



**Literacy Medium Term Planning**  
**Paddington Bear Class - Autumn A (2024)**  
**Mrs Beresford and Mrs Seago - Year 2**  
**Last Stop on Market Street/The Journey Home**  
**Where will you go?**

Sentence writing focus;	Text	Genre	Focus
Fiction/Non-Fiction	Last Stop on Market Street/The Journey Home	Urban Adventure /Information	Own version narratives/ Persuasive writing

Activities and groups adapted as necessary following ongoing formative assessments.

## Immersion in the texts

- Role-play area in 'Last Stop on Market Street theme - Outdoor market.
  - Read the story as a whole class and discuss.
  - Retell the model text with actions.
    - Read similar stories.
    - Create story maps.
- Role play / drama - act out a key scene/Freeze frame and use to inspire writing. -Discuss the structure of the model text.
  - Sequence and box up the model text.
  - Planning in different ways.

### Wow starter

#### Literacy

Children to arrive to find that the class has been turned into a bus. Children to go on a 'bus journey'. This will be created in the classroom. Children to go on a sight seeing tour, using a checklist to identify the things that they see on their journey. Children to have a 'treasure hunt' tick list to use.

#### Culture Awareness linking to British Values

Discuss our new story. Explain characters were going on a journey as a family. Have you been on a family journey recently? Where did you go? What did you do? Was it fun? What did you enjoy about it? Explain these are called leisure outings. What else do we do in this country for leisure? Discuss children's ideas. On IWB look at activities that people from other countries may take part in. Explain other countries may have different activities. Discuss diversity and how we are all different in what we like to do. Link to British Values of showing respect to others. Activity - In groups children make mind maps of how we can show respect to others.

#### Geography

Discuss Bingo Bear, where has he come from? Discuss where Peru is looking at world maps. Explain Bingo Bear wants to look at the physical features of places in UK.

Discuss what a 'physical feature' is. Look at pictures of, forests, beaches, rivers and caves, discuss what they are and where they are found using maps. Do we have any of these features in school? Children go to field and wild area to look for physical features. Did you find any physical features? Why? Why not? How do you know they were not a physical feature?

#### Science linked to Art/DT

Recap learning of Animals from Year 1 - naming animals, carnivore/herbivore/omnivore. Children describe external features as sort different pictures into groups. Link what know about animals to: Draw Animals - Link to animals in story and use knowledge of external features to create drawings of animals onto card. Adult to model drawing external features.

Experiment with watercolours and painting pictures of animals drawn - Children explore watercolour paints and experiment with colours/ colour mixing. Look at pictures from the story book. Discuss how drawn and painted, using watercolours. Adult models mixing colours to use on drawing of animal. Children experiment with paints/ colours making different colours, relating to the animal they have drawn. Children use watercolours to paint their drawing of an animal.

#### Text 2 - Literacy

Children come in to find various footprints all over the floor. Give the children a booklet to identify animals by their footprints. They find a panda, an elephant, an orangutan and a polar bear. One footprint cannot be identified (the dodo). Don't reveal this yet. Why do the children think this footprint is not identifiable?

## Working with the text

- Read and retell parts of the model text regularly.
- Create barebones planning.
- 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 5 phonics and spelling rules taught.
- Use capital letters, full stops, finger spaces, question marks and exclamation marks when writing.
- Begin to understand how to use punctuation to help the reader put expression and intonation into their voice when reading.
  - Understand and identify conjunctions within the model text and use them in writing.
- Use simple conjunctions - and, that, because, then, so.
- 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

Settling in week/Reading for Pleasure

### Week 2

Settling in week/Reading for Pleasure

### Week 3

Questions

### Week 4

Nouns and Verbs

### Week 5

Adjectives

(Assessment Writing)

### Week 6

Sentence Types

### Week 7

Tense

### Week 8

Tense

(Assessment Writing)

### Vocabulary

The Last Stop on Market Street	The Journey Home
Freedom	Frozen
Dripped	Sailed
Thirsty	Journey
Patter	Melted
Breathes fire	Climbed
Sighed	Rumbled
Sagged	Machines
Lurched	Listening
Squeezed	Floated
Plucking	Disappearing
Spotted	Whispered
Swirling	Terrible
Crumbling	Threat
Pavements	Climate change
Graffiti	Habitat
Boarded-up	]Destruction
Surrounded	

## Ideas for teaching

### Ideas for narrative writing:

Children explore the characters in the story and describe their thoughts, feelings, and actions. They will end the unit by writing their own version narrative about a journey the characters go on.

### Ideas for persuasive writing:

Children explore non-fiction writing, gathering information from a range of sources. Children to then write their own persuasive writing detailing why they need to help save an animal at risk.

## Paddington Phonics and Spelling 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 - 2 children

#### Phase 2

Graphemes	Coverage in Phase 2 weekly grids (Words should be introduced only when focus GPCs are secure)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
s a t							
p i n							
m d							
g o c							
k c k	■						
e u		■					
r h			■				
b f				■			
l ll					■		
ff ss						■	
j v							■
w x y							
z zz							
qu th							
ch sh							
ng nk							
Tricky words*	I is the	put* pull* full*	as and has	his her go	no to into	she push* of	he we me be

### Group 2 - Year 1 Autumn A - 14 children

#### 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	<b>Phase 5</b> /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.

### Group 3 - Spelling programme - 11 children

#### Year 2 Autumn 1 Phase 5 review

	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o one oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/f/ f g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /oi/ a /u/ o o-e /oo/ u oul schwa: er à or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /ai/ /oi/	friend

## Paddington Writing Targets

<b>Yellow Group</b> <b>Target: WT2</b>	<b>Red group</b> <b>Target: EX1</b>	<b>Blue Group</b> <b>Target: ELG/WT1</b>
<p style="text-align: center;"><u>WT2</u></p> <p><b>Composition</b> After discussion with a teacher:</p> <ul style="list-style-type: none"> <li>-Plan/draft a piece of writing, after a group discussion.</li> <li>-Mentally compose grammatically correct sentences most of the time.</li> <li>-Write sentences that are sequenced to form short narratives (real or fictional).</li> <li>-Edit own work using appropriate checklist (Green Pen).</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Demarcate some sentences with capital letters and full stops.</li> <li>-Use some expanded noun phrases to describe and specify.</li> <li>-Most sentences grammatically correct in the writing.</li> <li>-Write sentences using question marks.</li> <li>-Write sentences using exclamation marks.</li> <li>-Identify a variety of sentences types.</li> <li>-Recall verbs in the past and present tense.</li> <li>-Show an understanding of the difference between co-ordination (or/and/but) and subordination (when/if/that/because).</li> <li>-Show an understanding of irregular plurals.</li> <li>-Spell some words with contracted forms.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>-Segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonetically plausible attempts at others.</li> <li>-When used, spell some Year 2 tricky words correctly.</li> <li>-Spell words with suffixes -ing, -ed, -er, -est, -s, -es in a piece of own writing.</li> <li>-Understand that suffixes eg -ment, -ness, -ful, -less, -ly are added to root words.</li> <li>-Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky words and punctuation taught so far - sometimes accurately.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>-Form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>-Form lower-case letters of the correct size relative to one another in some of the writing.</li> <li>-Use spacing between words consistently.</li> </ul>	<p style="text-align: center;"><u>EX 1</u></p> <p><b>Composition</b> After discussion with a teacher:</p> <ul style="list-style-type: none"> <li>-Independently compose sentences orally or mentally before writing.</li> <li>-Show simple structure to writing eg. Beginning, middle, end.</li> <li>-Discuss own writing with teacher or others.</li> <li>-Follow a simple plan when writing.</li> <li>-Re-read paragraph/text to check for sense.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Combine words into sentences using the conjunctions and, because.</li> <li>-Know and use a capital letter for names, days, months, places.</li> <li>-Use capital for pronoun I.</li> <li>-Correctly use a capital letter to show start of sentences.</li> <li>-Sometimes add full stops within a narrative.</li> <li>-Correctly use a full stop to show end sentences.</li> <li>-Add an adjective to a noun to create a noun phrases.</li> <li>-Identify question marks correctly.</li> <li>-Identify an exclamation mark correctly.</li> </ul> <p><b>Spelling</b> After discussion with a teacher:</p> <ul style="list-style-type: none"> <li>-Spell many words correctly (Phase 3) and others phonetically plausibly independently.</li> <li>-Spell most Phase 3 digraphs and some Phase 5 digraphs.</li> <li>-When used, spell many Y1 tricky words correctly.</li> <li>-When used, spell words with suffixes -ing, -ed, -er correctly most of the time.</li> <li>-When used, spell words with plurals correctly (-s, -es) most of the time.</li> <li>-Spell most days of the week correctly (phonetically plausible where not correct).</li> <li>-Use most letter names to spell words aloud</li> <li>-Add prefixes -un, -dis where no change to root words</li> <li>-Write from memory simple sentences that have been dictated, including sounds taught so far.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>-Form many letters in the correct direction, starting and finishing in the right place, sitting on the line - capital letters/lower case letters.</li> <li>-Use spaces between words</li> <li>-Keep consistent letter size most of the time.</li> </ul>	<p style="text-align: center;"><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> <li>-Write recognisable letters, most of which are correctly formed.</li> <li>-Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>-Write simple phrases and sentences that can be read by others.</li> </ul> <p style="text-align: center;"><u>WT 1</u></p> <p><b>Composition</b> <b>After discussion with a teacher:</b></p> <ul style="list-style-type: none"> <li>-Compose phrases/sentences orally or mentally between writing them.</li> <li>-Recall and write whole sentences with limited word prompting.</li> <li>-Read aloud their writing clearly enough to be heard by peers and teacher.</li> <li>-Share ideas in a group aloud to develop thinking and collect ideas.</li> <li>-Re-read sentences to check for sense.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Use the conjunction 'and' to join words and clauses in sentences.</li> <li>-Use a capital letter at the start of a sentence</li> <li>-Know that a capital letter is needed for names.</li> <li>-Put a full stop at the end of a piece of writing.</li> <li>-Understand what a noun is.</li> <li>-Understand what an adjective is.</li> </ul> <p><b>Spelling</b> After discussion with a teacher:</p> <ul style="list-style-type: none"> <li>-Spell some words correctly (Phase 2) and others phonetically plausibly.</li> <li>-Spell some words with vowel digraphs correctly.</li> <li>-When used, spell some Y1 tricky words correctly.</li> <li>-Make a recognisable attempt at spelling the days of the week.</li> <li>-Use some letter names when spelling words aloud.</li> <li>-Understand that suffixes -ing, -ed, -er, are added to root words.</li> <li>-Show an understanding of plurals. (-s, -es).</li> <li>-Write some simple sentences and captions dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>-Form some letters in the correct direction, starting and finishing in the right place, sitting on the line - capital letters/lower case letters:</li> <li>-Use some spaces between words.</li> <li>-Know which letters belong to which family (Handwriting lessons).</li> </ul>

## Paddington Reading Targets

<b>Yellow Group</b> <b>Target: WT2</b>	<b>Red group</b> <b>Target: EX 1</b>	<b>Blue Group</b> <b>Target: ELG/WT 1</b>
<p style="text-align: center;"><u>WT 2 - Turquoise band - Phase 5/Purple band - Phase 5+</u></p> <p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>-Blend sounds in words containing common graphemes for all 40+ phonemes, (including Ph5 alternate graphemes) consistently and independently.</li> <li>-Read accurately some words with two or more syllables that contain the same grapheme - phoneme correspondences.</li> <li>-Read aloud many words quickly and accurately within sentences without overt sounding and blending.</li> <li>-Sound out many unfamiliar words using phonics knowledge accurately.</li> <li>-Read a wide range of words with suffixes (-s, -es, -ing, -ed, -er, -est) and prefixes (un, dis) without undue hesitation.</li> <li>-Understand use of apostrophes in a contracted form.</li> </ul> <p><b>Comprehension</b></p> <p>In discussion with a teacher:</p> <ul style="list-style-type: none"> <li>-Discuss book choices.</li> <li>-Read and understand a range of texts presented in different ways.</li> <li>-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.</li> <li>-Understand structures of a non-fiction text.</li> <li>-Link reading to own experiences showing a deeper understanding of what has been read.</li> <li>-Use knowledge of punctuation to make reading clear and expressive.</li> <li>-Re-tell a range of stories and poetry sequencing events with some detail.</li> <li>-Predict what may happen before reading and next with reasoning.</li> </ul>	<p style="text-align: center;"><u>EX 1</u> <u>Green band - Phase 5/Orange band - Phase 5</u></p> <p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>-Read aloud from books up to 40+ graphemes without overt sounding and blending.</li> <li>-Read some alternative phase 5 graphemes.</li> <li>-Attempt words that contain two syllables, decoding most successfully.</li> <li>-Read all 91 Little Wandle tricky words (49 from Reception &amp; 42 from Year 1).</li> <li>-Read words containing suffixes ('ing', 'ed' ending).</li> <li>-Read words containing plural 's' and 'es'.</li> <li>-Read words containing 'un' (prefix).</li> <li>-Read words with contractions.</li> <li>-Read most sentences with a steady pace.</li> </ul> <p><b>Comprehension</b></p> <p>In a variety of texts shared and read independently:</p> <ul style="list-style-type: none"> <li>-Develops an interest in reading for pleasure.</li> <li>-Understand meaning of words through discussion and context.</li> <li>-Link reading to own experiences with prompts.</li> <li>-Begin to use some expression to help make meaning clear, with adult prompting.</li> <li>-Read a range of sentence types, taking account of . , ? and !</li> <li>Predict what may happen next based on what has been read.</li> <li>-Demonstrate understanding of fiction, non-fiction and poetry, describing the features.</li> <li>-Re-tell a text, sequencing beginning, middle and end.</li> <li>-Answer questions and make simple inferences about familiar texts.</li> </ul>	<p style="text-align: center;"><u>ELG</u></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>-Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>-Read words consistent with their phonic knowledge by sound-blending.</li> <li>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>-Anticipate - where appropriate - key events in stories.</li> <li>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</li> </ul> <p style="text-align: center;"><u>WT 1</u> <u>Yellow band - Phase 4/Blue band - Phase 4</u></p> <p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>-Read cvc words containing the first 26 graphemes confidently without overt sounding and blending.</li> <li>-Read words containing most Phase 3 graphemes.</li> <li>-Read words (Phase 4) containing adjacent consonants in the initial position and final position.</li> <li>-Read words containing plural 's'.</li> <li>-Use phonics knowledge independently within reading to attempt unfamiliar phase 4 words.</li> <li>-Read a sentence as a whole sentence (rather than word to word).</li> <li>-Read familiar sentences independently with developing pace.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>-Behave like a reader and knows how books work when reading for pleasure.</li> <li>-Listen and respond appropriately to stories, poetry and non-fiction texts.</li> <li>-Re-tell familiar stories, identifying some key events.</li> <li>-To notice different expressions from stories read to them.</li> <li>-Begin to understand the difference between stories and information texts.</li> <li>-Read simple sentences, pausing at a full stop.</li> <li>-Predict what may happen next in a fiction text.</li> </ul>

Week	Speaking & Listening	Literacy Tree	SPAG	Outcome/ audience
<p><b>Week 1</b> 4<sup>th</sup> - 6<sup>th</sup> September</p> <p>3<sup>rd</sup> September - Inset Day</p> <p>Theme Week</p>		<p>Theme Week - Settling in/Reading for Pleasure</p> <p>See separate planning for details.</p>		
<p><b>Week 2</b> 9<sup>th</sup> - 13<sup>th</sup> September</p> <p>Theme Week</p>		<p>Theme Week - Settling in/Reading for Pleasure</p> <p>See separate planning for details.</p> <p>Display to be completed by 13<sup>th</sup> September - Class reward board.</p>		

<p><b>Week 3</b> 16<sup>th</sup> - 20<sup>th</sup> September</p> <p><b>Literacy Tree - Text 1 - Week 1</b></p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>-Session 3 - Creativity - Develop a story from a starting point.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences.</p>	<p><b>Fiction week 1 - Last Stop on Market Street</b></p> <p><b>WOW starter: Monday 16<sup>th</sup> September</b> <b>Literacy</b></p> <p>Children to arrive to find that the class has been turned into a bus. Children to go on a 'bus journey'. This will be created in the classroom. Children to go on a sight seeing tour, using a checklist to identify the things that they see on their journey. Children to have a 'treasure hunt' tick list to use.</p> <p><b>Culture Awareness linking to British Values</b></p> <p>Discuss our new story. Explain characters were going on a journey as a family. Have you been on a family journey recently? Where did you go? What did you do? Was it fun? What did you enjoy about it? Explain these are called leisure outings. What else do we do in this country for leisure? Discuss children's ideas. On IWB look at activities that people from other countries may take part in. Explain other countries may have different activities. Discuss diversity and how we are all different in what we like to do. Link to British Values of showing respect to others.</p> <p>Activity - In groups children make mind maps of how we can show respect to others.</p> <p><b>Geography</b></p> <p>Discuss Bingo Bear, where has he come from? Discuss where Peru is looking at world maps. Explain Bingo Bear wants to look at the physical features of places in UK.</p> <p>Discuss what a 'physical feature' is. Look at pictures of, forests, beaches, rivers and caves, discuss what they are and where they are found using maps. Do we have any of these features in school? Children go to field and wild area to look for physical features. Did you find any physical features? Why? Why not? How do you know they were not a physical feature?</p> <p><b>Science linked to Art/DT</b></p> <p>Recap learning of Animals from Year 1 - naming animals, carnivore/herbivore/omnivore. Children describe external features as sort different pictures into groups. Link what know about animals to:</p> <p>Draw Animals - Link to animals in story and use knowledge of external features to create drawings of animals onto card. Adult to model drawing external features.</p> <p>Experiment with watercolours and painting pictures of animals drawn - Children explore watercolour paints and experiment with colours/ colour mixing. Look at pictures from the story book. Discuss how drawn and painted, using watercolours. Adult models mixing colours to use on drawing of animal. Children experiment with paints/ colours making different colours, relating to the animal they have drawn. Children use watercolours to paint their drawing of an animal.</p> <p><b>Tuesday - Literacy 1: Responding to the text/Create and perform poetry</b> Starter - Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Share the front cover of the book. 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. Using adjectives and verbs to create and perform poetry. SEND activity - To verbally create phrases for poetry.</p> <p><b>Wednesday - Literacy 2: Acting out the beginning of the model text/Writing a diary entry.</b> Starter - Speaking and Listening focus. Use gesture, intonation and expression to aid meaning in stories. Model how to use intonation and expression to aid meaning in the story. Read the first four pages of the story. Read the text in two different ways - one with prosody and one without. What is different? What</p>	<p><b>SPaG - Questions</b></p> <p>What is a question? Recap and record. Children to identify sentences needing question marks. How do we know?</p> <p>See lesson 4 from the teaching unit. Children to generate questions for characters in the story.</p> <p>SEND activity - Children to have strip sentences cut up. Children to reorganize these in the correct order.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Understand the main features when writing to describe.</p> <p>To learn our class story.</p>
--	---	--	---	---

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.  
See lesson 3 from the teaching unit. To extend sentences using expanded noun phrases and conjunctions.  
SEND activity - Matching adjectives to the characters in the story.

**Thursday - Literacy 3 - Questions for characters in the story**

Starter - Speaking and Listening focus: Creativity - Develop a story from a starting point. Revisit the page where we meet the passengers. What might CJ want to say to them? What might CJ want to ask them? Children consider what they think will happen next. What type of journey will CJ go on? Children to 'hot seat' the adult in role as CJ to support their understanding.

SPaG - What is a question? Recap and record. Children identify sentences needing question marks. How do we know?

See lesson 4 from the teaching unit. Children generate questions for characters in the story.

SEND activity - Children to have strip sentences cut up. Children to reorganize these in the correct order.

**Friday - Literacy 4: To use expanded noun phrases to create senses poetry**

Starter - Speaking and Listening focus: Vocabulary - Use words from one experience to link to other experiences. Share images of a journey and another bus with the children. Discuss the similarities and differences between the images and our story. What are the links?

See lesson 5 from the teaching unit. Collate sentences to create a simple senses poem to describe CJ's journey.

SEND activity: Provide children with examples of senses descriptions to sort into appropriate sense box to match them with which sense they fit.

<p><b>Week 4</b> 23<sup>rd</sup> - 27<sup>th</sup> September</p> <p><b>Literacy Tree - Text 1 - Week 2</b></p> <p>23<sup>rd</sup>/24<sup>th</sup> September - Macmillan Coffee Morning</p>	<p>-Session 1 - Listening and understanding - Ask questions to show active listening.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>-Session 3 - Creativity - Develop a story from a starting point.</p> <p>-Session 4 - Social interaction - Sometimes take on the role of leader.</p>	<p style="text-align: center;"><b><u>Fiction week 2 - Last Stop on Market Street</u></b></p> <p><b><u>Tuesday - Literacy 1: Themes and morals in the story</u></b> -Starter Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Children to think-pair-share questions and then be given the opportunity to work in role to ask and answer questions. See lesson 6 from the teaching unit. Children record what they think the themes and morals are in the story. SEND activity: To have an oral discussion about their opinions on the story.</p> <p><b><u>Wednesday - Literacy 2: SPaG/Writing sentences using conjunctions to advise</u></b> Starter - Speaking and Listening focus: Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Read the part in the story where Nana and CJ show kindness by helping in the soup kitchen. Children to work in role with a partner to act out this part of the story. SPaG - Recap - What are nouns? What are verbs? Why do we use them? Share two pages from the model text. Children to identify them within the text. Could we change the verb? How would that alter the sentence? See lesson 8 from the teaching unit. Children use sentence strips to create their own advice slips to encourage people to support others. SEND activity: Discuss ways to help others. Show children sentences/pictures and ask them to think about how they could help.</p> <p><b><u>Thursday - Literacy 3: Sequence the key events in the story</u></b> Starter - Speaking and Listening focus: Creativity - Develop a story from a starting point. Children to work in pairs to think about what might happen after the story finishes. What might Nana and CJ do next? See lesson 10 from the teaching unit. Children sequence the events in the story in order using pictures and sentences. SEND activity: Children to verbally retell a shortened version of the story. Provide the children with small world play to support e.g. a bus, car, pan, guitar etc.</p> <p><b><u>Friday- Literacy 4: Story planning</u></b> Starter - Speaking and Listening focus: Social interaction - Sometimes take on the role of leader. Children choose two different 'journeys' that the main characters could go on and on some sugar paper describe on post-its what objects, animals, landscapes would the encounter. Children to take turns to take on the role of group leader. Discuss successes and next steps. See lesson 11 from the teaching unit. Children create their own bare bones planning for their own version narrative. SEND activity: Revisit the learning from yesterday's session. Children to verbally retell a shortened version of the story. Provide the children with small world play to support e.g. a bus, car, pan, guitar etc.</p>	<p><b>SPaG - Nouns and verbs</b></p> <p>Recap - What are nouns? What are verbs? Why do we use them? Share two pages from the model text. Children to identify them within the text. Could we change the verb? How would that alter the sentence?</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Understand the main features when writing to describe.</p> <p>To planning our own version narratives.</p>
--	--	--	--	---

<p><b>Week 5</b> 30<sup>th</sup> September - 4<sup>th</sup> October</p> <p><b>Literacy Tree - Text 1 - Week 3</b></p> <p><b>Writing assessments</b></p> <p>2<sup>nd</sup> October - Harvest Festival Church Assembly</p> <p>3<sup>rd</sup> October - Parent workshop - Phonics</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 1 - Social interaction - Sometimes take on the role of leader.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>-Session 3 - Creativity - Develop a story from a starting point.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences.</p>	<p><b>Fiction week 3 - Last Stop on Market Street</b> <i>Writing Assessment - Piece 1 of the term.</i></p> <p><b>Tuesday - Literacy 1: SPaG - Adjectives/Story opening (Assessment books)</b> Starter - Speaking and Listening focus: Social interaction - Sometimes take on the role of leader. Children to take on the lead role asking their partner to act out their story as they tell it. Teach children a good way to give fair and clear guidance to other. SPaG - Remind the children of what an adjective is. When do we use them? Make a list of adjectives on the board that could be used. Display on the working wall. Show the children a paragraph of text. Ask them to identify the adjectives. Model how to improve sentences by changing the vocabulary used. See lesson 12 from the teaching unit. Children write the opening of their narrative using the past tense. SEND activity: Use illustrations to retell the story.</p> <p><b>Wednesday - Literacy 2: Shared Writing (Assessment books)</b> Starter - Speaking and Listening focus: Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Children to use their plans to present the next part of their story to their partner using their plan. See lesson 13 from the teaching unit. Children to write the middle section of their narrative focusing on their characters meeting the passengers and taking in the sights and senses of their journey. SEND activity: To sequence sentences to form the narrative.</p> <p><b>Thursday - Literacy 3: Independent write (Assessment books)</b> Starter - Speaking and Listening focus: Creativity - Develop a story from a starting point. Give children a modelled starting point of a story. Ask them to develop it further in pairs. See lesson 14 from the teaching unit. Children write the ending of their story describing emotions. SEND activity: Children draw a picture of the characters in the story and match words/write words to describe what they have drawn.</p> <p><b>Friday- Literacy 4: Independent write continued (Assessment books)</b> Starter - Speaking and Listening focus: Vocabulary - Use words from one experience to link to other experiences. Look at the teacher model narrative. Children to work together to improve the vocabulary. Use STC linking to topic lessons to support. Children to finish stories using the story plan and the ideas within shared writing. Once written, ask children to edit for consistent tense. SEND activity: Continue work from yesterday/mark making activity.</p>	<p><b>Adjectives</b></p> <p>Remind the children of what an adjective is. When do we use them? Make a list of adjectives on the board that could be used. Display on the working wall. Show the children a paragraph of text. Ask them to identify the adjectives. Model how to improve sentences by changing the vocabulary used.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> To apply my knowledge of the features narrative writing and the SPaG that I have been taught to invent my own version narrative.</p>
<p><b>Week 6</b> 7<sup>th</sup> - 11<sup>th</sup> October</p> <p><b>Literacy Tree - Text 2 - Week 1</b></p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening.</p> <p>-Session 2 - Listening and understanding - Ask questions to show active listening.</p>	<p><b>Non-Fiction week 1 - The Journey Home</b></p> <p><b>Monday - Literacy 1: WOW starter</b> Children come in to find various footprints all over the floor. You could have them outside/ along corridors to class. Give children the booklet to identify animals by their footprints. They find a panda, an elephant, an orangutan and a polar bear but one set cannot be identified (the dodo but don't reveal this yet!) Why might this be? Starter - Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Children to work in pairs to ask and answer questions about the mysterious footprints. Do children know who each footprint belongs to? Why might they be here? Why is one footprint not identifiable? See lesson 1 from the teaching unit.</p>	<p><b>Sentence types</b></p> <p>Recap different sentence types. Recap questions, exclamations, commands and statements. What are they? When are they used? Next look at the model text. What sentence types can the children identify?</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Understand the main features when writing to inform.  To understand the difference</p>

	<p>-Session 3 - Social interaction - Sometimes take on the role of leader.</p> <p>-Session 4 - Creativity - Develop a story from a starting point.</p> <p>-Session 5 - Vocabulary - Use words from one experience to link to other experiences.</p>	<p><b>Tuesday - Literacy 2: Create a poster using a variety of sentence types.</b>  Starter - Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. On arrival to class, discover that the mystery footprints from session 1 disappear off into the corridor/another part of the school. Children to work in pairs to generate questions and answers to explain this scenario.  SPaG: Recap different sentence types. Recap questions, exclamations, commands and statements. What are they? When are they used? Next look at the model text. What sentence types can the children identify?  See lesson 2 from the teaching unit. Children to create their own posters.  SEND activity: Children to use STC and pictures of the footprints from session 1 to describe one of the animals.</p> <p><b>Wednesday - Literacy 3: Writing questions</b>  Starter - Speaking and Listening focus: Social interaction - Sometimes take on the role of leader. Have sentences from session 2 displayed around the classroom on large pieces of card. Children to sort them into categories - questions, exclamations, statements and commands. Children to take it in turns leading within a group.  See lesson 3 from the teaching unit. Children write questions to the museum.  SEND activity: Verbally ask questions using the talk to the hand prompt to support them.</p> <p><b>Thursday - Literacy 4: Using statements for facts and exclamations for opinions</b>  Starter - Speaking and Listening focus: Creativity - Develop a story from a starting point. Explore the story so far. Children use senses to describe what they think has happened.  See lesson 4 from the teaching unit. Children collate responses for a fact file on extinct animals.  SEND activity: Use STC to sequence sentences about extinct animals. Adult to photograph for journal.</p> <p><b>Friday - Literacy 5: Write a past tense recount in the form of a postcard</b>  Starter - Speaking and Listening focus: Vocabulary - Use words from one experience to link to other experiences. Discuss environmental problems we are facing. Share appropriate images and videos. Link to the text. 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 6 from the teaching unit. Write a past tense postcard.  SEND activity: Children to match the present and past tense verbs and sequence them. Adults scribe simple sentences and use yellow writing for the children to write on.</p>		<p>between fact and fiction.</p>
<p><b>Week 7</b>  14<sup>th</sup> - 18<sup>th</sup>  October</p> <p><b>Literacy Tree - Text 2 - Week 2</b></p> <p><b>14<sup>th</sup> October - Parent workshop -</b></p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p>	<p><b>Non-Fiction week 2 - The Journey Home</b></p> <p><b>Tuesday - Literacy 1: To begin to infer and write in role</b>  Starter - Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Re-read from the beginning of the text and then further, up to 'the beautiful shapes the clouds had made'. Children to go into role and imagine what the animals are thinking. What are their hopes? What are their dreams? Children to then consider what other questions they might ask.  See lesson 8 from the teaching unit. Children write their hopes and dreams in clouds from the perspective of one animal.  SEND activity: Children use the writing frame and sentence starters to verbally explain their hopes and dreams. Adult to scribe.</p> <p><b>Wednesday - Literacy 2: Use adjectives to create noun phrases about a setting</b></p>	<p><b>Tense</b></p> <p>What are the types of tense?  How do we know what tense we are writing in?</p> <p>Children identify the tense that the modelled sentences are written in. How do we know? Next give children verbs in the present tense and ask them to put them in the past tense.</p>	<p><b>Audience:</b>  Another reader</p> <p><b>Outcome:</b>  To understand the difference between fact and fiction.  To apply my knowledge of the features</p>

<p><b>PSHE</b></p> <p><b>18<sup>th</sup> October - Parents' Day</b></p> <p><b>14<sup>th</sup> October - School sponsored event - Each class to plan their own activity.</b></p>	<p>-Session 3 - Social interaction - Understand the need to talk in a different way to different people.</p>	<p>Starter - Speaking and Listening focus: Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Children to retell the two pages of the story, up to up to 'the beautiful shapes the clouds had made'.</p> <p>SPaG: What are the types of tense? How do we know what tense we are writing in? Children identify the tense that the modelled sentences are written in. How do we know? Next give children verbs in the present tense and ask them to put them in the past tense. Children use these verbs to create sentences to describe the setting.</p> <p>See lesson 10 from the teaching unit. Children write their own sentences to describe a setting.</p> <p>SEND activity: Children to pair adjectives and nouns to create simple noun phrases using STC.</p> <p><b>Thursday - Literacy 3: Planning their own narrative.</b></p> <p>Starter - Speaking and Listening focus: Social interaction - Understand the need to talk in a different way to different people. Consider our audience. What vocabulary should we use? How should this be written?</p> <p>See lesson 11 from the teaching unit. Children to plan their own version of the model text including other animals using the bare bones planner.</p> <p>SEND activity: Plan a simple innovated story.</p>	<p>Children use these verbs to create sentences to describe the setting.</p>	<p>of writing to inform and the SPaG that I have been taught to create my descriptive sentences.</p>
<p><b>Week 8</b> 21<sup>st</sup> - 25<sup>th</sup> October</p> <p><b>Literacy Tree - Text 2 - Week 3</b></p> <p><b>Assessment Week - Including writing assessments</b></p> <p><b>25<sup>th</sup> October - Inset Day</b></p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>-Session 3 - Vocabulary - Use words from one experience to link to other experiences.</p>	<p><b>Non-Fiction week 3 - The Journey Home</b> <b>Writing Assessment - Piece 2 of the term.</b></p> <p><b>Tuesday - Literacy 1: Writing an innovated version of the text</b></p> <p>Starter - Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Children to consider the text. What do they like about it? What do they dislike? What questions do they still have? Children to think-pair-share questions.</p> <p>See lesson 12 from the teaching unit. Children write their own version of the story they have read.</p> <p>SEND activity: Children use small world play to act out the innovated story using the planning created in the previous session.</p> <p><b>Wednesday - Literacy 2: Persuasive writing (Assessment books)</b></p> <p>Starter - Speaking and Listening focus: Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Use the modelled writing and ask children to present within pairs, voicing their ideas, using facts to support their arguments.</p> <p>See lesson 13 from the teaching unit. Children to write a piece on 'Why we need to save the...'</p> <p>SEND activity: Children use small world play to act out why they need to save their chosen animal.</p> <p><b>Thursday - Literacy 3: Persuasive writing (Assessment books)</b></p> <p>Starter - Speaking and Listening focus: Vocabulary - Use words from one experience to link to other experiences. Discuss what the children have learnt so far about the animals. What information have we gathered from other sources? How can we use this knowledge in our persuasive writing? Use the modelled text to support with this.</p> <p>SPaG: Recap tense and remind children they are writing in the present tense in their persuasive piece. Why do we need to write in the present tense? How do we know we are writing in the present tense? What happens to our verbs? Look at the modelled writing together.</p> <p>See lesson 14 from the teaching unit. Children continue to write their own piece.</p> <p>SEND activity: Children practice letter formation to write descriptive words about their innovated story.</p>	<p><b>Tense</b></p> <p>Recap tense and remind children they are writing in the present tense in their persuasive piece. Why do we need to write in the present tense? How do we know we are writing in the present tense? What happens to our verbs? Look at the modelled writing together.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> To understand the difference between fact and fiction.</p> <p>To apply my knowledge of the features of writing to inform and the SPaG that I have been taught to create my own persuasive piece.</p>