



Literacy Medium Term Planning  
 Paddington Bear Class - Summer A (2025)  
 Mrs Gardner - Year 2  
 The Minpins/ The Bear Under the Stairs  
 How does it make you feel?

Sentence writing focus:	Text	Genre	Focus
Fiction/ Non-Fiction	The Minpins/ The Bear Under the Stairs	Fantasy/Information	Own version narratives/ Information text

Activities and groups adapted as necessary following ongoing formative assessments.

### Immersion in the texts

### Working with the text

### SPAG/Vocabulary

### Ideas for teaching

- Role-play area in 'Country House theme'.
- Slow reveal: 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: Tuesday 22<sup>nd</sup> April**

**Wow starter - Literacy**

See session 1 and 2 of the teaching unit.

Write a set of rules for home. Think of some consequences for if you break the rules. Read to p7. Question writing. Create your own monster that lives on the other side of the wall? What might it do if it catches you? Come up with a name for your monster based on what he might do to you. Create a danger poster for your monster - include a question, command and statement.

- 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: See Literacy Tree focus

Vocabulary	
The Minpins	The Bear under the Stairs
Ferocious	Scared
Cathedral	Under
Rubbish	Stairs
Ancient	Place
Glittering	Thought
Hurtling	Hiding
Frenzy	Wondered
Brute	Hungry
Tantalise	Pear
Ravenous	Crept
Peculiar	Slammed
Sloping	Tight
Guzzled	Lair
Stench	Dreamed
Gigantic	Quick
Thrumming	Strange
Fearsome	Stronger
Luscious	Awful
Billowing	Bravely
Venture	Furry
Jiffy	Broken
Doom	Stinky
Desire	Grizzly
Gloom	
Genius	
Miniature	
Marvelous	
Trespasser	

**Ideas for writing own adventure narrative:**  
Children explore the characters in the story and describe their thoughts, feelings, and actions.  
They will end the unit by writing their own story about bravery

**Ideas for information leaflet:**  
Children explore non-fiction writing by reading non fiction texts.  
Gather information from a range of sources, including using technology.  
Children to then write their own information leaflet about bears.

# 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 s							
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 Summer A

**Year 1 Summer 1**

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play oe shake ee each e he	
Week 2	ie pie ie time o go o-e home	
Week 3	ue blue mouse ee cheer new ure ruler cute ow slow	
Week 4	ea head or lord ou cloud og toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh what ie shield g giant	

## Group 3 - Year 1 Autumn A/B

**Year 1 Autumn 1**

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo or or ur oo ow oi ear	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s -es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

## Group 4 - Spelling programme

### Year 2 Summer 1

	Unit	Coverage	Prickly spellings	Homophones
Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee
Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
Week 4				
Week 5	11	How can I show missing letters in a word?	Review	there/their/they're

## Paddington Writing Targets

<b>Yellow Group</b> <b>Target: EX2/GD2</b>	<b>Red group</b> <b>Target: EX2</b>	<b>Blue Group</b> <b>Target: ELG/EX1</b>
<p style="text-align: center;"><u>EX2/ GD2</u></p> <p><b>Composition:</b> Plan or say what a piece of writing will be about. Write down ideas including keywords and new vocabulary. Apply phonic knowledge consistently and accurately across a range of writing. Encapsulate what they want to say, sentence by sentence. Attempt writing for different purposes. Show increasing stamina for writing. Re-read own writing to check for sense and accuracy. Proof read to make corrections to spellings, grammar and punctuation.</p> <p><b>Grammar:</b> Begin to join sentences using co-ordination and subordination. Become familiar with past and present tense. Demarcate most sentences with capital letters and full stops with some use of question marks and exclamation marks. Use sentences with different forms in their writing (statements, questions, commands and exclamations). Use some expanded noun phrases to describe and specify. Use present and past tense mostly correctly and consistently. Use co-ordination and some subordination.</p> <p><b>Spelling:</b> Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Spell many common exception words correctly. Spell some words with the contracted form. Add suffixes eg, -ment, -ness, -ful, -less, -ly, to spell some words correctly. Write from memory simple sentences dictated by the teacher which include common exception words and a range of punctuation taught so far - mostly accurately.</p> <p><b>Handwriting:</b> Use the diagonal and horizontal strokes needed to join letters in some of their writing. Write capital letters and digits of the correct size relative to one another and to lower case letters. Use spacing between words that reflects the size of the letters. Sit letters on the line.</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>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>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>

## Paddington Reading Targets

<b>Yellow Group</b> <b>Target: EX2/GD2</b> <u>GD2 -White/Lime/Library</u>	<b>Red group</b> <b>Target: WT2/EX2</b> <u>EX2 - Gold Band - Phase 5+</u>	<b>Blue Group</b> <b>Target: ELG/EX1/WT2</b> <u>ELG</u>
<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,</li> <li>-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> </ul>	<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> <p>Reason about own book choices, justify and explain why. Read and understand unfamiliar texts that challenge, independently.</p> <ul style="list-style-type: none"> <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. Make some inferences on the basis of what is being said and done. Explain what has happened so far in what they have read.</li> </ul>	<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 texts shared and read independently:</p> <ul style="list-style-type: none"> <li>-Develops an interest in reading for pleasure.</li> <li>-Understand meaning of words through discussion and context.</li> <li>-Link reading to own experiences with prompts.</li> <li>-Begin to use some expression to help make meaning clear, with adult prompting.</li> <li>-Read a range of sentence types, taking account of . , ? and !</li> <li>Predict what may happen next based on what has been read.</li> <li>-Demonstrate understanding of fiction, non-fiction and poetry, describing the features.</li> <li>-Re-tell a text, sequencing beginning, middle and end.</li> <li>-Answer questions and make simple inferences about familiar texts.</li> </ul>

Week	Speaking & Listening	Literacy Tree	SPaG	Outcome/ audience
<p><b>Week 1</b> 22<sup>nd</sup>-25<sup>th</sup> April <b>Literacy Tree - Text 1 - Week 1</b></p> <p>22<sup>nd</sup> April - World Earth Day</p> <p>23<sup>rd</sup> St George's Day flag making</p> <p>23<sup>rd</sup> PPMs</p> <p>Transition - Joint play 10.10-10.25 Thursday 24<sup>th</sup> April - NP/SD</p>		<p align="center"><b>Theme Week - Food and Farming - See separate plan</b></p>		
<p><b>Week 2</b> 28<sup>th</sup> April-2<sup>nd</sup> May <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 - Joint play 10.10-10.25 Thursday 1<sup>st</sup> May - SD/PB</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p><b>Session 1:</b> Identify word classes - nouns, verbs, adjectives, pronouns.</p> <p><b>Session 2:</b> Join two clauses with a simple conjunction.</p> <p><b>Session 3:</b> Look at image on pg 13. Think of some words to describe how Billy is feeling in that moment.</p> <p><b>Session 4:</b> Identify the verbs on pg 12.</p>	<p align="center"><b><u>Fiction week 1 - The Minpins</u></b></p> <p><b><u>WOW STARTER: Tuesday</u></b></p> <p><b>Session 1 - Wow starter</b> Starter - Identify word classes - nouns, verbs, adjectives, pronouns. See lesson 1 and 2 from the teaching unit. Write a set of rules for home. Think of some consequences for if you break the rules. Read to p7. Question writing. Create your own monster that lives on the other side of the wall? What might it do if it catches you? Come up with a name for your monster based on what he might do to you. Create a danger poster for your monster - include a question, command and statement. Activity: Create a 'danger' description. SEND: Draw a character and label</p> <p><b>Session 2 - Joining clauses with conjunction 'that'.</b> Starter - Scaffold sentences to support children to use conjunctions to join clauses. See lesson 3 from the teaching unit. Activity: Children to write a description of the monster. SEND: SALT activity.</p> <p><b>Session 3 - Identify nouns and adjectives/ Add suffixes - ment and -ness</b> Starter - Look at image on pg 13. Think of some words to describe how Billy is feeling in that</p>	<p>Use ! and ?. Capital letters. Sentence types. Conjunctions. Word classes. Suffixes ment/ness</p>	<p><b>Audience:</b> Another pupil</p> <p><b>Outcome:</b> Retell the story so far from the boy's perspective, verbally.</p>

		<p>moment. Learn the rules of adding suffixes to words. Discuss the relevance of the nouns and decide which ones would best describe Billy's emotions on pg 13. See lesson 4 from the teaching unit. Activity: Write a short description of how the boy felt. SEND: Write a sentence to describe how the boy felt.</p> <p><b>Session 4- Verbs</b> Starter - Use the verbs from pg 12 to replace the word classes in the caption. In pairs retell the story so far from the boy's perspective. Introduce adverbs. Activity: Retell the story from the boy's point of view. SEND: SALT activity.</p>		
<p><b>Week 3</b> 6<sup>th</sup> May - 9<sup>th</sup> May</p> <p><b>Literacy Tree - Text 1 - Week 2</b></p> <p>9<sup>th</sup> May - Somerset Day PM activities</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p><b>Session 1</b> - Describe what your partner looks like using noun phrases.</p> <p><b>Session 2</b> - Imagine you were a Minpin - how would you describe the boy to the other Minpins.</p> <p><b>-Session 3</b> - Share a sentence describing something you did yesterday. Identify the verb. How would we say it if we were doing it right now?</p> <p><b>-Session 4</b> - Look at the illustration on page26/27. With a partner, come up with three nouns in the picture. Now think of three things which could belong to each noun.</p>	<p><b><u>Fiction week 2 - The Minpins</u></b></p> <p><b><u>Lesson 6 - Conjunction 'but'/ Writing noun phrases</u></b> Starter: Describe what your partner looks like using noun phrases. See session 6 of the teaching unit. Read pg 16. Make a prediction. Read the description of the little creatures. What nouns and adjectives have been used to describe them. Look at an image of a Minpin. Think of some contrasting words to form a pair eg. Dull/bright, old/new, wrinkled/smooth, dark/light. Shared write - contrasting sentences with conjunction but. Activity: Children to write a description on a Minpin. Model using conjunctions although and however. SEND: Draw and describe the Minpins.</p> <p><b><u>Lesson 7 - Add suffix er/est</u></b> Starter: Describe what your partner looks like using noun phrases. See session 7 of the teaching unit. Read pg 18/19. Identify words with a -est suffix. Read pg 21. Identify words with a -er suffix. Word families eg. Small smaller smallest. Shared write - description of the bathroom. Activity: Write a description of a Minpin from the boy's perspective using a word family. Repeat with description of boy from Minpin perspective. SEND: SALT activity.</p> <p><b><u>Lesson 8 - Past and present tense</u></b> Starter: Share a sentence describing something you did yesterday. Identify the verb. How would we say it if we were doing it right now? See session 8 of the teaching unit. Read pg 25. Verb splat. Identify past and present tense verbs. Activity: Retell the story from where Billy met the Minpins. Which words are past tense and which are present. SEND: Children to verbally retell the story. Children to write 1-3 sentences about this.</p> <p><b><u>Lesson 9- Apostrophe for possession</u></b> Starter: Look at the illustration on page26/27. With a partner, come up with three nouns in the picture. Now think of three things which could belong to each noun. See session 9 from the teaching unit. Discuss the use of apostrophe for possession. Model how it is added to show that something belongs to someone. Take ideas from starter.</p>	<p>Noun phrases. Conjunctions. Suffixes - er/est Past and present tense. Apostrophe for possession</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Include SPaG features in my writing.</p>

		Activity: Create possessive phrases eg. Tree's branches. Think of some verbs which match. Eg. Tree, branches, climbing. Create single clause sentences in the present tense. 'The man is climbing the tree's branches'. Extension - add the single clause sentences together with conjunctions. SEND: SALT activity.		
<p><b>Week 4</b> 12<sup>th</sup> May - 16<sup>th</sup> May</p> <p><b>Literacy Tree - Text 1 - Week 3</b></p> <p>15<sup>th</sup> May International Day of Families</p> <p>16<sup>th</sup> May Class photos</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p><b>Session 1</b> Tell your partner everything you know about Minpins.</p> <p><b>Session 2</b> Do actions told by adult. Describe what you are doing while performing the action. Stop and then describe what you just did.</p> <p><b>-Session 3 -</b> Show good listening reading to the end of the book. Retell a summary of the story to your partner.</p> <p><b>-Session 4 -</b> Discuss in a group what we need to add to our writing to make it excellent. Eg. Full stops</p>	<p><b>Fiction week 3 - The Minpins</b> <b>Assessment Write</b></p> <p><b>Lesson 11 - Possessive apostrophes/ Write a report with subheadings</b> Starter: Tell your partner everything you know about Minpins. See session 11 from the teaching unit. Start a shared write - report about the Minpins. Use sub headings which include an apostrophe for possession. Eg. What are Minpin's clothes like? Activity: Children to continue and write own report. SEND: Write a sentence about what the Minpin's house is like.</p> <p><b>Lesson 12 - Past and present tense</b> Starter: Do actions told by adult. Describe what you are doing while performing the action. Stop and then describe what you just did. See session 12 from the teaching unit. Read pg 33. Discuss past and present tense. Shared write - post card to send home from on boards the bird. Write in present progressive tense. Activity: Children to write their own postcards home using the progressive tense. SEND: SALT activity.</p> <p><b>Lesson 13 - Plan innovation</b> Starter: Show good listening reading to the end of the book. Retell a summary of the story to your partner. See session 12 from the teaching unit. Activity: Create a story plan for your own innovation of 'The Minpins'. Add adverbs to plan, SEND: SALT activity.</p> <p><b>Lesson 14- Assessment writing</b> Starter: Discuss in a group what we need to add to our writing to make it excellent. Eg. Full stops See session 14 of the teaching unit. Activity: Children to write their own version of 'The Minpins' using their planning. Extension - edit for consistent tense. SEND: Children to draw a new setting e.g. the beach and write 1-3 sentences to describe it.</p>	<p><b>Sentence types - word classes.</b></p> <p>Apostrophe for possession Past and present tense.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Incorporate SPaG features taught to write an adventure story based on 'The Minpins'.</p>
<p><b>Week 5</b> 19<sup>th</sup> May - 23<sup>rd</sup> May</p> <p><b>Literacy Tree - Text 2 - Week 1</b></p> <p>20<sup>th</sup> May -</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p><b>-Session 1 -</b> Ask and answer questions. Think of 3 questions to ask your partner about their weekend.</p> <p><b>-Session 2 -</b> Think of</p>	<p><b>Non-Fiction week 1 - 'The Bear under the Stairs'</b></p> <p><b>Lesson 1 and 2 - Sentence types/Homophones</b> Starter: Ask and answer questions. Think of 3 questions to ask your partner about their weekend. Chn arrive in class to find a shaggy rug over a chair and some objects to make it look lumpy. Read the signs on the 'bear'. Sort into sentence types. Write some facts (statements) and some questions we might want to know about the mysterious creature. There is also a note. The note has several homophones. Discuss and shared write. Activity: Children to write sentences using the homophone cards. SEND: SALT activity.</p>	<p><b>Sentence types - Statements and Commands.</b></p> <p>Sentence types Homophones Question Writing Contractions</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> To ask and answer questions.  To write letters asking for and giving advice.</p>

<p>World Bee Day</p> <p>Walk to School Week</p> <p>Reading and SPaG SATs papers</p>	<p>something which has frightened you in the past.</p> <p>Use past tense verbs to explain to the class.</p> <p><b>-Session 3 - Hot seating:</b> In pairs pretend to be William asking his friend for advice about the bear. Ask and answer questions.</p> <p><b>-Session 4 - Read your letter to the group.</b> Group to come up with some responses.</p>	<p><b>Lesson 3 - past tense</b> Starter: Think of something which has frightened you in the past and share. Class list of past tense verbs eg. Scared, frightened, looked, dreamed. Shared write. See session 3 from the teaching unit. Activity: Chn then to write about their own fear using sentence starters. Lock in file of fears. SEND: Children to write something that they are scared of. E.g. I am scared of the dark.</p> <p><b>Lesson 4 - Character role play</b> Starter: Hot seating: In pairs pretend to be William asking his friend for advice about the bear. Ask and answer questions. See session 4 from the teaching unit. Model writing a letter asking for advice about the bear, from the perspective if William. Encourage chn to ask questions in order to get advice from their friend. Place letter in envelope and talk about what you would need to send a real letter. Activity: Children to write letters in role as William. SEND: SALT activity.</p> <p><b>Lesson 5- Respond to a letter/Contractions</b> Starter: Read your letter to the group. Group to come up with some responses. See session 5 from the teaching unit. Contractions - action strips. Look at -ould words. Shared write: respond to the letter from William seeking advice. Letter to include -ould words and contractions. Activity: Children to write letters back to William from his friend. SEND: Children to write 1-3 sentences to William.</p>		<p>Write from different character perspectives.</p>
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