



**Literacy Medium Term Planning**  
**Paddington Bear Class - Autumn B (2024)**  
**Mrs Beresford and Mrs Gardner - Year 2**  
**Lubna and Pebble/Tadpole's Promise**  
**How can we help?**

Sentence writing focus:	Text	Genre	Focus
<p style="text-align: center;"> <b>Fiction /</b>  <b>Non-Fiction</b> </p>	<p style="text-align: center;"> <b>Lubna and</b>  <b>Pebble/Tadpole's</b>  <b>Promise</b> </p>	<p style="text-align: center;"> <b>Fiction:</b>  <b>Friendship/Fiction:</b>  <b>Change</b> </p>	<p style="text-align: center;"> <b>Narrative/</b>  <b>Explanation Text</b> </p>

Activities and groups adapted as necessary following ongoing formative assessments.

### Immersion in the texts

- Role-play area in 'Beach 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 4<sup>th</sup> November

Wow starter - Literacy

See session 1 of the teaching unit. Have children arrive in class to find a selection of different pebbles (ideally one per child). These pebbles need to be large enough for children to draw on. Explain that these pebbles are very special and it is our job to take care of them. On the dot or not: Use on the dot or not with a selection of adjectives of colour, shape and size for children to choose from to describe their pebble, bearing in mind that some may be different to others! Adjectives that could be used to describe the pebble can be positioned inside the circle, those that are not relevant can be positioned outside. Allow children to orally rehearse describing their pebble to one another using the adjectives from on the dot or not. Model using 'and' to join adjectives orally. After oral rehearsal, give children luggage tags to instantly publish a short descriptive sentence of their pebble to label it. Model using 'and' to join ideas. Show children the front cover of the book. What do you notice? How is Lubna's pebble different to our pebbles? Allow time to discuss and explore the front cover and make predictions about the story.

### Art

Artist Focus - Kadinsky: Link to spirals on seashells/pebbles on beach by looking at the art work of Kadinsky. Create a the world of tents using Kadinsky art style.



features? Why? Why not? How do you know they were not a physical feature?

Text 2 - Literacy - Tadpole's Promise

See session 1 of the teaching unit. Set up a 'pond' in the classroom in a water tray or tuff spot with water and various props such as water plants, reeds, toy frogs, fish etc. In the water, place laminated copies of promises on lily pads (see Pond of Promises resource from Literacy Tree). Ask children to fish out each lily pad in turn and try to identify who might have made each promise. Provide a speaking frame for children to explain their thinking: This is \_\_\_\_\_'s promise because... Children write their own promises, labelling with with an apostrophe, e.g. Lucy's promise.

### 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 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.
- Adding suffixes to root words.
  - Make inferences and predictions.
- Commas in a list/expanded noun phrases.

### SPaG Focus

#### Week 1

Use commas to separate items in a list

#### Week 2

Use co-ordination (or/and/but) to join clauses.

#### Week 3

Expanded noun phrases

#### Week 4

Apostrophes

#### Week 5

Adverbial phrases

#### Week 6

Sentence types

#### Week 7

Christmas theme week

### Vocabulary

Lubna and  
Pebble

Tadpole's  
Promise

Pebble  
Friend  
Shiny  
Smooth  
Arrived  
Salty  
Morning  
Landed  
Tent  
Clutched  
Gripped  
Safe  
Whispered  
Listened  
Smiled  
Scared  
Sighed  
Worried  
Underneath  
Beaming  
Nodded

Tadpole  
Promise  
Gazed  
Beautiful  
Pearl  
Change  
Grow  
Forgive  
Broken  
Begged  
Chance  
Surely  
Moonlit  
Decided  
Fluttered  
Excuse  
Leapt  
Swallowed  
Gulp  
Thinking  
Fondly  
Wondering

### Ideas for teaching

#### Ideas for writing own story about friendship:

Children explore the characters in the story and describe their thoughts, feelings, and actions.  
Children to create and look after their own pebble friend throughout the teaching sequence.  
They will end the unit by writing their own story about friendship.

#### Ideas for explanation text:

Children explore non-fiction writing, gathering information from a range of sources.  
Children to then write their own explanation text on the life cycle of a frog.

## 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							
o i n							
m d							
g o c							
k ck	■						
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 2

	Phase 3 graphemes	New tricky words
Week 1	far/ ir bird igh/ ie pie loo/ /yoo/ ue blue restue /yoo/ u unicorn	their people oh your
Week 2	lea/ a go igh/ i ciger pai/ e paper lea/ e he	Mr Mrs Mr ask*
Week 3	sh/ s-e shake igh/ i-e tone /oo/ o-e home /oo/ /yoo/ u-e rude rate	could would should our
Week 4	lea/ e-e these /oo/ /yoo/ ew chew new lea/ ie shield /oo/ oo claw	house mouse water want
Week 5	Grow the code: igh/ ie i ie /oo/ oo o o-e /oo/ oo o o-e /oo/ /yoo/ ew ue u ue	

\*The tricky word 'ask' may not be tricky in some regional pronunciations, in which case, it should not be treated as such.

### Group 3 - Spelling programme - 11 children

#### Year 2 Autumn 2

#### Bridge to spelling

Coverage	
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

## Paddington Writing Targets

<b>Yellow Group</b> <b>Target: WT2</b>	<b>Red group</b> <b>Target: EX1/WT2</b>	<b>Blue Group</b> <b>Target: ELG/EX1</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;">WT2 - See Yellow Group objectives.</p>	<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>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> </ul>

## Paddington Reading Targets

<b>Yellow Group</b> <b>Target: WT2</b>	<b>Red group</b> <b>Target: WT2</b>	<b>Blue Group</b> <b>Target: ELG/EX1</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>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>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>EX 1</u></p> <p style="text-align: center;"><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 tests 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>

Week	Speaking & Listening	Literacy Tree	SPAG	Outcome/ audience
<p><b>Week 1</b> 4<sup>th</sup> - 8<sup>th</sup> November</p> <p><b>Literacy Tree - Text 1 - Week 1</b></p>	<p>-Session 1 - Vocabulary - Compare words and choose a best fit,</p> <p>-Session 2 - Speaking and presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with / listen to other children.</p> <p>-Session 3 - Social interaction - Participate in conversations about topics initiated by others, showing interest and active listening skills.</p> <p>-Session 4 - Creativity - Act out or model ideas.</p>	<p><b>Fiction week 1 - Lubna and Pebble</b></p> <p><b>WOW starter: Tuesday 5<sup>th</sup> November</b> <b>Wow starter - Literacy</b></p> <p>Starter - Vocabulary - Compare words and choose a best fit - Children choose from a selection of adjectives of colour, shape and size to describe their pebble, using "on the dot or not". Model using "and" to join adjectives orally. See session 1 of the teaching unit. Have children arrive in class to find a selection of different pebbles (ideally one per child). These pebbles need to be large enough for children to draw on. Explain that these pebbles are very special and it is our job to take care of them. On the dot or not: Use on the dot or not with a selection of adjectives of colour, shape and size for children to choose from to describe their pebble, bearing in mind that some may be different to others! Adjectives that could be used to describe the pebble can be positioned inside the circle, those that are not relevant can be positioned outside.</p> <p>Speaking and listening focus: Use interesting and imaginative words to add style and flow to speech and writing. Allow children to orally rehearse describing their pebble to one another using the adjectives from on the dot or not. Model using 'and' to join adjectives orally. After oral rehearsal, give children luggage tags to instantly publish a short descriptive sentence of their pebble to label it. Model using 'and' to join ideas. Show children the front cover of the book. What do you notice? How is Lubna's pebble different to our pebbles? Allow time to discuss and explore the front cover and make predictions about the story.</p> <p><b>Wednesday - Literacy 2: Responding to the text/ Using suffixes in writing.</b></p> <p>Starter - Speaking and Listening focus Speaking and presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with / listen to other children. Share the front cover of the book. Share their predictions based on front cover with their talk partner. See lesson 2 from the teaching unit. Read opening pages of the story. Use the suffix -ing to create a thank you note. SEND activity - children to verbally make up a simple thank you note to the pebble. Adult to scribe, with children using a sound mat to identify the sounds.</p> <p><b>Thursday - Literacy 3: Writing to describe.</b></p> <p>Starter - Speaking and Listening focus Speaking and presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with / listen to other children. Share the front cover of the book. Share their predictions based on front cover with their talk partner. See lesson 3 from the teaching unit. Read until 'Then she put pebble to bed and kissed it good night'. Use expanded noun phrases to describe the home you have made for pebble.</p> <p>SPAG - Commas in a list. When do we use a comma? Children to identify where to put the comma when using two adjectives to describe Pebble's home, then attempt to use them in independent writing. Share your pebble home and description with the rest of the class. SEND activity - Children practice letter formation writing a simple label for their shoebox home/shelter, e.g. his bed.</p> <p><b>Friday - Literacy 4 - Make inferences and predictions/Asking questions</b></p> <p>Starter - Speaking and Listening focus - Creativity - Act out or model ideas. Look at the image of</p>	<p>When do we use a comma? Recap and record. Children to identify where to put the comma when using two adjectives to describe Pebble's home, then attempt to use them in independent writing. See lesson 3 from the teaching unit.</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>

		<p>the little boy feeling sad in the story. Children mirror the way he is standing, drawing attention to details like his eyes and his head being down. Children work with talk partner to act out different emotions dictated by the teacher.</p> <p>See lesson 4 from the teaching unit. Copy how the boy is feeling using body language. Talk - How is he feeling? <i>He looks sad. His head is down. His arms are folded. He looks cold.</i> Why do you think these people have left their homes to live in the 'world of tents'? What questions might Lubna ask this little boy when she first meets him? WALT - Use sentence stems on strips for children to complete questions. Completed orally and scribed by adult.</p>		
<p><b>Week 2</b> 11<sup>th</sup> - 15<sup>th</sup> November</p> <p><b>Literacy Tree - Text 1 - Week 2</b></p> <p>15<sup>th</sup> <b>November - Children in need</b></p>	<p>Session 1 - Vocabulary - Compare words and choose a best fit</p> <p>Session 2 - Speaking and presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with / listen to other children</p> <p>Session 3 - Listening and understanding - Listen to other children</p> <p>Session 4 - Listening and understanding Speak with clarity</p>	<p style="text-align: center;"><b><u>Fiction week 2 - Lubna and Pebble</u></b></p> <p><b><u>Tuesday - Literacy 5: Joining clauses with conjunction 'but'.</u></b> Starter - Vocabulary - Compare words and choose a best fit - Unpick the use of the word 'beaming' to describe Daddy and discuss the strength of this compared to 'smiling' Look at thesaurus. Discuss the impact of choosing your words carefully in your speaking and writing. See lesson 5 from the teaching unit. SPAG Explain that we can extend our sentences by using "conjunctions" such as and / but. Give an example of how our writing sounds better when we join sentences rather than lots of short sentences. Model joining prepared sentence strips using "but" to create a compound sentences. Children to create and record their own compound sentences with sentence strips. SEND: Children look at pictures from the text and describe how characters are feeling at different times. Children identify sounds for adult to write simple sentences, e.g. Lubna is happy.</p> <p><b><u>Wednesday - Literacy 6: Verbs/Present Tense</u></b> Starter - Speaking and Listening focus: Speaking and presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with / listen to other children - Read up to "by the morning, Lubna knew". Children use talk partners to discuss what might happen next. Share two pages from the model text. Children to identify use of apostrophe in the text - is it possessive or contraction? Is there anywhere they could have used and apostrophe but didn't? See lesson 6 from the teaching unit. Write sentences starting with verbs in the present tense within a letter. SEND: Children pair printed verbs and sentence endings together.</p> <p><b><u>Thursday - Literacy 7: Contractions</u></b> Starter - Social interaction -listen to other children. Discuss as a group - what did you like about the story? Were there any parts you didn't like? Were your predictions correct? See lesson 7 from the teaching unit. Write sentences which include contractions to match images from the story. SEND: Children use illustrations to retell the story so far.</p> <p><b><u>Friday- Literacy 8/9: Leaflet: Instructions</u></b> Starter - Listening and understanding - Listen to other children / Speak with clarity - Give verbal instructions to a partner for looking after pebble which are clear and concise. Talking partner to ask questions. See lesson 8/9 from the teaching unit. Write a set of instructions on how to look after your Pebble. This should include a conclusion so that the reader knows the Pebble isn't their forever. SEND: Work with adult to write a simple instruction, e.g. look after pebble. Children to identify sounds.</p>	<p>Co-ordinating conjunctions - but. See lesson 5 from the teaching unit.</p> <p>Explain that we can extend our sentences by using "conjunctions" such as and / but. Give an example of how our writing sounds better when we join sentences rather than lots of short sentences.</p> <p>Model joining prepared sentence strips using "but" to create a compound sentences. Children to create and record their own compound sentences with sentence strips.</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</b> <b>3</b> 18<sup>th</sup> - 22<sup>nd</sup> November</p> <p><b>Literacy Tree - Text 1 - Week 3</b></p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-</p> <p>-Session 1 - Vocabulary - Compare words and choose a best fit.</p> <p>-Session 2 - Creativity - Act out or model ideas.</p> <p>-Session 3 -Social interaction - Explain why teams are sometimes better than working by myself.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences..</p>	<p><b>Fiction week 3 - Lubna and Pebble</b> <b>Writing Assessment - Piece 1 of the term.</b></p> <p><b>Tuesday - Literacy 10: Adjectives - describe how a character is feeling.</b> SPAG : What are adjectives? Why do we use them? Starter - Speaking and Listening focus: Vocabulary - Compare words and choose a best fit. Look at a picture of Amir at the start of the story vs at the end. Think of adjectives to describe him and make a class list. See lesson 10 from the teaching unit. Use adjectives to write sentences which compare how Amir's feelings changed throughout the story. SEND: Practice letter formation writing adjectives.</p> <p><b>Wednesday - Literacy 11: Sequence key events</b> Starter - Act out or model ideas. Retell the key events of the story using drama/actions. See lesson 11 from the teaching unit. Children to work in pairs to sequence the sentence strips into chronological order. SEND: sequence illustrations from the text.</p> <p><b>Thursday - Literacy 12: Plan a story</b> Starter - Speaking and Listening focus: Social interaction - Explain why teams are sometimes better than working by myself. Work in groups of four to sequence sentence strips from the story. Discuss, why was it helpful working as part of a group? See lesson 12 from the teaching unit. Explain that we are going to be re-telling the story of Lubna and Pebble but they will make their own versions with themselves as the main character. Plan on a storyboard. SEND: Children write a simple caption for an illustration. This can be one word and over yellow writing.</p> <p><b>Friday- Literacy 4: Independent write (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. See lesson 13/14/15 from the teaching unit. Children to write their own stories based on Lubna and Pebble. Once written, ask children to edit with purple pen. SEND: Children write a second caption for an illustration from the text.</p>	<p><b>SPaG</b></p> <p>See lesson 10 from the teaching unit.</p> <p>What are nouns? What are adjectives? Why do we use them?</p> <p>Which adjectives match Amir at the beginning of the story / when Lubna gives him Pebble? Sort adjective cards into right hoops.</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>
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<p><b>Week</b> <b>4</b> 25<sup>th</sup> - 29<sup>th</sup> November</p> <p><b>Literacy</b> <b>Tree - Text</b> <b>2 - Week 1</b></p>	<p>-Session 1 - Speaking / presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with.</p> <p>-Session 2 -Vocabulary - pick up new, subject specific words quickly and easily</p> <p>-Session 3 - Social interaction - Participate in conversations about topics initiated by others, showing interest and active listening skills</p> <p>-Session 4 - Creativity - Act out or model ideas</p>	<p style="text-align: center;"><u><b>Non-Fiction week 1 - Tadpole's Promise</b></u></p> <p><b>Monday - Literacy 1: WOW starter/Apostrophe for possession</b> Children arrive in the classroom to discover a pond in the classroom. Starter - Speaking and Listening focus: Speaking / presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with. Children answer questions about mysterious pond - who lives in a pond? Why do we have a pond in our classroom? Look at front cover of the book and predict what might happen/what tadpole's promise might be. See lesson 1 from the teaching unit. Children to take turns to fish out Promise Lily Pads. Discuss who might have made this promise. SPaG: Apostrophes for possession. Model using possessive apostrophe to label each promise. Written examples - where should we put the apostrophe? Look at front cover - make prediction about what tadpole may have promised. Children to make own promise Lilly pads using possessive apostrophe. SEND: Practice letter formation.</p> <p><b>Tuesday Literacy 2/3: Using factual information to explain a change/SPaG contractions</b> Starter - Speaking and Listening focus: Vocabulary - pick up new, subject specific words quickly and easily - think of things that change, e.g. caterpillar, weather etc. Discuss meaning of the words natural and artificial. Which of these changes are natural? Which are artificial? See lesson 2 and 3 from the teaching unit. Children to use the contractions to recreate some of the dialogue from the story in speech bubbles. SEND: Children match simple sentences to pictures.</p> <p><b>Thursday - Literacy 4: Adverbial phrases to describe setting</b> Starter - Speaking and Listening focus: Social interaction - Participate in conversations about topics initiated by others, showing interest and active listening skills - discuss the concept of promises in partners. Why is it important to keep promises? What could be the consequences of breaking a promise? Have you made or had a promise made to you before? See lesson 4 from the teaching unit. Children to write a setting description using the adverbials created. SEND: Children choose STC adjectives to describe the pond.</p> <p><b>Friday - Literacy 5: Roleplay / Character thoughts.</b> Starter - Speaking and Listening focus Creativity - Act out or model ideas - Read the story up until 'Have you seen my shiny black..'. Ask children what they think the frog is thinking as he sits and waits on his lily pad. In role, children to act out the part of the frog voicing his thoughts aloud.</p>	<p style="text-align: center;"><b>SPaG - Apostrophes</b></p> <p>See lesson 1 from the teaching unit.</p> <p>When do we use apostrophes?</p> <p>Focus on apostrophes for possession.</p> <p>Examples on the board - where should we put the apostrophe? Who does the item belong to? What is the apostrophe telling us?</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Understand the main features when writing to inform.</p> <p>To understand the difference between fact and fiction.</p>
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<p><b>Week 5</b> 2<sup>nd</sup> - 6<sup>th</sup> December</p> <p><b>Literacy Tree - Text 1 - Week 3</b></p> <p><b>Writing assessments</b></p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>Session 1 - Listening and understanding - Sustain active listening - listen to whole story and answer questions.</p> <p>-Session 2 - Work with a team organising, supporting and respecting other roles and responsibilities.</p> <p>-Session 3 - Vocabulary - compare words and choose a best fit</p> <p>- Session 4 - Speaking / presenting - retell information / stories sequencing thoughts and ideas to retain clarity</p>	<p><b>Non-Fiction week 2 - Tadpole's Promise</b> <i>Writing Assessment - Piece 2 of the term.</i></p> <p><b>Tuesday - Literacy 6/7/8.</b> Starter -Speaking and Listening focus: Listening and understanding - Sustain active listening - listen to whole story and answer questions. See lesson 6/7/8 from the teaching unit. Children to plan their own version of the story on a story board. SPAG: Come up with new adverbial phrases for their characters. Eg. Chameleon and Fly, Where the tree meets the wasteland, But as sure as an egg will hatch, But as sure as the stars will shine at night, But as sure as the cockerel will crow in the morning. Also come up with new pet names for the characters to call one another eg. Chameleon - Scaly, green giant, little buzzy, black dot. SEND: Use small world to re-tell the story.</p> <p><b>Wednesday - Literacy 9/10/11: Independent Write</b> Starter - Speaking and Listening focus: Work with a team organising, supporting and respecting other roles and responsibilities. Children to work in groups of 3 to sequence story strips. Assign roles- one child reads each strip, all discuss sequence and one child contributes their answers to the group at the end. - Listening and understanding - Sustain active listening - listen to whole story and answer questions. See lesson 9/10/11: Children to write their own version of the story. SEND: Arrange illustrations from the text in the correct order.</p> <p><b>Thursday - Literacy 10: Independent Write</b> Starter - Speaking and listening focus: Vocabulary - compare words and choose a best fit - Reread the first section of Tadpole's Promise and notice the two verbs <i>gazed</i> and <i>promise</i>. Provide children with a jumbled selection of verbs (see resources) and them to sort into 'synonyms for gazed' and 'synonyms for promise'. SEND: Use sound mats to identify sounds for a simple caption for an illustration. Adult to scribe.</p> <p><b>Friday - Independent write</b> Starter - Speaking and listening focus: Speaking / presenting - retell information / stories sequencing thoughts and ideas to retain clarity - children to use their plan to present their ideas to their partner. SEND: Children go over yellow lettering to write yesterday's caption.</p>	<p><b>Adjectives</b></p> <p>Adverbs - see lesson 8 from the teaching unit.</p> <p>What are adverbs?</p> <p>Explain that it is sometimes a good idea to set the scene for a sentence by telling the reader where or when the events take place - these are adverbial phrases.</p> <p>Model writing adverbial phrases to match the scenes from their story board, then children do this independently.</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 descriptive sentences.</p>
<p><b>Week 6</b> 9<sup>th</sup> - 13<sup>th</sup> December</p> <p><b>Literacy Tree - Text 2 - Week 2</b></p> <p><b>Assessment week</b></p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>- Session 1 - Vocabulary - compare words and choose a best fit</p> <p>Session 2 - Speaking and presenting - retell information / stories sequencing thoughts and ideas to retain clarity</p>	<p><b>Monday - Nativity</b></p> <p><b>Tuesday - Nativity</b></p> <p><b>Wednesday - Literacy 13: Sequence Explanation Text</b> Starter - Speaking and Listening focus: Vocabulary - compare words and choose a best fit - focus on improving verb choices - "Fly's heart broke into pieces". Highlight the verb and generate synonyms; shattered, smashed, crushed, cracked, crashed. See lesson 13 from the teaching unit. Draw and write how the tadpole changes throughout in chronological order. SEND: Practice capital letter formation. Adult to write letters large on A4 paper for children to repeatedly trace over in different coloured pencils.</p> <p><b>Thursday - Pantomime</b></p>	<p><b>Sentence types</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.</p> <p>To apply my knowledge of the features</p>

<p>9<sup>th</sup> / 10<sup>th</sup> December - Nativity</p> <p>12<sup>th</sup> December - Christmas jumper day, West End Pantomime and Christmas Lunch Day</p>		<p><b>Friday- Literacy 14/15: Independent write - Explanation text (Assessment books)</b></p> <p>Starter - Speaking and Listening focus: Speaking and presenting - retell information / stories sequencing thoughts and ideas to retain clarity- Work with a partner to sequence a frog's life cycle. See lesson 14/15 from the teaching unit. Children to write their explanation text in a leaflet format. Include time adverbials and illustrations. SEND: Children to place simple sentence strips in order, e.g. The tadpole starts as an egg. The tadpole grows a tail. The tadpole grows two back legs. The tadpole grows two front arms. The tadpole loses its tail. The tadpole turns into a frog.</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 own persuasive piece.</p>
<p><b>Week 7</b> 16<sup>th</sup> - 20<sup>th</sup> December</p> <p><b>Christmas theme week</b></p>		<p style="text-align: center;">Theme Week - Christmas</p> <p style="text-align: center;">See separate planning for details.</p>		