



**Literacy Medium Term Planning**  
**Paddington Bear Class - Spring B (2025)**  
**Mrs Beresford/Mrs Gardner - Year 2**  
**Jim and the Beanstalk/ We are Water Protectors**  
**How does it grow?**

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>Jim and the Beanstalk/</b>  <b>We are Water</b>  <b>Protectors</b> </p>	<p style="text-align: center;"> <b>Fantasy/Information</b> </p>	<p style="text-align: center;"> <b>Fantasy narratives/</b>  <b>Environmental campaign</b> </p>

Activities and groups adapted as necessary following ongoing formative assessments.

### Immersion in the texts

- Role-play area in 'Jim and the Beanstalk'.
- 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 24<sup>th</sup> January 2025**

#### Wow starter - Literacy

Children enter the classroom to discover a beanstalk, either in the classroom or growing past outside window. Ask children to discuss the following questions: Where do you think beanstalk goes? How did it get there? What is it for? Do you think anyone has climbed it? Do you know any stories with a beanstalk? Children work in mixed ability groups to write their responses onto sticky notes and attach them to the window or to the beanstalk itself. Discuss similarities to the story of Jack and the Beanstalk. Discuss the key events of the story and then introduce the book Jim and the Beanstalk to children. Explain the idea of sequels and discuss any known to the children already. Explain that they will be writing their own sequels at the end of the planning sequence.

#### Wow starter - History linked to Art

Discussion about fruit. A lot of our tropical fruit is imported from other countries with warmer tropical climates. Mexico on the continent of North America. Locate on map and learn more about Mexico. Significant person in history Mexican artist Frieda Kahlo - look at her work recreate fruit drawing in her style. Look at a range of fruits - which ones do you know? Which ones have you tried? Which ones are your favourite? Brief introduction to healthy eating.

#### Wow starter - DT linked to Cultural Awareness

Name and identify a variety of different fruits from around the world that children may not have experience with. S+L - Children to use a range of adjectives and adverbs to describe the fruits. They should have first-hand experience to help them to develop their language. In groups - Use tools to prepare and cut fruit to create and make a fruit salad. Children to look at a range of fruits. Talk about where the fruit may come from and locate on the world map. Then ask them to make their own fruit salad for Bingo Bear following STC instructions.

#### Wow starter - Geography

Exploring the continent of South America - with a focus on Mexico. Find Mexico on the map. Look at the differences from where we live... compare Mexico to UK. Would Bingo Bear like to visit these places? Why/why not? Consider that we know him as an explorer (decided at the start of the year).

### Working with the text

- Retell the model text each day in groups then pairs.
  - Create story boards
- 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/Vocabulary

Week 1  
Coordinating conjunctions

Week 2  
Speech punctuation

Week 3

Week 4

Week 5

#### Vocabulary

Jim and the Beanstalk	We are Water Protectors
Enormous	Medicine
Growing	Nourished
Certainly	Sacred
Reached	Rhythm
Castle	Veins
Giant	Poison
Quite	Wreck
Beanstalk	Foretold
Pesky	Spoil
Banging	Venom
Fiercely	Courses
Measure	Unfit
Oculist	Courage
Nowadays	Rally
Explained	Winged
Gnashing	Crawling
Flaming	Related
Wig	Spirit
Beaming	Alive
Marvelous	Ancestors
Wonderful	Stewards
Boomed	Protectors
Appetite	
Thoughtfully	
Heap	
Seizing	

### Ideas for teaching

#### Ideas for fantasy narrative writing:

Children explore the characters in the story and describe their thoughts, feelings, and actions. They will end the unit by writing their own fantasy sequel based on Jack and the Beanstalk.

#### Ideas for information:

Children explore non-fiction writing, gathering information from a range of sources.

Children to then write their own environmental campaign.

## 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						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
s, a, t							
o, i, n							
m, u							
g, r, c							
n, e, k							
h, u							
r, h							
o, t							
j, e							
f, m							
l, p							
w, h, y							
e, o, e							
qu, th							
ch, sh							
ng, ck							
Tricky words*	I in the	put	at ant	hat hat	no no	at	in in
	out* out*	hat	at	no	no	at	in

### Group 2 - Year 1 Spring B - 14 children

Year 1 Spring 2

	Phase 5 graphemes	New sticky words
Week 1	/t/ or /ed/ /k/ or /ck/ or /d/ or /t/ /s/ or /se/ /r/ or /er/ or /er/ or /er/ or /er/ or /er/	once taught
Week 2	/l/ or /ll/ or /ll/ /k/ or /ck/ or /ck/ /t/ or /t/ or /t/ or /t/ or /t/ or /t/	once taught
Week 3	/r/ or /er/ /k/ or /ck/ or /ck/ or /ck/ or /ck/ or /ck/	
Week 4	/t/ or /t/ /t/ or /t/ or /t/ or /t/ or /t/ or /t/	
Week 5	/t/ or /t/ /t/ or /t/ or /t/ or /t/ or /t/ or /t/	

\*The sticky words 'leaf' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

### Group 3 - Reception Summer B/Year 1 Autumn A - 2 children

Reception Summer 2

	Phase 4 graphemes	New sticky words
Week 1	long vowel sounds /o/ or /o/	Review all taught so far
Week 2	long vowel sounds /o/ or /o/	Score spelling
Week 3	Phase 4 words ending in /t/	
Week 4	Phase 4 words ending in /t/	
Week 5	Phase 4 words ending in /t/	

Year 1 Autumn 1

	Phase 5 graphemes	New sticky words
Week 1	Phase 5 graphemes	Phase 5 sticky words
Week 2	Phase 5 graphemes	Phase 5 sticky words
Week 3	Phase 5 graphemes	Phase 5 sticky words
Week 4	Phase 5 graphemes	Phase 5 sticky words
Week 5	Phase 5 graphemes	Phase 5 sticky words

### Group 4 - Spelling programme - 11 children

Year 2 Spring 2

	Unit	Coverage	Tricky spellings	Homophones
Week 1	4	The 'W' special! How do 'w' and 'ou' change the sounds that 's', 'e' and 'r' make in some words?	who/whole	sure/sure
Week 2	5	Why do I swap the 'y' for an 'i' when I add the suffix '-es'?	people/friend	quite/quiet
Week 3	6	Why do some words have the spelling 'ai' for the sound /aɪ/?	move/improve	see/sea
Week 4	7	Why do some words end in /e, ai, i or -el/?	Review	to/two/two

## 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> See Red Group objectives.</p> <p style="text-align: center;"><u>EX2</u></p> <p><b>Composition</b> After discussion with a teacher: -Plan or say what a piece of writing will be about independently. -Encapsulate what they want to say, sentence by sentence. -Write simple, coherent narratives about personal experiences and those of others (real or fictional). -Write about real events, recording these simply and clearly. -Re-read own writing to check for sense, accuracy, spellings, grammar and punctuation independently (Purple Pen).</p> <p><b>Grammar</b> -Demarcate some sentences with capital letters and full stops. -Use some expanded noun phrases to describe and specify. -Most sentences grammatically correct in the writing. -Write sentences using question marks. -Write sentences using exclamation marks. -Identify a variety of sentences types. -Recall verbs in the past and present tense. -Show an understanding of the difference between co-ordination (or/and/but) and subordination (when/if/that/because). -Show an understanding of irregular plurals. -Spell some words with contracted forms.</p> <p><b>Spelling</b> -Segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonetically plausible attempts at others. -When used, spell some Year 2 tricky words correctly. -Spell words with suffixes -ing, -ed, -er, -est, -s, -es in a piece of own writing. -Understand that suffixes eg -ment, -ness, -ful, -less, -ly are added to root words. -Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky words and punctuation taught so far - sometimes accurately.</p> <p><b>Handwriting</b> -Form lower-case letters in the correct direction, starting and finishing in the right place. -Form lower-case letters of the correct size relative to one another in some of the writing. -Use spacing between words consistently.</p>	<p style="text-align: center;"><u>WT2</u></p> <p><b>Composition</b> After discussion with a teacher: -Plan/draft a piece of writing, after a group discussion. -Mentally compose grammatically correct sentences most of the time. -Write sentences that are sequenced to form short narratives (real or fictional). -Edit own work using appropriate checklist (Green Pen).</p> <p><b>Grammar</b> -Demarcate some sentences with capital letters and full stops. -Use some expanded noun phrases to describe and specify. -Most sentences grammatically correct in the writing. -Write sentences using question marks. -Write sentences using exclamation marks. -Identify a variety of sentences types. -Recall verbs in the past and present tense. -Show an understanding of the difference between co-ordination (or/and/but) and subordination (when/if/that/because). -Show an understanding of irregular plurals. -Spell some words with contracted forms.</p> <p><b>Spelling</b> -Segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonetically plausible attempts at others. -When used, spell some Year 2 tricky words correctly. -Spell words with suffixes -ing, -ed, -er, -est, -s, -es in a piece of own writing. -Understand that suffixes eg -ment, -ness, -ful, -less, -ly are added to root words. -Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky words and punctuation taught so far - sometimes accurately.</p> <p><b>Handwriting</b> -Form lower-case letters in the correct direction, starting and finishing in the right place. -Form lower-case letters of the correct size relative to one another in some of the writing. -Use spacing between words consistently.</p>	<p style="text-align: center;"><u>Early Learning Goal</u></p> <p>-Write recognisable letters, most of which are correctly formed. -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others.</p> <p style="text-align: center;"><u>EX 1</u></p> <p><b>Composition</b> After discussion with a teacher: -Independently compose sentences orally or mentally before writing. -Show simple structure to writing eg. Beginning, middle, end. -Discuss own writing with teacher or others. -Follow a simple plan when writing. -Re-read paragraph/text to check for sense.</p> <p><b>Grammar</b> -Combine words into sentences using the conjunctions and, because. -Know and use a capital letter for names, days, months, places. -Use capital for pronoun I. -Correctly use a capital letter to show start of sentences. -Sometimes add full stops within a narrative. -Correctly use a full stop to show end sentences. -Add an adjective to a noun to create a noun phrases. -Identify question marks correctly. -Identify an exclamation mark correctly.</p> <p><b>Spelling</b> After discussion with a teacher: -Spell many words correctly (Phase 3) and others phonetically plausibly independently. -Spell most Phase 3 digraphs and some Phase 5 digraphs. -When used, spell many Y1 tricky words correctly. -When used, spell words with suffixes -ing, -ed, -er correctly most of the time. -When used, spell words with plurals correctly (-s, -es) most of the time. -Spell most days of the week correctly (phonetically plausible where not correct). -Use most letter names to spell words aloud -Add prefixes -un, -dis where no change to root words -Write from memory simple sentences that have been dictated, including sounds taught so far.</p> <p><b>Handwriting</b> -Form many letters in the correct direction, starting and finishing in the right place, sitting on the line - capital letters/lower case letters. -Use spaces between words</p>

## Paddington Reading Targets

Yellow Group Target: EX2/GD2	Red group Target: WT2/EX2	Blue Group Target: ELG/EX1/WT2
<p style="text-align: center; color: blue;"><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 hesitation.</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; color: blue;"><u>GD2</u></p> <p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>-Read accurately and independently from a range of different text types, containing up to phase 5 graphemes +, including any or all elements previously taught.</li> <li>-Read from a wider selection than the school reading scheme including: fiction, non-fiction, poetry, plays, newspapers, online, comics, free reading choices.</li> <li>-Sustain silent reading.</li> </ul> <p><b>Comprehension</b></p> <p>In a book they are reading independently:</p> <ul style="list-style-type: none"> <li>-Build up a repertoire of poems, recite some by heart.</li> <li>-Understand how to use a dictionary.</li> <li>-Discuss favourite words and phrases.</li> <li>-Make links between the book they are reading and other books they have read.</li> <li>-Make inferences based on what is said and done.</li> <li>-Predict what might happen on the basis of what has been read so far across a range of different genres.</li> <li>-Summarise a text that they read.</li> </ul>	<p style="text-align: center; color: blue;"><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; color: blue;"><u>EX2</u></p> <p style="text-align: center;">See Yellow Group objectives.</p>	<p style="text-align: center; color: blue;"><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; color: blue;"><u>EX 1</u></p> <p style="text-align: center; color: green;"><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	Outcome/ audience
<p><b>Week 1</b> 24<sup>th</sup> - 28<sup>th</sup> February</p> <p><b>Literacy Tree - Text 1 - Week 1</b></p> <p>Wednesday 26<sup>th</sup> PPMs</p> <p>28<sup>th</sup> Passports given out</p> <p>Transition - 25<sup>th</sup> Paired reading @ our school 1:15-1:45.</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 2 - Speaking and presenting - Demonstrate good grammar - consistent tenses, plurals</p> <p>-Session 3 - Listening and understanding - Focus on key points in a sentence in order to answer a question</p> <p>Session 4 - Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions.</p> <p>Session 5 - Vocabulary - Explain the meaning of words.</p>	<p><b>Fiction week 1 - Jim and the Beanstalk</b> <b>WOW starter: Monday 13<sup>th</sup> January</b> <b>WOW STARTER</b></p> <p>Children enter the classroom to discover a beanstalk, either in the classroom or growing past outside window. Ask children to discuss the following questions: Where do you think beanstalk goes? How did it get there? What is it for? Do you think anyone has climbed it? Do you know any stories with a beanstalk? Children work in mixed ability groups to write their responses onto sticky notes and attach them to the window or to the beanstalk itself. Discuss similarities to the story of Jack and the Beanstalk. Discuss the key events of the story and then introduce the book Jim and the Beanstalk to children. Explain the idea of sequels and discuss any known to the children already. Explain that they will be writing their own sequels at the end of the planning sequence.</p> <p><b>Tuesday - Literacy 2: To discuss a character's thoughts and feelings</b> Starter - Speaking and Listening focus: Speaking and presenting - Demonstrate good grammar - consistent tenses, plurals. Read up to the point where Jim slides down the beanstalk and 'landed below in a heap'. Ask the children to remember the key events in the story. Discuss and share. See lesson 3 from the teaching unit. Children record Jim's and the Giant's responses from each of the three scenes in the story. 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 - To use coordinating conjunctions</b> Starter - Speaking and Listening focus: Listening and understanding - Focus on key points in a sentence in order to answer a question. Happy and not so happy endings. Show children a range of clauses and ask them to finish the sentences using a conjunction. See lesson 4 from the teaching unit. SPaG - Coordinating conjunctions. How are they used in sentences? Children to create their own sentences using coordinating conjunctions to caption images from the story. SEND: SALT activity.</p> <p><b>Thursday - Literacy 4 - To retell a known story</b> Starter - Speaking and Listening focus: Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions. Children to retell the story to one another. Adult to work in role and ask the children to 'hot seat' the character to find out more. See lesson 6 from the teaching unit. Children to retell the events of the story in their own words. SEND: Children to sequence the story using pictures and words.</p> <p><b>Friday - Literacy 5 - To identify verbs in a passage - past and present progressive</b> Starter - Speaking and Listening focus: Vocabulary - Explain the meaning of words. Read a passage of text to the children. Ask them to identify the verbs and work in pairs to explain the meaning of the words. See lesson 7 from the teaching unit. Children to identify verbs in the story and identify the root word, past tense verb and what the verb would be in the present progressive. SEND: SALT activity.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> To learn our class story.</p>

<p><b>Week 2</b> 3<sup>rd</sup> - 7<sup>th</sup> March</p> <p><b>Literacy Tree - Text 1 - Week 2</b></p> <p>Tuesday 4<sup>th</sup> - Pancake day</p> <p>Thursday 6<sup>th</sup> - World Book Day</p> <p>Friday 7<sup>th</sup> - International women's day (afternoon activities)</p> <p>Transition - 4<sup>th</sup> Paired reading @ Hamp Academy 1:15-1:45.</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 1 - Social interaction - Explain why teams are sometimes better than working by myself.</p> <p>Session 2 - Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions.</p> <p>Session 3 - Listening and understanding - Focus on key points in a sentence in order to answer a question</p> <p>Session 4 - Vocabulary - Explain the meaning of words.</p>	<p><b><u>Fiction week 2 - Jim and the Beanstalk</u></b></p> <p><b>Tuesday - Literacy 1 - To plan sections of a narrative sequence based on a known story</b> Starter - Speaking and Listening focus: Social interaction - Explain why teams are sometimes better than working by myself. Children to work together to think about what the giant might do next. Ask children to work in groups to create a character. Discuss why working together might be better. See lesson 8 from the teaching unit. Children to innovate up to, but not including the very last box. SEND: SALT activity.</p> <p><b>Wednesday - Literacy 2 - To use the conventions of speech punctuation.</b> Starter - Speaking and Listening focus: Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions. Children to role play and freeze frame the moment where Jess climbs the beanstalk. Children to think about the character's thoughts and feelings. See lesson 9 from the teaching unit. SPaG - Speech punctuation. Discuss the rules of speech. Children to create their own sentences using coordinating conjunctions to caption images from the story. SEND: Children to write captions for what they think the giant might say in the story.</p> <p><b>Thursday - Literacy 3 - To write in role, using the features of informal letters.</b> Starter - Speaking and Listening focus: Listening and understanding - Focus on key points in a sentence in order to answer a question. Play traffic light sentences. Discuss the vocabulary. Consider each sentence and ask the children to think about what the answers might be. See lesson 10 from the teaching unit. Children to write their own letters in role as the Giant, using a variety of descriptive adjectives. SEND: SALT activity.</p> <p><b>Friday - Literacy 4 - To innovate ideas in a known story.</b> Starter - Speaking and Listening focus: Vocabulary - Explain the meaning of words. Look at the first paragraph of the innovated story. What vocabulary have we used? What might a good synonym be? Discuss the meanings of the words. See lesson 11 from the teaching unit. Children to write their own innovated story using their story plans. SEND: Children to innovate the character. They should draw a character to replace the Giant in the story and write adjectives to describe it.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Innovate the text.  Write an informal letter.</p>
<p><b>Week 3</b> 10<sup>th</sup> - 14<sup>th</sup> March</p> <p><b>Literacy Tree - Text 1 - Week 3</b></p> <p>Thursday 13<sup>th</sup> Comic Relief</p> <p>Friday 14<sup>th</sup> -</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 1 - Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions.</p> <p>Session 2 - Listening and understanding - Focus on key points in a sentence in order to answer a question.</p>	<p><b><u>Fiction week 3 - Jim and the Beanstalk</u></b> <b>Writing Assessment - Piece 1 of the term.</b></p> <p><b>Tuesday - Literacy 1: To plan events in an invented narrative</b> Starter - Speaking and Listening focus: Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions. Hot seat the characters and ask them a range of questions e.g. Are you a hero or a villain? How have you changed? See lesson 12 from the teaching unit. Children to plan their own sequels to a fairytale. SEND: SALT activity.</p> <p><b>Wednesday - Literacy 2: To write the opening paragraph of their sequel (Assessment books)</b> Starter - Speaking and Listening focus: Listening and understanding - Focus on key points in a sentence in order to answer a question. Discuss the Auburn Hair story. Look at the techniques used. How do we know? Why is this</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Write an invented sequel</p>

<p>Parents day</p> <p>Transition - 11<sup>th</sup> Paired reading @ Hamp Academy 1:15- 1:45.</p> <p>Transition meeting - 1pm - CB/MF.</p>	<p>Session 3 - Vocabulary - Explain the meaning of words.</p> <p>Session 4 - Speaking and presenting - Demonstrate good grammar - consistent tenses, plurals.</p>	<p>part beneficial when writing a story. See lesson 13 from the teaching unit. Children to write the opening paragraph of their fairytale sequel. SEND: Children to invent their own character for the fairytale. They should draw and label their character.</p> <p><b>Thursday - Literacy 3: Independent write (Assessment books)</b> Starter - Speaking and Listening focus: Vocabulary - Explain the meaning of words. Look at the opening line of the second part of the story. What does this mean? How do we know? What could the possible synonyms be? See lesson 14 from the teaching unit. Children to write the middle section of their fairytale sequel. SEND: Children to write sentences to describe what their character will do in the story e.g. She had fun. She went to bed. She had some food.</p> <p><b>Friday- Literacy 4: Independent write continued (Assessment books)</b> Starter - Speaking and Listening focus: Speaking and presenting - Demonstrate good grammar - consistent tenses, plurals. Look at the example conclusion on the board. Discuss the grammar and tense. How can we make improvements? See lesson 15 from the teaching unit. Children to write the ending of their sequel. SEND: SALT activity.</p>	
<p><b>Week 4 17<sup>th</sup> - 21<sup>st</sup> March</b></p> <p><b>Literacy Tree - Text 2 - Week 4</b></p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 2 - Speaking and presenting - Demonstrate good grammar - consistent tenses, plurals</p> <p>-Session 3 - Listening and understanding - Focus on key points in a sentence in order to answer a question</p> <p>Session 4 - Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions.</p> <p>Session 5 - Vocabulary - Explain the meaning of words.</p>	<p><b>Non-Fiction week 1 - We are Water Protectors</b></p> <p><b>Monday - WOW Starter - Literacy 1: To create a poem based on a simple structure</b> Set up a 'river' in the classroom using a stretch of blue material - chiffon or net would be ideal. Pin the Water Protector Pledge (see back of book) to it and read aloud. Ask children why we need to look after water. Listen to some sound effects of water and have them playing as the children come in. Ask them to close their eyes and imagine a scene where water is flowing, birds are singing, fish are swimming and people are sitting peacefully nearby. Focus on the sounds of the water and ask children to try and identify any associated vocabulary. List some words that are onomatopoeic. Splosh! Flow. Ripple. Children to create their own using vocabulary on table as well as anything from the model.</p> <p><b>Tuesday - Literacy 2: To understand that sentences have different forms</b> Starter - Speaking and Listening focus: Speaking and presenting - Demonstrate good grammar - consistent tenses, plurals Display the word 'protectors' on the board. What does this mean? What is the root word? How could we put this word into a sentence? Model the sentence 'To protect our world, we need to take care of the environment and look after the wildlife'. Ask children to think about the sentence. What tense is it written in? Can we include a plural in a sentence? How? See lesson 3 from the teaching unit. Children to write about different environmental issues they are aware of. Children to extend their sentences. SEND: SALT activity.</p> <p><b>Wednesday - Literacy 3 - To create a fact file based on facts and research</b> Starter - Speaking and Listening focus: Listening and understanding - Focus on key points in a sentence in order to answer a question. Children to come into the classroom and see that their river has 'Danger' signs around it and 'Construction in progress'. What do we know about oil? What would it mean for the water? See lesson 4 and 5 from the teaching unit. Children to write a fact file on water pollution and its main causes.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Write a poem</p> <p>Non-chronological report</p>

		<p>SEND: Children to label a picture of water pollution. They should use their senses to help them.</p> <p><b>Thursday - Literacy 4: To use expanded noun phrases to describe and specify</b> Starter - Speaking and Listening focus: Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions. Read the story from the start up to 'It will not be easy'. Why will it not be easy for the girl? What makes standing up for what she believes in difficult? Children to hot seat the girl in role. See lesson 6 from the teaching unit. Children to write in role as the girl, using expanded noun phrases. SEND: Children to draw the girl and label the picture using adjectives.</p> <p><b>Friday - Literacy 5: To write a non-chronological report</b> Starter - Speaking and Listening focus: Vocabulary - Explain the meaning of words. Look at certain pages from the story. Discuss what these sentences mean. Identify where 'ed' and 'ing' suffixes are used. How does this change the sentence? See lesson 7 from the teaching unit. Create a class non-chronological report where each child creates an entry for a class book on a chosen creature who lives on, or by, water. SEND: SALT activity.</p>	
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<p><b>Week 5</b> 24<sup>th</sup> - 28<sup>th</sup> March</p> <p><b>Literacy Tree - Text 1 - Week 5</b></p> <p>Wednesday 26<sup>th</sup> - Road Safety Talk</p> <p>Friday 28<sup>th</sup> - Make Mothers Day Cards</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 1 - Social interaction - Explain why teams are sometimes better than working by myself.</p> <p>Session 2 - Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions.</p> <p>Session 3 - Listening and understanding - Focus on key points in a sentence in order to answer a question</p> <p>Session 4 - Vocabulary - Explain the meaning of words.</p>	<p><b><u>Non-Fiction week 2 - We are Water Protectors</u></b></p> <p><b><u>Tuesday - Literacy 1: To write for different purposes</u></b> Starter - Speaking and Listening focus: Social interaction - Explain why teams are sometimes better than working by myself. Children to work in groups to brainstorm sources of water and come to the point that water is always there - we just have to look after it. Children to consider how we can do this. Discuss why being a team makes this task easier. See lesson 8 from the teaching unit. Children to create an information text with a logical order. SEND: SALT activity.</p> <p><b><u>Wednesday - Literacy 2 - To research for information by asking clear questions.</u></b> Starter - Speaking and Listening focus: Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions. Return to the tribes and how storytelling is vital in the culture. Children to freeze frame storytelling within a tribe. Pause groups and ask them questions on the thoughts and feelings of their characters. See lesson 9 from the teaching unit. Children to research and write about the tribes. Encourage questions around the history and the culture. SEND: Children to write a sentence about the Standing Rock Tribe.</p> <p><b><u>Thursday - Literacy 3: To check my writing makes sense</u></b> Starter - Speaking and Listening focus: Listening and understanding - Focus on key points in a sentence in order to answer a question. Read onto 'We are stewards of the Earth'. Discuss how women are seen as water protectors and men are seen as protectors of the fire. Question the children's ideas and thoughts. See lesson 10 from the teaching unit. Children to continue with their writing about the tribes from yesterday. SEND: SALT activity.</p> <p><b><u>Friday - Literacy 4: To plan for my writing</u></b> Starter - Speaking and Listening focus: Vocabulary - Explain the meaning of words. Ask the children to consider how we can be water protectors. Discuss technical vocabulary and what it might mean. Look at the context of the words within sentences to help. See lesson 12 from the teaching unit. Children to plan a campaign for protecting local water. Plan for different paragraphs using non-chronological report planner. SEND: SALT activity.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Chronological report Environmental campaign</p>
<p><b>Week 6</b> 31<sup>st</sup> - 5<sup>th</sup> April</p> <p><b>Assessment Week</b></p> <p>Thursday 3<sup>rd</sup> - Friday 4<sup>th</sup> Easter Theme</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 1 - Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions.</p> <p>Session 2 - Listening and understanding - Focus on</p>	<p><b><u>Non-Fiction week 3 - We are Water Protectors</u></b> <b>Writing Assessment - Piece 2 of the term.</b></p> <p><b><u>Tuesday - Literacy 3: Independent write (Assessment books)</u></b> Starter - Speaking and Listening focus: Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions. Children to hot seat one another, exploring their thoughts and feelings on becoming water protectors. What can we do to help? How can we ensure that we are making the right choices? What can we tell others? See lesson 13 from the teaching unit. Children to write up their campaign. SEND: SALT activity.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Environmental campaign</p>

<p>Days</p>	<p>key points in a sentence in order to answer a question.</p> <p>Session 3 - Vocabulary - Explain the meaning of words.</p> <p>Session 4 - Speaking and presenting - Demonstrate good grammar - consistent tenses, plurals.</p>	<p><b>Wednesday - Literacy 4: Independent write continued (Assessment books)</b></p> <p>Starter - Speaking and Listening focus: Speaking and presenting - Demonstrate good grammar - consistent tenses, plurals. Model writing a conclusion with some facts within the campaign. Discuss the use of tense and plurals. Encourage children to identify mistakes in tense and use of plurals. See lesson 14 from the teaching unit.</p> <p>Children to have time to finish writing, editing and improving campaign with questions and inclusion of facts.</p> <p>SEND: SALT activity.</p> <p style="text-align: center;">Thursday 3<sup>rd</sup> - Friday 4<sup>th</sup> Easter Theme Days See separate planning</p>	
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