. Starter - Speaking and Listening focus: Social interaction -Converse with peers asking and answering questions. Share the front cover of the book. Discuss with their peers how they feel by using think-pair- share. Ask the children to use their senses to describe what they can see and how it makes them feel. Use the template with STC. See lesson 2 from the teaching unit. Retell part of a story. Recount a narrative.</p> <p>Thursday - Literacy 2: Sequence the text in order. Starter - Listening and understanding. Answer different types of questions appropriately. how to use intonation and expression to aid meaning in the story. Read the text today. Revisit the text that was introduced yesterday and then read up to 'She kicked her invention and called it a 'TWIT'. Suggest that she's a bit fed-up and frustrated. Read the text in two different ways - one with prosody and one without. What is different? What does that do to the meaning of the sentence? Children to then go on to recite the story using gesture and expression. Children to create actions for this part of the story. Use the pictures from the text to support and, once children can talk about what went wrong with each, sequence in the order they appear in the text. See lesson 3 from the teaching unit.</p> <p>Friday - Literacy 3 Starter - Speaking and Listening focus: Vocabulary: Add description to words and use within</p>	<p>SPaG WOW starter.</p>	<p>Audience: Another reader</p> <p>Outcome: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Write simple phrases and sentences that can be read by.</p>

		<p>sentences.</p> <p>Re-read the text from the beginning, this time reading on to 'She picked up her tool bag and wandered Outside'. Talk about this being advice that Grandpa is giving Izzy to support and encourage her. Let the children write notes to Izzy to encourage her and cheer her up. <i>Chn to use descriptive words to encourage Izzy.</i> Model ideas. Children to write letter to Izzy. See lesson 4 from the teaching unit.</p>		
<p>Week 2</p> <p>09.06.25-13.06.25</p> <p><i>Izzy Gizmo- Week 2</i></p> <p><i>Writing Assessment - Piece 1 of the term.</i></p> <p><i>Book Fair - 11th June - 16th June.</i></p>	<p>Literacy Starter S&L focus</p> <p>Creativity- Show creativity and imagination in role-play, small world play etc.</p> <p>Social interaction - Converse with peers asking and answering questions.</p> <p>Listening and understanding. Answer different types of questions appropriately.</p> <p>Vocabulary - Add description to words and use within sentences.</p>	<p><u>Fiction week 2 - Izzy Gizmo</u></p> <p><i>Writing Assessment - Piece 1 of the term.</i></p> <p>Monday - Literacy 1: Drama activity and SPaG.</p> <p><i>-Starter Speaking and Listening focus: social Interaction-Converse with peers asking and answering questions.</i> Share the text stopping to predict what the 'bump' followed by the squawk. <i>Discuss favourite things the children like to do, Think- pair- share..</i> Role play what could be said to try and cheer the crow up. Discuss Exclamation marks and why they are important in the text. Explain when the author is using them. Discuss materials from the workshop and chn to then write lists of items using knowledge of phonics graphemes. Can we write sentences with exclamation mark? See lesson 5+6 from the teaching unit.</p> <p>Tuesday - Literacy 2: Invention and Speaking and listening.</p> <p><i>Starter - Speaking and Listening focus: - Creativity- Show creativity and imagination in role-play, small world play etc. Chn to discuss izzys workshop and what they like about it.</i> Tell the children that you think it's still Izzy Gizmo's workshop but that she's maybe animals. Show cuddly toys and discuss that we could invent something to help them. Children to design their own invention. Adults to discuss Children's inventions asking them questions. See lesson 7+8 from the teaching unit.</p> <p>Wednesday - Literacy 3: Independent write. Assessment book</p> <p><i>Starter - Speaking and Listening focus: Vocabulary - Add description to words and use within sentences. Chn and adults to talk about the vocabulary we have been using the past two weeks. Could we use some in our explanation text?</i></p> <p>Children to discuss their invention. What did they use to make this? Discuss vocab. Chn to then write a explanation of what their invention is. Adult to have STC and Vocab of the objects they used. See lesson 9 from the teaching unit. In groups, children to write a simple explanation of their new invention.</p> <p>Thursday Literacy 4:</p> <p><i>Starter- Speaking and Listening Social interaction -Converse with peers asking and answering questions. Chn to discuss with their peers their invention.</i></p> <p>Children to discuss and share their invention. What could be made even better? What went well See lesson 10 from the teaching unit. Chn to write three sentences on how they could have made their invention better.</p>	<p><u>Exclamation Mark.</u></p> <p>Recap - Exclamation marks.</p> <p>Find them within the book. Discuss that they add Prosody. Chn to then write sentences with exclamation marks.</p>	<p>Audience: Another reader</p> <p>Outcome: Share their creations, explaining the process they have used.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>
<p>Week 3</p> <p>16.06.25-20.06.25</p> <p><i>A walk to London week 1.</i></p>	<p>Literacy Starter S&L focus</p> <p>Social interaction - Make spontaneous comments in discussions.</p> <p>Speaking and presenting -</p>	<p><u>Non- Fiction week 1 - A walk in London.</u></p> <p>Monday- Literacy 1: WOW starter/SPaG</p> <p>Children enter the classroom to discover a suitcase or a rucksack with the teacher's name on a luggage tag. <i>Starter - Speaking and Listening focus: Speaking and presenting - Make spontaneous comments in discussions.</i> Explain that you've been on a day trip and walking tour of a famous city. Bring out of the suitcase some souvenirs such as: a Union Jack flag, London tourist brochures and any other tourist memorabilia available.</p> <p>SPaG: Questions. What are they? Show examples. When do we need a question mark? Can they record any questions that they might have around each landmark name? See lesson 1 from the teaching unit.</p>	<p><u>Recap Question Marks</u></p> <p>Chn to research london. Children to discuss in pairs what they might like about London. Chn to then write down questions that they might have around each landmark.</p>	<p>Audience: Another reader</p> <p>Outcome: To write a setting description</p>

<p>Book Fair - 11th June - 16th June.</p>	<p>Organise my thoughts and ideas to communicate them clearly in order.</p> <p>Creativity - Understand imaginary and real.</p> <p>Vocabulary - Know the words for things within their experience.</p>	<p>Tuesday - Literacy 2: Introduce the book. Starter - Speaking and Listening focus: Vocabulary - Know the words for things within their experience. Introduce the book A Walk in London (this could be found in the suitcase). What can children see on the front and back cover? Who do they think is going on the walk? These could be on a display shelf in the book corner. If possible, have a large map of London available to track the walk from the book or find and star the places on an online map. In the suitcase from the previous session, have a few items that we may want to bring on our walk e.g. sandwich, water, sun cream, hat, comfy shoes, phone, phone charger etc. Why would we want to bring these? Using the imperative verbs from the start of the lesson, model constructing command sentences. See Lesson 2 from the teaching unit.</p> <p>Wednesday - Literacy 3: Shared Writing. Starter - Speaking and Listening focus: Speaking and presenting - Organise my thoughts and ideas to communicate them clearly in order. Start to read the story up until page 11 which tells us about Buckingham Palace. Have a letter from the author (see resources) fall out of the book. Can children take up the challenge to encourage others to walk more? See lesson 3 from the teaching unit.</p> <p>Thursday- Literacy 4: Shared Writing/ Setting description. Starter - Speaking and Listening focus: Creativity - Understand imaginary and real. Continue to read the book up until page 21. Follow the walk on a map (online or otherwise) and find pictures of these landmarks online, particularly the Whispering Gallery in St Paul's. Explain that we are going to practise writing a setting description today, using the adjectives from earlier. Explain also that we are going to write in present tense as we are describing St Paul's as it is now. See lesson 4 from the teaching unit.</p>		
<p>Week 4</p> <p>23.06.25-27.06.25</p> <p>A walk to London week 2</p>	<p>Literacy Starter S&L focus</p> <p>Social interaction - Make spontaneous comments in discussions.</p> <p>Speaking and presenting -</p> <p>Organise my thoughts and ideas to communicate them clearly in order.</p> <p>Creativity - Understand imaginary and real.</p> <p>Vocabulary - Know the words for things within their experience.</p>	<p>Non-Fiction week 3- A Walk in London.</p> <p>Monday - Literacy 1: Describing London in present tense. Starter - Speaking and Listening focus: Social interaction - Make spontaneous comments in discussions. Adult to write these words on the board venture, explore, stroll, wander, cross, roam, guide, saunter, march, stride, hike, trek, plod, amble.. Return to the text and read up to the end of page 25. Give children images from the text and ask them to sequence them. Encourage children to use the five senses to write a caption for each one. Children use the present tense to describe a London landmark. Focus on using the verbs 'is' and 'have' initially and explore what other facts they could include. Ask children to write about one activity you can do at this landmark, using another verb in present tense. See lesson 5+6 from the teaching unit. Children answer questions about an animal using the factual information they are given.</p> <p>Tuesday- Literacy 2: Shared writing/ Postcard. Starter - Speaking and Listening focus: Creativity - Understand imaginary and real. Reread the pages about the Crown Jewels (pages 28-29) and discuss these with children. Look up pictures online and elicit adjectives from children to describe these. Continue to read the text and pause on the 'unfolding Thames panorama'. Which landmarks can they spot here? Children to write a post card. See lesson 7 from the teaching unit.</p> <p>Wednesday - Literacy 3: Independent write</p>		<p>Audience: Another reader</p> <p>Outcome: To record factual statements.</p> <p>To create a Postcard.</p>

		<p>Starter - Speaking and Listening focus: Vocabulary - Know the words for things within their experience.</p> <p>Adult to show on google maps London near some landmarks. Where did the children go first? Where did we go next? How did you feel? Discuss. Chn to then write a recount of what they saw and how they felt when seeing London landmarks.</p> <p>See lesson 9 from the teaching unit.</p> <p>Thursday -Literacy 4: SPaG</p> <p>Starter - Speaking and Listening focus: Speaking and presenting- Organise my thoughts and ideas to communicate them clearly in order.</p> <p>Recap Adjectives. Discuss the adjectives within the book. In small groups, give children pictures of landmarks from the local area. This could be a carousel activity and the landmarks stuck down on sugar paper. Groups move around and record a few facts they learnt about each using adjectives. Children to write these facts in their book.</p> <p>See lesson 10 from the teaching unit.</p>		
<p>Week 5</p> <p>30.06.25-04.07.25</p> <p>Transition day 02.07.25</p> <p>Tuesday 01.07.25</p> <p>NP Trip/half of Stardust</p> <p>Thursday 03.07.25</p> <p>Paddington trip/half of Stardust</p> <p>A walk in London.</p> <p>Assessment Week</p> <p>Writing Assessment - Piece 2 of the term.</p>	<p>Literacy Starter S&L focus</p> <p>Social interaction - Make spontaneous comments in discussions.</p> <p>Speaking and presenting - Organise my thoughts and ideas to communicate them clearly in order.</p> <p>Creativity - Understand imaginary and real.</p> <p>Vocabulary - Know the words for things within their experience.</p>	<p>Non-Fiction week 3- A walk in London.</p> <p>Writing Assessment - Piece 2 of the term.</p> <p>Monday - Literacy 1: Planning</p> <p>Starter - Speaking and Listening focus: Social interaction - Make spontaneous comments in discussions.</p> <p>Look again at London brochures found in the suitcase in session 1, or any picked up from the local area. What is the job of a brochure? How is it laid out? What could we include in our brochures? Children create spider diagram planners on large pieces of A3 paper or sugar paper. See resources for a suggested planning format.</p> <p>See lesson 11 from the teaching unit.</p> <p>Tuesday - Literacy 2: Writing independent introduction of tour guide (Assessment books)</p> <p>Starter - Speaking and Listening focus: Speaking and presenting - Vocabulary - Know the words for things within their experience.</p> <p>Recap with children on the purpose of the introduction paragraph for their walking guides/brochures. How can we grab the reader's attention?</p> <p>Children use their plans to write the introduction to their walking guides/brochures. Encourage them to use a range of sentence types to grab the reader's attention and make them want to read on.</p> <p>See lesson 12 from the teaching unit.</p> <p>Wednesday - Transition Day</p> <p>Thursday - Literacy 4: Independent write (Assessment books)</p> <p>Starter - Speaking and Listening focus: Creativity - Understand imaginary and real. Consider our audience. What vocabulary should we use? How should this be written?</p> <p>See lesson 13 from the teaching unit. Model writing the next paragraph.</p> <p>Friday - Parents' Day</p>		<p>Audience: Another reader</p> <p>Outcome: To use the present tense to continue writing a walking tour guide.</p>
<p>Week 6</p> <p>07.07.25-</p>		<p>Theme Week - Transition</p>		

<p>11.07.25</p> <p>Theme week - transition</p> <p>Sports Day - 7th/8th July</p>		<p>See separate planning for details.</p>		
<p>Week 7</p> <p>14.07.25- 18.07.25</p> <p>Leavers assembly 10am 16.07</p> <p>Celebration Week</p>		<p>Theme Week - Celebration</p> <p>See separate planning for details.</p>		