

Literacy Medium Term Planning
Night Pirates Class - Summer B (2024)
Mrs Foord - Year 2
Lubna and Pebble/Tadpole's Promise

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

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the texts

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

WOW starter: Monday 4th November

Wow starter - Literacy

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

Art

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



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

Text 2 - Literacy - Tadpole's Promise

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

Working with the text

- Retell the model text each day in groups then pairs.
 - Create story maps.
- Discuss writing for different purposes.
 - Discussion of the genre.
 - Sequence the model text.
 - Planning in different ways.
 - Compose sentences orally before writing.
 - Independent application of phase 5 phonics and spelling rules taught.
- Use capital letters, full stops, finger spaces, question marks and exclamation marks when writing.
- Begin to understand how to use punctuation to help the reader put expression and intonation into their voice when reading.
 - Understand and identify conjunctions within the model text and use them in writing.
- Use simple conjunctions - and, that, because, then, so.
- Use interesting and relevant adjectives to make interesting noun phrases.
- Identify nouns and adjectives.
- Discuss, understand and use the past tense.
- Adding suffixes to root words.
 - Make inferences and predictions.
- Commas in a list/expanded noun phrases.

SPaG Focus

Week 1

Use commas to separate items in a list

Week 2

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

Week 3

Expanded noun phrases

Week 4

Apostrophes

Week 5

Adverbial phrases

Week 6

Transition Week

Week 7

Celebration Week

Vocabulary

Lubna and
Pebble

Tadpole's
Promise

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

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

Ideas for teaching

Ideas for writing own story about friendship:

Children explore the characters in the story and describe their thoughts, feelings, and actions.

Children to create and look after their own pebble friend throughout the teaching sequence.

They will end the unit by writing their own story about friendship.

Ideas for explanation text:

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

Children to then write their own explanation text on the life cycle of a frog.

Night Pirates Phonics and Spelling Targets

Golden Treasures are completing the Little Wandle 'Spelling Units' following on from the Little Wandle Bridge to Spelling Programme. All children in this class should have additional opportunities to blend to read phase 5 words. There are 2 children who are not on track to achieve EX2 and they have daily intervention in a small group doing the Bridge to spelling unit again and daily reading. They have recently completed a recap on phase 5.

Year 2 Summer 2

| | Unit | Coverage | Prickly spellings | Homophones |
|--------|------|---------------------------------------------------------------|-------------------|------------|
| Week 1 | 12 | Why do some longer words have the spelling 'ti' for /sh/? | eye shoe | sun/son |
| Week 2 | | | | |
| Week 3 | 13 | How do I use the possessive apostrophe (singular possession)? | thought through | whole/hole |
| Week 4 | 14 | When do I swap, drop or double? (-ing, -er, -est, -y, -ed) | Review | blue/blew |
| Week 5 | | | | |

Green Parrots

Year 1 Summer 2

| | Phase 5 graphemes | New tricky words |
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| Week 1 | /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer | busy beautiful pretty hour |
| Week 2 | /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large | move improve parents shoe |
| Week 3 | /sh/ ti ssi si ci potion mission mansion delicious | |
| Week 4 | /or/ augh our oar ore daughter pour oar more review | |
| Week 5 | review | |

Red Pirates

Year 1 Spring 1

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

Night Pirates' Writing Targets

Red Pirates/ Green Parrots

Target: EX2

EX2

Composition

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).

Grammar

- Demarcate most sentences in their writing with capital letters and full stops.
- Use question marks correctly when required.
- Use exclamation marks when required.
- Use sentences with different forms in their writing:

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| Statements | Questions |
| Exclamations | Commands |
- Use the contracted forms of words in the writing.
- Use expanded noun phrases in the writing.
- Use irregular plurals consistently in the writing.
- Use present tense mostly correctly and consistently.
- Use past tense mostly correctly and consistently.
- Use co-ordination (or/and/but) to join clauses.
- Use some subordination (when/if/that/because) to join clauses.
- Identify adverbs within a sentence (SPaG, Guided Reading).

Spelling

- Segment spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.
- When used, spell many Year 2 tricky words.
- Spell words with suffixes correctly some of the time eg -ment, -ness, -ful, -less, -ly.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky words and punctuation taught so far - mostly accurately.

Handwriting

- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.
- Practise joining letters using the diagonal and horizontal strokes.

Golden Treasures

Target: GD2 / EX2 with elements of GD2

GD2

Composition: 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.

Grammar:

- 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 to describe and specify.
- Use present and past tense mostly correctly and consistently.
- Use co-ordination and some subordination.

Spelling: 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.

Handwriting:

- 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.

Night Pirates' Reading Targets

Red Pirates

Target: EX2

EX2 - Gold Band - Phase 5+

Word Recognition

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes and prefixes.
- Read all 41 Year 2 tricky words.
- Read words accurately and fluently without overt sounding and blending eg at 90 words per minute (some children may read slower)
- Sound out most unfamiliar words accurately, without undue hesitation.
- Read a new or unfamiliar text aloud with accuracy, pace and fluency, for the most part independently.

Comprehension

Reason about own book choices, justify and explain why. Read and understand unfamiliar texts that challenge, independently.

- Discuss and share views about what is read with a partner.
- Identify key themes and discuss reasons for events in story.
- Understand how to use structures of non-fiction texts to make predictions.

Use a range of different expressions to make meaning clear.

- Check it makes sense to them, correcting any inaccurate reading.
 - 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.

Green Parrots/ Golden Treasures

Target: GD2

GD2 - White/Lime/Library


Word Recognition

- Read accurately and independently from a range of different text types, containing up to phase 5 graphemes +, including any or all elements previously taught.
- Read from a wider selection than the school reading scheme including:
 - fiction,
 - non-fiction,
 - poetry,
 - plays,
 - newspapers,
 - online,
 - comics,
- free reading choices.
- Sustain silent reading

Comprehension

In a book they are reading independently:

- Build up a repertoire of poems, recite some by heart.
- Understand how to use a dictionary.
- Discuss favourite words and phrases.
- Make links between the book they are reading and other books they have read.
- Make inferences based on what is said and done.
- Predict what might happen on the basis of what has been read so far across a range of different genres.

| Week | Speaking & Listening | Literacy Tree | SPaG | Outcome/ audience |
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| <p>Week 1</p> | <p>Literacy Starter S&L focus</p> <p>-Session 2 - Listening and understanding - Ask questions to show active listening.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>-Session 3 - Body language - how can body language impact the context of what we say?</p> | <p>Fiction week 1 - Lubna and Pebble</p> <p>WOW starter: Monday 10th June (PM) Wow starter - Literacy</p> <p>See session 1 of the teaching unit. Have children arrive in class to find a selection of different pebbles (ideally one per child). These pebbles need to be large enough for children to draw on. Explain that these pebbles are very special and it is our job to take care of them. On the dot or not: Use on the dot or not with a selection of adjectives of colour, shape and size for children to choose from to describe their pebble, bearing in mind that some may be different to others! Adjectives that could be used to describe the pebble can be positioned inside the circle, those that are not relevant can be positioned outside. Allow children to orally rehearse describing their pebble to one another using the adjectives from on the dot or not. Model using 'and' to join adjectives orally. After oral rehearsal, give children luggage tags to instantly publish a short descriptive sentence of their pebble to label it. Model using 'and' to join ideas. Show children the front cover of the book. What do you notice? How is Lubna's pebble different to our pebbles? Allow time to discuss and explore the front cover and make predictions about the story.</p> <p>Art</p> <p>Artist Focus - Kadinsky: Link to spirals on seashells/pebbles on beach by looking at the art work of Kadinsky. Create a the world of tents using Kadinsky art style.</p>  <p>Tuesday - Literacy 2: Responding to the text/ Using suffixes in writing. Starter - Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Share their predictions based on front cover with their talk partner. See lesson 2 from the teaching unit. Read opening pages of the story. Use the suffix -ing to create a thank you note.</p> <p>Wednesday - Literacy 3: Writing to describe. Starter - Speaking and Listening focus. Use gesture, intonation and expression to aid meaning in stories. Model how to use intonation and expression to aid meaning in the story. See lesson 3 from the teaching unit. Read until 'Then she put pebble to bed and kissed it good night'. Use expanded noun phrases to describe the home you have made for pebble. Commas in a list. Share your pebble home and description with the rest of the class.</p> <p>Thursday - Literacy 4 - Make inferences and predictions/Asking questions Starter - Speaking and Listening focus: Discuss the importance of body language and what we can convey with our body while we speak. Play a game of 'Simon Says' to get the children to stand / show expressions for different emotions (e.g. scared, excited, angry). See lesson 4 from the teaching unit. Copy how the boy is feeling using body language. Talk - How is he</p> | <p>SPaG recap - Conjunctions What is a conjunction? What are the two types of conjunctions? Discuss coordinating and subordinating conjunctions. When would they be used? List them on the working wall.</p> <p>Look the pages read so far - can you recognise any conjunctions? Look as the sentences - is there anywhere a conjunction could have been used? Eg. That night, Lubna couldn't sleep. She asked pebble what to do. You could add the conjunction 'so' to extend the sentence.</p> | <p>Audience: Another reader</p> <p>Outcome: Understand the main features when writing to describe.</p> <p>Use suffixes when writing.</p> <p>Making inferences based on pictures from the text.</p> <p>Asking questions based on what you know.</p> <p>Explore class story.</p> |

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| | | <p>feeling? <i>He looks sad. His head is down. His arms are folded. He looks cold.</i> Why do you think these people have left their homes to live in the 'world of tents'? What questions might Lubna ask this little boy when she first meets him?</p> <p>Friday - Y2 Trip</p> | | |
| <p>Week 2</p> <p>Transition PE Event 09/06</p> <p>Year 3 Teacher Visits 13/06</p> <p>Father's Day Cards</p> <p>Lubna and Pebble - Week 2</p> | <p>Literacy Starter S&L focus</p> <p>-Session 1 - Use interesting and imaginative words to add style and flow to speech and writing.</p> <p>-Session 2 - - Demonstrate good grammar - consistent tenses, plurals</p> <p>-Session 3 - Share my thoughts and ideas through speaking to groups of people I am familiar with.</p> <p>-Session 4 - Speak with clarity.</p> | <p>Fiction week 2 - Lubna and Pebble</p> <p>Tuesday - Literacy 5: Joining clauses with conjunction 'but'. -Starter Speaking and Listening focus: Vocabulary - Unpick the use of the word 'beaming' to describe Daddy and discuss the strength of this compared to 'smiling' Look at thesaurus. Discuss the impact of choosing your words carefully in your speaking and writing. See lesson 5 from the teaching unit. Discuss contradictions - using the conjunction 'but' to make compound sentences.</p> <p>Wednesday - Literacy 6: Verbs/Present Tense Starter - Speaking and Listening focus: •Demonstrate good grammar - consistent tenses, plurals. Recap on past and present tenses. SPaG - Recap - What are the two types of apostrophes? Why do we use them? change the sentence? Share two pages from the model text. Children to identify use of apostrophe in the text - is it possessive or contraction? Is there anywhere they could have used an apostrophe but didn't? See lesson 6 from the teaching unit. Write sentences starting with verbs in the present tense within a letter.</p> <p>Thursday - Literacy 7: Contractions Starter - Speaking and Listening focus: Share my thoughts and ideas through speaking to groups of people I am familiar with. Discuss in groups - What might happen next to Lubna? And Amir? See lesson 7 from the teaching unit. Write sentences which include contractions to match images from the story.</p> <p>Friday- Literacy 8/9: Leaflet: Instructions Starter - Speaking and Listening focus: Speak with clarity. Give verbal instructions to a partner which are clear and concise. See lesson 8/9 from the teaching unit. Write a set of instructions on how to look after your Pebble. This should include a conclusion so that the reader knows the Pebble isn't their forever.</p> | <p>Apostrophes Recap - What are the two types of apostrophes? Why do we use them? change the sentence? Share two pages from the model text. Children to identify them within the text.</p> <p>Children to write sentences which match the images. They should aim to include apostrophes for contraction and possession.</p> | <p>Audience: Another reader</p> <p>Outcome: Use longer compound sentences using conjunctions.</p> <p>Write a short letter.</p> <p>Write sentences which include contractions.</p> <p>Write a set of instructions.</p> |
| <p>Week 3</p> <p>Y3 Teacher Transition meeting</p> <p>Transition Tours</p> <p>Lubna and Pebble - Week 3</p> <p>Writing</p> | <p>Literacy Starter S&L focus</p> <p>-Session 1 - Demonstrate use of a wide range of adjectives and adverbs.</p> <p>-Session 2 - Retell information and stories sequencing thoughts and ideas to retain clarity.</p> <p>-Session 3 - Creativity -</p> | <p>Fiction week 3 - Lubna and Pebble Writing Assessment - Piece 1 of the term.</p> <p>Tuesday - Literacy 10: Adjectives - describe how a character is feeling. Starter - Speaking and Listening focus: •Demonstrate use of a wide range of adjectives and adverbs. Look at a picture of Amir at the start of the story vs at the end. Think of adjectives to describe him and make a class list. See lesson 10 from the teaching unit. Use adjectives to write sentences which compare how Amir's feelings changed throughout the story.</p> <p>Wednesday - Literacy 11: Sequence key events Starter - Speaking and Listening focus: Retell information and stories sequencing thoughts and ideas to retain clarity. Retell the key events of the text in pairs using drama or actions.</p> | <p>Adverbs Remind the children of what an adverb is. When do we use them?</p> <p>Make a list of adverbs on the board that could be used. Display on the working wall.</p> <p>Show the children a paragraph of text. Ask them to identify the adverbs.</p> | <p>Audience: Another reader</p> <p>Outcome: To apply my knowledge of the features fiction narratives and the SPaG that I have been taught to</p> |

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| <p>Assessment - Piece 1 of the term.</p> | <p>Develop a story from a starting point.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences.</p> | <p>See lesson 11 from the teaching unit. Children to work in pairs to sequence the sentence strips into chronological order</p> <p>Thursday - Literacy 12: Plan a story Starter - Speaking and Listening focus: Creativity - Develop a story from a starting point. Give children a modelled starting point of a fantasy story. Ask them to develop it further in pairs. See lesson 12 from the teaching unit. Explain that we are going to be re-telling the story of Lubna and Pebble but they will make their own versions with themselves as the main character. Plan on a storyboard.</p> <p>Friday- Literacy 4: Independent write (Assessment books) Starter - Speaking and Listening focus: Vocabulary - Use words from one experience to link to other experiences. Look at the teacher model fantasy narrative. Children to work together to improve the vocabulary. Use STC linking to topic lessons to support. See lesson 13/14/15 from the teaching unit. Children to write their own stories based on Lubna and Pebble. Once written, ask children to edit with purple pen.</p> | <p>Model how to add an adverb to the sentences to improve them. Children to include adverbs when planning their stories. Children add simple time adverbials to their sentences e.g. one morning, the next day, after.</p> | <p>invent my own narrative.</p> |
| <p>Week 4</p> <p>TA Interviews</p> <p>NP Somerset heritage workshop. 24/06</p> <p>Tadpole's Promise - Week 1</p> | <p>Literacy Starter S&L focus</p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening.</p> <p>-Session 2 - Retell information and stories sequencing thoughts and ideas to retain clarity.</p> <p>-Session 3 - Use interesting and imaginative words to add style and flow to speech and writing</p> <p>-Session 4 - Use techniques such as hot seating, freeze frame to explore characters and emotions.</p> | <p><u>Non-Fiction week 1 - Tadpole's Promise</u></p> <p>Monday - Literacy 1: WOW starter/Apostrophe for possession Children arrive in the classroom to discover a pond in the classroom. Starter - Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Children to work in pairs to ask and answer questions about the mysterious pond. Who might live in a pond? See lesson 1 from the teaching unit. Children to take turns to fish out Promise Lily Pads. Discuss who might have made this promise. Model using possessive apostrophe to label each promise. Look at front cover - make prediction about what tadpole may have promised. Children to make own promise Lilly pads using possessive apostrophe.</p> <p>Tuesday Literacy 2/3: Using factual information to explain a change/SPaG contractions Starter - Speaking and Listening focus: Retell information and stories sequencing thoughts and ideas to retain clarity. Think of thing which change. Natural vs artificial. Explain how an egg changes using time adverbials. See lesson 2 and 3 from the teaching unit. Children to use the contractions to recreate some of the dialogue from the story in speech bubbles</p> <p>Wednesday - Transition Day Hamp Academy</p> <p>Thursday - Literacy 4: Adverbial phrases to describe setting Starter - Speaking and Listening focus: Use interesting and imaginative words to add style and flow to speech and writing. Look at pictures of a pond. Make a list of what you can see. Change the nouns from the stem sentence 'Where the __ meets the ___.' See lesson 4 from the teaching unit. Children to write a setting description using the adverbials created.</p> <p>Friday - Literacy 5: Roleplay / Character thoughts. Starter - Speaking and Listening focus: Use techniques such as hot seating, freeze frame to explore characters and emotions. Read the story up until 'Have you seen my shiny black..'. What might happen next. Read until the end. Take turns in a pair to role play the ending - frog character to think aloud.</p> | <p>Sentence types - word classes.</p> <p>Explain verbs, adverbs, nouns, adjectives.</p> <p>Identify verbs in the text. Think of adverbs to describe the verbs.</p> <p>List nouns to describe the pond habitat. Add creative adjectives to write a setting description.</p> | <p>Audience: Another reader</p> <p>Outcome: Explain how things change. Describe a setting. To understand the difference between fact and fiction. Identify with character emotions., feelings and thoughts.</p> |

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| | | <p>See lesson 5 from the teaching unit. Make a list of all the verbs in the text. Write a thought bubble with the frog's final thoughts using as many of the verbs from the story as possible.</p> | | |
| <p>Week 5 Year 2 Trip 01/07 Transition Day Academy 02/07 Reports Finalised 03/07 Live Naturally Workshop 03/07 Parents Day 04/07</p> | <p>Literacy Starter S&L focus</p> <p>-Session 1 - Retell information and stories sequencing thoughts and ideas to retain clarity</p> <p>-Session 2 - Share my thoughts and ideas through speaking to groups of people I am familiar with. .</p> <p>-Session 3 - Retell information and stories sequencing thoughts and ideas to retain clarity.</p> | <p>Non-Fiction week 2 - Tadpole's Promise Writing Assessment - Piece 2 of the term.</p> <p>Tuesday - Literacy 6/7/8. Starter -Speaking and Listening focus: Retell information and stories sequencing thoughts and ideas to retain clarity. Read the whole story. With a partner sequence the key events of the story and share with the class. See lesson 6/7/8 from the teaching unit. Children to plan their own version of the story on a story board. Come up with new adverbial phrases for their characters. Eg. Chameleon and Fly, Where the tree meets the wasteland, But as sure as an egg will hatch, But as sure as the stars will shine at night, But as sure as the cockerel will crow in the morning. Also come up with new pet names for the characters to call one another eg. Chameleon - Scaly, green giant, little buzzy, black dot.</p> <p>Wednesday - Literacy 9/10/11: Independent Write Starter - Speaking and Listening focus: • Share my thoughts and ideas through speaking to groups of people I am familiar with. Children to use their plan to present their ideas to the group. See lesson 9/10/11: Children to write their own version of the story.</p> | <p>Sentence types - Statements and Commands.</p> <p>What are they? Show examples. When do we need statements in our writing? When do we need commands in our writing?</p> <p>Children to identify the sentence types in the paragraph of text.</p> <p>Children to write their own statement and command sentences.</p> | <p>Audience: Another reader</p> <p>Outcome: To understand the difference between fact and fiction.</p> <p>Write a narrative based on what I know about animals and habitats.</p> |

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| <p>Tadpole's Promise- Week 2</p> <p>Assessment Week</p> <p>Writing Assessment - Piece 2 of the term.</p> | <p>-Session 4 - Understand the need to talk in a different way to different people.</p> | <p>Thursday - Literacy 13: Sequence Explanation Text</p> <p>Starter - Speaking and Listening focus: Retell information and stories sequencing thoughts and ideas to retain clarity. Look at the images from the story and with a partner sequence how the tadpole changes throughout. Discuss - Why might these changes happen?</p> <p>See lesson 13 from the teaching unit. Draw and write how the tadpole changes throughout in chronological order.</p> <p>Friday- Literacy 14/15: Independent write - Explanation text (Assessment books)</p> <p>Starter - Speaking and Listening focus: Understand the need to talk in a different way to different people. Consider your audience - who might we be writing this explanation text for?</p> <p>See lesson 14/15 from the teaching unit. Children to write their explanation text in a leaflet format. Include time adverbials and illustrations.</p> | | <p>To apply my knowledge of the features of writing to inform and the SPaG that I have been taught to create my own explanation text leaflet.</p> |
| <p>Week 6</p> <p>Change over day</p> <p>Meet the Teacher</p> <p>Parent eve</p> <p>Sport's Day</p> <p>Theme Week - Transition</p> | | <p>Theme Week - Transition</p> <p>See separate planning for details.</p> | | |
| <p>Week 7</p> <p>Leaver's Assembly</p> <p>Party Day/Picnic</p> <p>Theme Week - Celebration</p> | | <p>Theme Week - Celebration</p> <p>See separate planning for details.</p> | | |