



Literacy Medium Term Planning  
Paddington Bear Class - Spring A (2025)  
Mrs Beresford and Mrs Gardner - Year 2  
Iggy Peck Architect/Rosie Revere Engineer  
How do you get there?

Sentence writing focus;	Text	Genre	Focus
Non-Fiction	Iggy Peck Architect/ Rosie Revere Engineer	Imagination and Creativity/ Discovery and Wonder	Fact File/ Explanation text

Activities and groups adapted as necessary following ongoing formative assessments.

### Immersion in the texts

- Role-play area in 'Laboratory' 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 13<sup>th</sup> January

Wow starter - Literacy

See session 1 of the teaching unit. Welcome to Iggy Peck's Architecture Academy! Have a sign on the IWB, 'Welcome to Iggy Peck's Architecture Academy!' If possible, have some toy tools, rulers, graph/squared paper and books/leaflets about buildings around the classroom. Perhaps have a doll's house on display also if possible. Ask children, what is an architect? Explain that architects are people who design/draw new building before they are built. Every building that has ever been built has had to be drawn and designed first. Can the children name any famous buildings? The architect must also think about the materials used, the measurements and help the builders build the building. Book talk: Introduce children to the book Iggy Peck Architect. What is Iggy doing on the front cover? What kinds of buildings can children see on the front and back covers and what are they made from? Which ones look old and which ones look new? What do children think might happen in this story? Begin reading the text up to the end of the line, 'That's disgusting and nasty! It stinks!' Set up several tables in the classroom with construction materials e.g. junk modelling resources, dry spaghetti and plasticine/playdough, plastic cups and plates, toy food etc. Children could also use Lego and blocks for this session (we are not going to use nappies!). Set groups the challenge of building the tallest, strongest building/tower. Which materials work better than others? Which are stronger?

Text 2 - Literacy - Rosie Revere Engineer

See session 1 of the teaching unit. Welcome to Rosie Revere's Engineering Academy! Have a sign on the IWB, 'Welcome to Rosie Revere's Engineering Academy!' If possible, have some toy tools and engineering books around the classroom. Ask children, what is an engineer? Explain that engineers are people who want to know why and how something works. Engineers try to create new inventions that solve a particular problem. Explain that there are many different kinds of engineers and explore a few of these. Do children know any famous engineers? What were the problems they were trying to solve? What were they famous for inventing? Children may have heard of Alexander Bell or Thomas Edison. Read to children an engineering challenge (see resources) from Rosie Revere (have a picture of her on the board). Children must build a new bridge to go across the River Thames or a river in their local area.

### 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**  
Being Resilient Theme Week
- Week 2**  
Using a range of sentence types.
- Week 3**  
Present tense
- Week 4**  
Word classes
- Week 5**  
Expanded noun phrases
- Week 6**  
Basic punctuation/Editing

#### Vocabulary

Iggy Peck Architect	Rosie Revere Engineer
Gracious	Engineer
Tower	Peeked
Faded	Treasures
Unusual	Machines
Passion	Gadgets
Chapels	Inventions
Bright gleam	Gizmo
Ancient	Suspended
Buildings	Success
Dizzying height	Criteria
Sincere	Non-fiction
Footbridge	Time order
Invention	Explanation
Architect	
Vague	
Groaning	

### Ideas for teaching

**Ideas for writing own fact file:**  
Children to explore non-fiction writing. Children to create labels, character comparisons, character descriptions, building descriptions and posters. They will then use this knowledge to create a fact file.

**Ideas for explanation text:**  
Children explore non-fiction writing, gathering information from a range of sources. Children will write a short explanation, advertisement, letter of advice, school report card (character description) and invention description. They will then use this knowledge to write their own fact file.

## 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 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 Spring A - 14 children

Year 1 Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/e/ y funny /e/ ea head /w/ wh wheel /oa/ oa ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /ph/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/ul/ o-e o ou some mother young /t/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue ui oo fruit soap /ee/ ea e ee le ey y ee /t/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

### Group 3 - Reception Summer 1/2 - 1 child

Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCGVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /d/, /ed/ -est	out today

Reception Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /z/ Phase 4 words ending -t/ longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /d/, /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /z/, -s /z/, -es longer words	

### Group 4 - Spelling programme - 11 children

## Paddington Writing Targets

<b>Yellow Group</b> <b>Target: WT2/EX2</b>	<b>Red group</b> <b>Target: WT2</b>	<b>Blue Group</b> <b>Target: ELG/EX1</b>
<p style="text-align: center;"><u>WT2</u></p> <p style="text-align: center;">See Red Group objectives.</p> <p style="text-align: center;"><u>EX2</u></p> <p><b>Composition</b> After discussion with a teacher:</p> <ul style="list-style-type: none"> <li>-Plan or say what a piece of writing will be about independently.</li> <li>-Encapsulate what they want to say, sentence by sentence.</li> <li>-Write simple, coherent narratives about personal experiences and those of others (real or fictional).</li> <li>-Write about real events, recording these simply and clearly.</li> <li>-Re-read own writing to check for sense, accuracy, spellings, grammar and punctuation independently (Purple 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>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>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: EX2</b>	<b>Red group</b> <b>Target: WT2/EX2</b>	<b>Blue Group</b> <b>Target: ELG/EX1/WT2</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>-Read accurately most words of two or more syllables.</li> <li>-Read most words containing common suffixes and prefixes.</li> <li>-Read all 41 Year 2 tricky words.</li> <li>-Read words accurately and fluently without overt sounding and blending eg at 90 words per minute (some children may read slower)</li> <li>-Sound out most unfamiliar words accurately, without undue hesitance.</li> <li>-Read a new or unfamiliar text aloud with accuracy, pace and fluency, for the most part independently.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>-In a familiar book that they can already read accurately and fluently:</li> <li>-Reason about own book choices, justify and explain why.</li> <li>-Read and understand unfamiliar texts that challenge, independently.</li> <li>-Discuss and share views about what is read with a partner.</li> <li>-Identify key themes and discuss reasons for events in story.</li> <li>-Understand how to use structures of non-fiction texts to make predictions.</li> <li>-Use a range of different expressions to make meaning clear.</li> <li>-Check it makes sense to them, correcting any inaccurate reading.</li> <li>-Ask and answer questions about text.</li> <li>-Make some inferences on the basis of what is being said and done.</li> <li>-Explain what has happened so far in that they have read.</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;"><b>EX2</b> See Yellow Group objectives.</p>	<p style="text-align: center;"><b>ELG</b></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;"><b>EX 1</b> <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> 6<sup>th</sup> - 10<sup>th</sup> January 2025</p> <p>Theme Week Being Resilient</p>	<p>Being Resilient Theme Week.</p> <p>See separate planning.</p>			
<p><b>Week 2</b> 13<sup>th</sup> - 17<sup>th</sup> January 2025</p> <p>15<sup>th</sup> January Church Assembly</p> <p>Literacy Tree Text 1 Iggy Peck Architect - Week 1</p>	<p>-Session 2 - Listening and understanding - Follow complex instructions with two or three parts.</p> <p>-Session 3 - Social interaction - Work with a team organising, supporting and respecting others roles and responsibilities.</p> <p>Session 4 - Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs.</p> <p>Session 5 - Creativity - Show creativity and imagination in structured drama scenarios.</p>	<p style="text-align: center;"><b><u>Non-Fiction week 1 - Iggy Peck Architect</u></b></p> <p><b>WOW starter: Monday 13<sup>th</sup> January</b></p> <p>See session 1 of the teaching unit. Welcome to Iggy Peck's Architecture Academy! Have a sign on the IWB, 'Welcome to Iggy Peck's Architecture Academy! If possible, have some toy tools, rulers, graph/squared paper and books/leaflets about buildings around the classroom. Perhaps have a doll's house on display also if possible. Ask children, what is an architect? Explain that architects are people who design/draw new building before they are built. Every building that has ever been built has had to be drawn and designed first. Can the children name any famous buildings? The architect must also think about the materials used, the measurements and help the builders build the building. Book talk: Introduce children to the book Iggy Peck Architect. What is Iggy doing on the front cover? What kinds of buildings can children see on the front and back covers and what are they made from? Which ones look old and which ones look new? What do children think might happen in this story? Begin reading the text up to the end of the line, 'That's disgusting and nasty! It stinks!' Set up several tables in the classroom with construction materials e.g. junk modelling resources, dry spaghetti and plasticine/playdough, plastic cups and plates, toy food etc. Children could also use Lego and blocks for this session (we are not going to use nappies!). Set groups the challenge of building the tallest, strongest building/tower. Which materials work better than others? Which are stronger?</p> <p><b>Tuesday - Literacy 2: Using adjectives to describe emotions and extending sentences using conjunctions.</b></p> <p>Starter - Speaking and Listening focus: Listening and understanding - Follow complex instructions with two or three parts. Show the children a range of emotions on the board. Play a game of when have you ever. Give children more complex instructions during this game.</p> <p>See lesson 3 from the teaching unit. Read to 'that it had no place in grade two'. Children to use adjectives to describe emotions and extending sentences using conjunctions.</p> <p>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.</p> <p><b>Wednesday - Literacy 3: Using conjunctions</b></p> <p>Starter - Speaking and Listening focus: Social interaction - Work with a team organising, supporting and respecting others roles and responsibilities. Show the children a picture of The Shard and sentence stems with options. Children to work as a team to answer the questions given using think-pair-share. See session 4 from the teaching unit. Model writing a multi-clause sentence - children to identify the conjunction needed. Children to record sentences using conjunctions about the characters and their actions in the story.</p>	<p style="text-align: center;"><b>SPaG</b></p> <p>Punctuating sentences using capital letters and full stops.</p> <p>Using conjunctions to extend sentences.</p> <p>Using a range of sentence types.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Understand the main characters and the plot within the story.</p> <p>To use a variety of sentence types in my writing.</p>

	<p>SEND: SALT activity.</p> <p><b>Thursday - Literacy 4: Using conjunctions to extend sentences using imperative verbs.</b> Starter - Speaking and Listening focus: Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs. Show the children a picture of the White Tower and the Tower of London. Ask the children to build sentences describing the buildings using adjectives and adverbs. See lesson 5 from the teaching unit. SPAG - What are command sentences? When do we use them? How and when do we use imperative verbs? Children to write command sentences to give some advice using imperative verbs and conjunctions. SEND: Children to use pictures from the story to give advice e.g. Give her water. Lift her up.</p> <p><b>Friday- Literacy 5: Creating questions to advertise the competition.</b> Starter - Speaking and Listening focus: Creativity - Show creativity and imagination in structured drama scenarios. Re-read the book again. Select two pages for the children to focus on. Children to act this out within a group. See lesson 8 from the teaching unit. Children to use command sentences and questions for their own architect competition. SEND: SALT activity.</p>		
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<p><b>Week 3</b> 20<sup>th</sup> - 24<sup>th</sup> January 2025</p> <p>Literacy Tree Text 1 Iggy Peck Architect - Week 2</p> <p>Writing Assessment 1</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>Session 1 - Social interaction - Work with a team organising, supporting and respecting others roles and responsibilities.</p> <p>Session 2 - Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs.</p> <p>Session 3 - Creativity - Show creativity and imagination in structured drama scenarios.</p> <p>Session 4 - Vocabulary - Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs.</p>	<p><b>Non-Fiction week 2 - Iggy Peck Architect</b> <b>Writing Assessment - Piece 1 of the term.</b></p> <p><b>Tuesday - Literacy 1: Planning a fact file.</b> Starter - Speaking and Listening focus: Social interaction - Work with a team organising, supporting and respecting others roles and responsibilities. Explain that we will be planning and writing our own fact file. Children to discuss the criteria. Children to work together to share ideas and make a plan on sugar paper. See lesson 9 from the teaching unit. Children to plan their own fact file. SEND: SALT activity.</p> <p><b>Wednesday - Literacy 2: Writing an introduction for a fact file. (Assessment books)</b> Starter - Speaking and Listening focus: Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs. Children to share their plans and try to verbally expand their ideas using adjectives and adverbs. Think-pair-share. See lesson 10 from the teaching unit. Children to write their introduction. SEND: Children to draw their dream building and label it.</p> <p><b>Thursday - Literacy 12: Writing a fact file (Assessment books)</b> Starter - Speaking and Listening focus: Creativity - Show creativity and imagination in structured drama scenarios. Children to act out part of the story, focusing on the buildings seen and the character's reactions. See lesson 11/12 from the teaching unit. SPaG: Using present tense. Children to sort present and past tense sentences. Discuss what happens to the verbs in the sentences. Children to write the next two part of their fact file. SEND: Children write a simple caption for an illustration of a building.</p> <p><b>Friday- Literacy 4: Writing a fact file (Assessment books)</b> Starter - Speaking and Listening focus: Vocabulary - Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs. Look at the model text. Discuss the categories of words used and how we would improve the vocabulary used. See lesson 13 from the teaching unit. Children to write the concluding paragraph for their fact files and then edit them using a purple pen. SEND: SALT activity.</p>	<p><b>SPaG</b></p> <p>Present tense. Children to sort present and past tense sentences. Discuss what happens to the verbs in the sentences.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> To apply my knowledge of the features of non-fiction texts to write my own fact file.</p>
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<p><b>Week 4</b> 27<sup>th</sup> - 31<sup>st</sup> January 2025</p> <p>National Storytelling Week - Cultural Stories in assembly slots.</p> <p>29<sup>th</sup> January - Chinese New Year - PM activities - Year of the snake.</p> <p>Literacy Tree - 2 Rosie Revere Engineer - Week 1</p>	<p>Session 2- Listening and understanding - Follow complex instructions with two or three parts.</p> <p>Session 3 - Creativity - Show creativity and imagination in structured drama scenarios.</p> <p>Session 4 - Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs.</p> <p>Session 5 - Vocabulary - Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs.</p>	<p style="text-align: center;"><b><u>Non-Fiction week 1 - Rosie Revere Engineer</u></b></p> <p><b>WOW starter: Monday 27<sup>th</sup> January</b></p> <p>See session 1 of the teaching unit. Welcome to Rosie Revere's Engineering Academy! Have a sign on the IWB, 'Welcome to Rosie Revere's Engineering Academy! If possible, have some toy tools and engineering books around the classroom. Ask children, what is an engineer? Explain that engineers are people who want to know why and how something works. Engineers try to create new inventions that solve a particular problem. Explain that there are many different kinds of engineers and explore a few of these. Do children know any famous engineers? What were the problems they were trying to solve? What were they famous for inventing? Children may have heard of Alexander Bell or Thomas Edison. Read to children an engineering challenge (see resources) from Rosie Revere (have a picture of her on the board). Children must build a new bridge to go across the River Thames or a river in their local area.</p> <p><b>Tuesday Literacy 2: To use present tense to write a short explanation.</b> Starter - Speaking and Listening focus: Listening and understanding - Follow complex instructions with two or three parts. Look at how bridges are made. Children to follow complex instructions to build their own bridge. See lesson 2 from the teaching unit. Children to write a short explanation about how a bridge works. SEND: Children match words to the picture of the bridge.</p> <p><b>Wednesday - Literacy 3: To use a range of verbs to show the steps in a process.</b> Starter - Speaking and Listening focus: Creativity - Show creativity and imagination in structured drama scenarios. Give children the invisible invention cards. Children to mime how to use the invention shown. See lesson 3 of the teaching unit. Children to use the engineer's verbs and nouns to write to explain how the invention works. SEND: SALT activity.</p> <p><b>Thursday - Literacy 4: Create an advert.</b> Starter - Speaking and Listening focus: Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs. Give children the invisible inventions cards again. Children to work in pairs - one child should describe how the invention works using adjectives and adverbs and the other should guess the invention. They should then swap roles. See lesson 4 from the teaching unit. Children to create an advert for Rosie's Cheese Hat. SEND: Children choose STC adjectives to describe Rosie's Cheese Hat.</p> <p><b>Friday - Literacy 5: Write a report card.</b> Starter - Speaking and Listening focus: Vocabulary - Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs. Re-read the story again. Focus on two pages. Look at the word classes used. Identify nouns, adjectives, verbs and adverbs in the sentences. See lesson 7 of the teaching unit. Children to use adjectives to write a report card. SEND: SALT activity.</p>	<p style="text-align: center;"><b>SPaG</b></p> <p>Word classes - nouns, adjectives, verbs and adverbs.</p> <p>What are they? How are they used within the text. Children to use them to explain how the invention works.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Understand the main features when writing to explain.</p> <p>To understand the difference between fact and fiction.</p>
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<p><b>Week 5</b> 3<sup>rd</sup> - 7<sup>th</sup> February 2025</p> <p>3<sup>rd</sup> February - Dress to Express</p> <p>Literacy Tree - 2 Rosie Revere Engineer - Week 2</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>Session 1 - Listening and understanding - Follow complex instructions with two or three parts.</p> <p>Session 2 - Social interaction - Work with a team organising, supporting and respecting others roles and responsibilities.</p> <p>Session 3 - Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs.</p> <p>Session 4 - Creativity - Show creativity and imagination in structured drama scenarios.</p>	<p><b><u>Non-Fiction week 2 - Rosie Revere Engineer</u></b></p> <p><b><u>Tuesday</u> - Literacy 6: To use expanded noun phrases to describe an invention.</b> Starter -Speaking and Listening focus: Listening and understanding - Follow complex instructions with two or three parts. Look at the final pages of the story. Focus on the photos of the class with their different inventions. Children to follow instructions to spot different things in the picture. E.g. first look for the...then find the...which person has...and... See lesson 8 from the teaching unit. Children to use expanded noun phrases to describe an invention. SEND: Children to stick a photo of an invention in their books and write words/a short caption to describe it.</p> <p><b><u>Wednesday</u> - Literacy 7: To use conjunctions in sentences.</b> Starter - Speaking and Listening focus: Social interaction - Work with a team organising, supporting and respecting others roles and responsibilities. Give children the card out and have conjunctions on the board. Children to explain how the inventions work as a team. See lesson 9 of the teaching unit. Children to select their favourite invention in the book and write a simple explanation of how to use it. SEND: SALT activity.</p> <p><b><u>Thursday</u> - Literacy 8: Use noun phrases to describe their invention.</b> Starter - Speaking and listening focus: Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs. Show the children a double page spread within the book. Children to look at the illustrations and use adjectives and adverbs to describe what they can see. SPaG - expanded noun phrases. What are they? Why do we use them? See lesson 10 of the teaching unit. Children to use their imaginations to draw a picture of what their invention looks like and label it. They should then write descriptive sentences about it. SEND: Children to use their imaginations to draw a picture of what their invention looks like and label it.</p> <p><b><u>Friday</u> - Literacy 9: To plan an explanation text.</b> Starter - Speaking and listening focus: Creativity - Show creativity and imagination in structured drama scenarios. Children to hot seat the characters in the story. They should ask questions and then respond in role. See lesson 11 of the teaching unit. Children to plan their explanation text. SEND: SALT activity.</p>	<p><b>SPaG</b></p> <p>Expanded noun phrases. What are they? Why do we use them?</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 plan an explanation text.</p>
<p><b>Week 6</b> 10<sup>th</sup> - 14<sup>th</sup> February 2025</p> <p>11<sup>th</sup> February - Safer Internet Day</p> <p>14<sup>th</sup> February - Valentine's Day - Make cards in PM.</p> <p>Literacy Tree -</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>Session 1 - Listening and understanding - Follow complex instructions with two or three parts.</p> <p>Session 2 - Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs.</p> <p>Session 3 - Creativity -</p>	<p><b><u>Non-Fiction week 3 - Rosie Revere Engineer</u></b> <b>Writing Assessment - Piece 2 of the term.</b></p> <p><b><u>Tuesday</u> - Literacy 10: To write an explanation text (Assessment books)</b> Starter -Speaking and Listening focus: Listening and understanding - Follow complex instructions with two or three parts. Children to take it in turns to give and follow instructions, focusing on how their inventions work. See lesson 12 from the teaching unit. Children to use a range of sentence types within their introduction of their explanation text. SEND: Children to draw the teleportation phone and label it.</p> <p><b><u>Wednesday</u> - Literacy 11: To write an explanation text (Assessment books)</b> Starter - Speaking and Listening focus: Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs. Recap the skills needed to write the next part of their explanation text.</p>	<p><b>SPaG</b></p> <p>Editing - Children to edit a paragraph of text looking for basic punctuation errors. They can then apply this when editing their own work.</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</p>

<p>2 Rosie Revere Engineer - Week 3</p> <p>Assessment Week including second Writing Assessment</p>	<p>Show creativity and imagination in structured drama scenarios.</p> <p>Session 4 - Vocabulary - Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs.</p>	<p>Children to verbally explain what their invention looks like with a partner. See lesson 13 of the teaching unit. Children to use expanded noun phrases to continue to write their explanation text. SEND: SALT activity.</p> <p><b>Thursday - Literacy 12: To write an explanation text (Assessment books)</b> Starter - Speaking and listening focus: Creativity - Show creativity and imagination in structured drama scenarios. Children to act out using the teleportation phone within a small group. See lesson 14 of the teaching unit. Children to use command sentences to continue their explanation text. SEND: Children to write captions or a short sentence to explain how the teleportation phone works e.g. Turn it on. Press the red button.</p> <p><b>Friday - Literacy 13: To finish and edit the explanation text (Assessment books)</b> Starter - Speaking and listening focus: Vocabulary - Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs. Children to look at the model conclusion. They should identify the different word classes used and improve them as needed. SPaG - Editing. Children to edit a paragraph of text looking for basic punctuation errors. They can then apply this when editing their own work. See lesson 15 of the teaching unit. To use a range of sentence types to write a conclusion. SEND: SALT activity.</p>		<p>inform and the SPaG that I have been taught to write an explanation text.</p>
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