



**Literacy Medium Term Planning**  
**Stardust Class - Autumn A (2025)**  
**Mrs Wynn and Mrs Beresford Year 1/2**  
**Beegu/Pig the Pug.**  
**Where do you live?**

Sentence writing focus;	Text	Genre	Focus
Fiction/ Non-Fiction.	Beegu/Pig the Pug.	Fiction/Fiction.	Own version alien narrative/ 'A how to' guide.

Activities and groups adapted as necessary following ongoing formative assessments.

### Immersion in the texts

- Role-play area in Café.
- 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:

##### Wow starter - Literacy 1:

See session 1 of the teaching unit. Children to arrive to class to find some boxes/ crates with tarpaulin over them. Also place tape around the structure with yellow footprints going towards the structure. **Starter - Speaking and Listening focus: Creativity;** Children to explore the structure by going out with clipboards and pencils. What questions do they have? Children to work in pairs to come up with different questions. Adults to scribe what the children think it might be, where it has come from. are the yellow footprints something they see all the time? Etc.

Discuss when asking questions what do we need at the end of the sentence? Explain a question mark. Adult to show children this on the IWB.

Explain to the children that the structure outside could have come from space... explain that in space they may have different food.

#### Activity one:

##### Food tasting- set up the classroom as a restaurant.

Children to have different fruit/ food that they may not have tried before. Set the class up as a restaurant with battery candles. Discuss social values, table manners etc.

### 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 4/5 phonics.
- Use capital letters, full stops, finger spaces, question marks and exclamation marks when writing.
- Begin to understand how to use expression in their writing.
- Understand and identify conjunctions within the model text and use them in writing.
- Use simple conjunctions - and, but, because.
- Use interesting and relevant adjectives to make interesting noun phrases.
- Identify nouns and adjectives.
- Discuss, understand and use the past tense.

### SPaG Focus

**Week 1**  
Theme Week

**Week 2**  
Theme week

**Week 3**  
Question Marks

**Week 4**  
Suffix

**Week 5**  
Question Marks and full stops.

**Week 6**  
Exclamation mark

**Week 7**  
Adjectives

**Week 8**  
Writing assessment.

#### Vocabulary

Beegu	Pig the Pug
Afraid	Pug
Alien	Selfish
Alone	Greedy
Beegu	House
Children	Wiener
Crash	Never
Creatures	Grumble
Earth	Played
Far away	Together
Friends	Flipped
Friendly	Share
Goodbye	Won't
Hopeful	Swear
Listen	Proceeded
Lonely	Gathered
Lost	Howled
Mother	Satisfied
Parents	Shouted
Perfect place	Scoot
Space	Moment
Understand	Wobbling
Unfriendly	Different
Yellow.	

### 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 version of an 'Alien' narrative.

#### Ideas for 'How to' leaflets:

Children explore non-fiction writing, gathering information from a range of sources. Children to then write their own 'How to be a' guide.

## Stardust Phonics 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. In addition to this, some children will also take part in small group or 1:1 catch up targeted precision teaching. This will be dependent on their assessed needs.

### Group 1 – SEND group – 2 children

#### Phase 2

Graphemes	Coverage in Phase 2 weekly grids (Words should be introduced only when focus GPCs are secure)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
s a t							
p i n							
m d							
g o c							
k ck	■						
e u		■					
r h			■				
b f				■			
l ll					■		
ff ss						■	
j v							■
w x y							
z zz							
qu th							
ch sh							
ng nk							
Tricky words*	I is the	put* pull* full*	as and has	his her go	no to into	she push* of	he we me be

### Group 2 – Year 1 Autumn A – 20 children

#### 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 ar 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 CCVC CCVC Phase 4 with long vowels	
Week 4	<b>Phase 5</b> /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 3 – Year 1 Spring 1 – 2 children

#### Year 1 Spring 1

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

## Stardust Writing Targets

<b>Yellow Group</b> Target: EX1	<b>Green Group</b> Target: WT1	<b>Blue Group</b> Target: Rec S/ ELGS
<u>EX 1</u>	<u>WT 1</u>	<u>Rec S: Writing</u>
<p><b>Composition</b> After discussion with a teacher:</p> <ul style="list-style-type: none"> <li>-Independently compose sentences orally or mentally before writing.</li> <li>-Show simple structure to writing eg. Beginning, middle, end.</li> <li>-Discuss own writing with teacher or others.</li> <li>-Follow a simple plan when writing.</li> <li>-Re-read paragraph/text to check for sense.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Combine words into sentences using the conjunctions and, because.</li> <li>-Know and use a capital letter for names, days, months, places.</li> <li>-Use capital for pronoun I.</li> <li>-Correctly use a capital letter to show start of sentences.</li> <li>-Sometimes add full stops within a narrative.</li> <li>-Correctly use a full stop to show end sentences.</li> <li>-Add an adjective to a noun to create a noun phrases.</li> <li>-Identify question marks correctly.</li> <li>-Identify an exclamation mark correctly.</li> </ul> <p><b>Spelling</b> After discussion with a teacher:</p> <ul style="list-style-type: none"> <li>-Spell many words correctly (Phase 3) and others phonetically plausibly independently.</li> <li>-Spell most Phase 3 digraphs and some Phase 5 digraphs.</li> <li>-When used, spell many Y1 tricky words correctly.</li> <li>-When used, spell words with suffixes -ing, -ed, -er correctly most of the time.</li> <li>-When used, spell words with plurals correctly (-s, -es) most of the time.</li> <li>-Spell most days of the week correctly (phonetically plausible where not correct).</li> <li>-Use most letter names to spell words aloud</li> <li>-Add prefixes -un, -dis where no change to root words</li> <li>-Write from memory simple sentences that have been dictated, including sounds taught so far.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>-Form many letters in the correct direction, starting and finishing in the right place, sitting on the line - capital letters/lower case letters.</li> <li>-Use spaces between words</li> <li>-Keep consistent letter size most of the time.</li> </ul>	<p><b>Composition</b> After discussion with a teacher:</p> <ul style="list-style-type: none"> <li>-Compose phrases/sentences orally or mentally between writing them.</li> <li>-Recall and write whole sentences with limited word prompting.</li> <li>-Read aloud their writing clearly enough to be heard by peers and teacher.</li> <li>-Share ideas in a group aloud to develop thinking and collect ideas.</li> <li>-Re-read sentences to check for sense.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Use the conjunction 'and' to join words and clauses in sentences.</li> <li>-Use a capital letter at the start of a sentence</li> <li>-Know that a capital letter is needed for names.</li> <li>-Put a full stop at the end of a piece of writing.</li> <li>-Understand what a noun is.</li> <li>-Understand what an adjective is.</li> </ul> <p><b>Spelling</b> After discussion with a teacher:</p> <ul style="list-style-type: none"> <li>-Spell some words correctly (Phase 2) and others phonetically plausibly.</li> <li>-Spell some words with vowel digraphs correctly.</li> <li>-When used, spell some Y1 tricky words correctly.</li> <li>-Make a recognisable attempt at spelling the days of the week.</li> <li>-Use some letter names when spelling words aloud.</li> <li>-Understand that suffixes -ing, -ed, -er, are added to root words.</li> <li>-Show an understanding of plurals. (-s, -es).</li> <li>-Write some simple sentences and captions dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>-Form some letters in the correct direction, starting and finishing in the right place, sitting on the line - capital letters/lower case letters:</li> <li>-Use some spaces between words.</li> <li>-Know which letters belong to which family (Handwriting lessons).</li> </ul>	<p>Children at the expected level of development will: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p style="text-align: center;"><u>Early Learning Goal: Writing</u></p> <p>Children at the expected level of development will: 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. Begin to show accuracy and care when drawing.</p> <p style="text-align: center;"><u>Early Learning Goal: Fine Motor Skills</u></p> <p>Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.</p>

## Stardust Reading Targets

<b>Yellow Group</b> Target: EX1	<b>Green Group</b> Target: WT1	<b>Blue Group</b> Target: Rec S/ ELGS
<u>EX1</u>	<u>WT1</u>	<u>Rec S</u>
<p><b><u>Word Recognition</u></b>            Read aloud from books up to 40+ graphemes without overt sounding and blending.            Read some alternative phase 5 graphemes.            Attempt words that contain two syllables, decoding most successfully.            Read 100 Year 1 tricky words.            Read words containing suffixes ('ing', 'ed' ending).            Read words containing plural 's' and 'es'.            Read words containing 'un' (prefix).            Read words with contractions.            Read most sentences with a steady pace.</p> <p><b><u>Comprehension</u></b>            Develops an interest in reading for pleasure.            Understand meaning of words through discussion and context            Link reading to own experiences with prompts.            Begin to use some expression to help make meaning clear, with adult prompting.            Read a range of sentence types, taking account of . , ? and !            Predict what may happen next based on what has been read.            Demonstrate understanding of fiction, non-fiction and poetry, describing the features.            Re-tell a text, sequencing beginning, middle and end.            Answer questions and make simple inferences about familiar texts.</p>	<p><b><u>Word Recognition</u></b>            Read cvc words containing the first 26 graphemes confidently without overt sounding and blending.            Read words containing most Phase 3 graphemes.            Read words (Phase 4) containing adjacent consonants            Read words containing plural 's'.            Use phonics knowledge independently within reading to attempt unfamiliar phase 4 words.            Read a sentence as a whole sentence (rather than word to word).            Read familiar sentences independently with developing pace</p> <p><b><u>Comprehension</u></b>            Behave like a reader and knows how books work when reading for pleasure.            Listen and respond appropriately to stories, poetry and non-fiction texts.            Re-tell familiar stories, identifying some key events.            To notice different expressions from stories read to them.            Begin to understand the difference between stories and information texts.            Read simple sentences, pausing at a full stop.            Predict what may happen next in a fiction text</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them.</p> <p style="text-align: center;"><u>Early Learning Goal</u></p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p>

Week	Speaking & Listening	Literacy Tree	SPaG	Outcome/ audience
<p><b>Week 1</b> 1<sup>st</sup> - 5<sup>th</sup> September</p> <p>2<sup>nd</sup> September - Inset Day</p> <p>Theme Week</p>		<p>Theme Week - Settling in.</p> <p>See separate planning for details.</p>		
<p><b>Week 2</b> 8<sup>th</sup> - 12<sup>th</sup> September</p> <p>Theme Week</p>		<p>Theme Week - Celebrating Differences</p> <p>See separate planning for details.</p> <p>Display to be completed by Friday 19<sup>th</sup> September - 'Welcome to...' board linked to Celebrating Differences.</p>		
<p><b>Week 3</b> 15<sup>th</sup> - 19<sup>th</sup> September</p> <p>Literacy Tree - Text 1 - Week 1</p>	<p>Literacy Starter S&amp;L focus</p> <p><b>Creativity</b>- Show creativity and imagination in role-play, small world play etc.</p> <p><b>Social interaction</b> - Converse with peers asking and answering questions.</p> <p><b>Listening and understanding.</b> Answer different types of questions appropriately.</p> <p>- <b>Vocabulary</b> - Add description to words and use within sentences.</p>	<p><u>Fiction week 1 - Beegu</u></p> <p><b>WOW starter: Monday 15<sup>th</sup> September</b></p> <p><b>Wow starter - Literacy 1</b> See session 1 of the teaching unit. Children to arrive to class to find some boxes/ crates with tarpaulin over them. Also place tape around the structure with yellow footprints going towards the structure. <b>Starter - Speaking and Listening focus: Creativity:</b> Children to explore the structure by going out with clipboards and pencils. What questions do they have? Children to work in pairs to come up with different questions. Adults to scribe what the children think it might be, where it has come from. Are the yellow footprints something they see all the time? Etc. Discuss when asking questions what do we need at the end of the sentence? Explain a question mark. Adult to show children this on the IWB. Explain to the children that the structure outside could come from space. Explain that in space they may have different food. Activity: Food tasting- set up the classroom as a restaurant. Children to have different fruit/food that they may not have tried before. Set the class up as a restaurant with battery candles. Discuss social values, table manners etc.</p> <p><b>Wednesday - Literacy 2</b> <b>Starter - Speaking and Listening focus: Social interaction</b> -Converse with peers asking and answering questions. See lesson 2 from the teaching unit. Show picture of the structure from yesterday. Discuss with their peers how they feel/ what are their thoughts from yesterday by using <b>think-pair- share</b>. Ask the children to use their senses to describe what they can see and how it makes them feel. Use the template with <b>STC</b>.</p>	<p><u>SPaG</u> <b>Question marks</b></p> <p>Discuss when asking questions what do we need at the end of the sentence? Explain a question mark. Adult to show children this on the IWB.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

		<p>Activity: Label the character with body parts.</p> <p><b>Thursday - Literacy 3: Sequence the text in order.</b>  <b>Starter - Speaking and Listening focus: Vocabulary: Add description to words and use within sentences.</b>  See lesson 3 from the teaching unit.  Show the children some verbs on the IWB. Read them to the class and see if anyone else can read them.  Explain that these are doing words. Adult to choose a word on the IWB and then 'mime' the verb.  Children to think-pair-share to decide what the adult is doing.  Activity: Children to write some commands about how to approach the alien.</p> <p><b>Friday - Literacy 4: Command sentences</b>  <b>Starter - Listening and understanding.</b> Answer different types of questions appropriately. Read the book from start to 'She needed to find some friends' Ask the children how could she be feeling? Who remembers what we wrote yesterday with our commands? Do you have any questions? See lesson 4 from the teaching unit.  Activity: Children to use command sentences to write a simple letter to Beegu.</p>		<p>Write simple phrases and sentences that can be read by others.</p>
<p><b>Week 4</b>  22<sup>nd</sup> - 26<sup>th</sup> September</p> <p><b>Literacy Tree - Text 1 - Week 2</b></p> <p><b>Tuesday 23<sup>rd</sup> September - Rosh Hashana PM activities</b></p> <p><b>Wednesday 24<sup>th</sup> September - Bridgwater Fair Welly Walk and Picnic</b></p> <p><b>Friday 26<sup>th</sup> September - Macmillan Coffee Morning</b></p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p><b>Social interaction -</b> Converse with peers asking and answering questions.</p> <p><b>Creativity-</b> Show creativity and imagination in role-play, small world play etc.</p> <p><b>Vocabulary -</b> Add description to words and use within sentences.</p> <p><b>Listening and understanding.</b> Answer different types of questions appropriately.</p>	<p><b>Fiction week 2 - Beegu</b>  <b>Writing Assessment - Piece 1 of the term.</b></p> <p><b>Tuesday - Literacy 1:</b>  <b>-Starter Speaking and Listening focus: Social Interaction-Converse with peers asking and answering questions. Discover Beegu in the classroom and read the text up until 'No-one seemed to understand her'.</b>  Explain that Beegu is lost and before we take her to the police, we need to her find her way back. What questions could you ask her about where she is from? Children to think-pair-share.  See lesson 5+6 from the teaching unit.  Activity: Explain to the children that I have been talking to Beegu and she can only speak by segmenting. Children to hear words she says in the book and try to match them to real words.</p> <p><b>Wednesday - Literacy 2:</b>  <b>Starter - Speaking and Listening focus: - Creativity- Show creativity and imagination in role-play, small world play etc. Children to listen to the book being read up until page 'but not everyone thought so'.</b>  See lesson 7 from the teaching unit.  Explain to the children about the suffix 'ing'. Explain that in the book the author uses 'ing' to add onto root words. Adult to re-read the words. Children to find the words in the book and write on IWB. Children to then have a STC senses sheet. Children to imagine that they are in the city. What can Beegu hear? Smell? Taste?  Activity: Children to write short sentences using their senses on the sheet.</p> <p><b>Thursday - Literacy 3:</b>  <b>Starter - Speaking and Listening focus: Vocabulary - Add description to words and use within sentences. Children and adults to talk about the vocabulary we have been using the past two weeks. Could we use some to describe Mrs Wynns alien? Adult to have an alien on the IWB that has been previously created.</b>  See lesson 8 from the teaching unit.  Activity: Children to design their own alien. In groups, children to write simple sentences on what their alien looks like.</p> <p><b>Friday Literacy 4: (Assessment books)</b></p>	<p><b>SPaG</b>  <b>Suffix-ing</b></p> <p>Find them within the book. Discuss that they are added to root words. Children to then write them in their books.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Share their new character and describing them to others.</p> <p>Spell words by identifying sounds in them and representing the sounds in a alien story.</p>

		<p>Starter- Speaking and Listening <b>Social interaction</b> -Converse with peers asking and answering questions. Recap on the story of Beegu... what happens first/ next / then using pictures to support children's thoughts. Children to discuss with their peers how their alien got onto the school ground. See lesson 10 from the teaching unit.</p> <p>Activity: Children to write three or more sentences about their own alien. What does the alien look like? What does the alien eat? Where does it live?</p>		
<p><b>Week 5</b> 29<sup>th</sup> September - 3<sup>rd</sup> October</p> <p><b>Literacy Tree - Text 2 - Week 1</b></p> <p><b>Writing assessments</b></p> <p><b>Wednesday 1<sup>st</sup> October - Black History Month assembly.</b></p> <p><b>Friday 3<sup>rd</sup> October - National Poetry Day - Read aloud the class poems in assembly.</b></p> <p><b>Thursday 2<sup>nd</sup> October - Phonics Parent Workshop</b></p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p><b>Social interaction</b> - Make spontaneous comments in discussions.</p> <p><b>Vocabulary</b> - Know the words for things within their experience.</p> <p><b>Speaking and presenting</b> - Organise my thoughts and ideas to communicate them clearly in order.</p> <p><b>Creativity</b> - Understand imaginary and real.</p>	<p><b>Non- Fiction week 1 - Pig the Pug.</b></p> <p><b>Tuesday- Literacy 1: WOW starter/SPaG</b> Children enter the classroom to discover a bowl with 'MINE' written on it and some squeaky dog toys. <b>Starter - Speaking and Listening focus: Speaking and presenting</b> - Make spontaneous comments in discussions. Children to ask some questions about the scene using 'wh' digraph. E.g. 'Where has this come from?' 'What is this doing here?' 'Where does it live?' 'What do we need to do?' SPaG: Questions. Adult to scribe these questions and display them on the literacy wall. See lesson 1 from the teaching unit. Activity: Discover the text and read the book. Explain that we are going to change some compound sentences by getting rid of full stops and using 'and' in sentences. Could the children write another sentence using a question mark?</p> <p><b>Wednesday - Literacy 2:</b> <b>Starter - Speaking and Listening focus: Vocabulary</b> - Know the words for things within their experience. Return to the book. What does pig do and what does he say? How could we describe him? Adult to show a picture of pig on the IWB. Adult to show adjectives to describe him. Children to sort adjectives into prefix 'un' words and words that cannot be put into this category. See Lesson 2 from the teaching unit. Activity: Children to have a picture of Trevor. Can they describe him? Children to write a list of adjectives about Trevor. Children to write a sentence about Pig using the suffix 'un'.</p> <p><b>Thursday - Literacy 3:</b> <b>Starter - Speaking and Listening focus: Speaking and presenting</b> - Organise my thoughts and ideas to communicate them clearly in order. See lesson 4 from the teaching unit. Adult to discuss 'Pig the pug' name. What does it have special about his name? Could we clap this out with rhythm? Discuss that it could be a title for a poem. Read sections from the book with rhyming words. Now children to work in a group to vote on a new pet. E.g. 'Scratch the Cat, Peck the Parrot etc. Discuss what the pet needs to survive. Discuss what could happen to the pet? Activity: In groups, children to write notes about their pets e.g. how to take care of them, what they eat, when they sleep etc. on flipchart paper.</p> <p><b>Friday- Literacy 4: Shared Writing/ Independent writing.</b> <b>Starter - Speaking and Listening focus: Creativity</b> - Understand imaginary and real. Discuss in partners the new pet. What did we say about our new pet yesterday? Adult to work with a group of children. See lesson 5+6 form the teaching unit. Activity: Children to use a story mountain and post it notes of our animal from yesterday. Children to then complete this with the group animal for two sentences. Children to then write 3 sentences independently. Adult to support when needed.</p>	<p><b>SpaG</b> <b>Question marks and full stops.</b></p> <p>Explain to the children that we have looked at question marks before. What do they mean? Discuss today we are going to change some sentences by getting rid of full stops and using 'and' in sentences. Could the children write another sentence using a question mark?</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> To write sentences about a new character pet and what they do.</p>

<p><b>Week 6</b> 6<sup>th</sup> - 10<sup>th</sup> October</p> <p><b>Literacy Tree - Text 2 - Week 2</b></p> <p>Wednesday 8<sup>th</sup> October - Harvest Festival Assembly at the Church. Wear Autumn colours &amp; raise money for the food bank.</p> <p>Friday 10<sup>th</sup> October - World Mental Health Day - Day celebrating mental health.</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p><b>Speaking and presenting</b> - Organise my thoughts and ideas to communicate them clearly in order.</p> <p><b>Social interaction</b> - Make spontaneous comments in discussions.</p> <p><b>Creativity</b> - Understand imaginary and real.</p> <p><b>Vocabulary</b> - Know the words for things within their experience.</p>	<p><b>Non-Fiction week 3- Pig the Pug</b></p> <p><b>Monday - Literacy 1:</b> Starter -Speaking and presenting - Organise my thoughts and ideas to communicate them clearly in order. Discuss the order of the story. What happens next? Look at sequencing the story. Children to think-pair-share and then verbally retell the story using the story map to support them. See session 7 from the teaching unit. Activity: Children to write from 'one day' using the story mountain to help them.</p> <p><b>Wednesday - Literacy 2: Describing London in present tense.</b> Starter - Speaking and Listening focus: <b>Social interaction</b> - Make spontaneous comments in discussions. Adult to remind the children of Lesson 4 plenary. Explain that in the story mountain something went wrong. Pig the pug fell out of the window... what did your pet do? Explain that when something happens in a story the author sometimes uses 'When suddenly' and this can give more depth to the sentences. Adult to model their groups sentences using 'When suddenly' See lesson 8 from the teaching unit. Activity: Children to write from 'When suddenly' using the story mountains to help them.</p> <p><b>Thursday - Literacy 3: Letter writing.</b> Starter - Speaking and Listening focus: <b>Creativity</b> - Understand imaginary and real. Explain to the children that a letter has arrived to class... Adult to read this letter. Explain that pig is asking for our help. How could we help pig? Discuss... See lesson 9 from the teaching unit. Activity: Children to write a letter back to Pig from our new animal.</p> <p><b>Friday - Literacy 4: Making puppets</b> Starter - Speaking and Listening focus: Vocabulary - Know the words for things within their experience. Children to discuss what their new animal is, what can they remember about their animal? Adult to discuss time adverbials and children and adult to come up with 3 sentences with time adverbials in, such as 'In the morning.' See lesson 10 from the teaching unit. Activity: Children to make their own puppet of their animal.</p>	<p><b>SPaG Exclamation marks</b></p> <p>Recap question marks by Think/ Pair/ Share. When have we used question marks this term? Discuss - are there any within our text? Look through the book and identify them. Adult to identify that we can also change our voices within the text by using exclamation marks. Adult to discuss these with the children and get them to identify them in the text.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> To create a Letter.</p>
<p><b>Week 7</b> 13<sup>th</sup> - 17<sup>th</sup> October</p> <p><b>Literacy Tree - Text 2 - Week 3</b></p> <p>17<sup>th</sup> October - Parents' Day</p>	<p><b>Literacy Starter S&amp;L Focus</b></p> <p><b>Speaking and presenting</b> - Organise my thoughts and ideas to communicate them clearly in order.</p> <p><b>Creativity</b> - Understand imaginary and real.</p> <p><b>Social interaction</b> - Make spontaneous comments in discussions.</p>	<p><b>Non-Fiction week 3- Pig the Pug.</b> <b>Writing Assessment - Piece 2 of the term.</b></p> <p><b>Monday - Literacy 4: SPaG and picture plan.</b> Starter - Speaking and Listening focus: <b>Speaking and presenting-</b> Organise my thoughts and ideas to communicate them clearly in order. Recap question marks by Think/ Pair/ Share. When have we used question marks this term? Discuss - are there any within our text? Look through the book and identify them. Adult to identify that we can also change our voices within the text by using exclamation marks. Adult to discuss these with the children and get them to identify them in the text. Adult to then explain that we are going to start to plan our how to guides. See lesson 11 from the teaching unit. Activity: Children to create illustrations in their pre-folded booklets. Illustration 1 should be of their chosen animal (cat/parrot/rabbit) and things they might eat. Illustration 2 should be of their animal and the tricks it does/how that pet might keep his/her owner entertained. And illustration 3 should be of their animal's possible sleeping arrangements</p>	<p><b>SPaG Adjectives</b></p> <p>Discuss adjectives. Look at the chopped set of word cards. Children to work together to make noun phrases. Consider our audience by discussing which noun phrases go well together.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> To use the present tense to continue writing a 'How to be' guide.</p>

	<p><b>Speaking and presenting -</b> Organise my thoughts and ideas to communicate them clearly in order.</p>	<p><b>Wednesday - Literacy 4: (Assessment books)</b>  <b>Starter - Speaking and Listening focus: Creativity -</b> Understand imaginary and real. Consider our audience. Discuss adjectives. Look at the chopped set of cards. Children to work together to make noun phrases. Consider our audience by discussing which noun phrases go well together.  See lesson 12 from the teaching unit.  Adult to model writing the first section of the 'How to guide' Children have the opportunity to use what is on the working wall and their previous illustration 'plan'. Adult and children to use noun phrases in their writing. (first section).  Activity: Children to write the first section of their guide.</p> <p><b>Thursday - Literacy 4: Independent write of second section. (Assessment books)</b>  <b>Starter - Speaking and presenting -</b> Organise my thoughts and ideas to communicate them clearly in order. Children to discuss their animal. Children to think/pair/ share with the class on how they think the animal they have chosen moves. Adult to then put on some calming music and children can move like their animal to the music.  See lesson 13 from the teaching unit. Recap on suffix 'ing'. Adult to show verbs on pieces of card. Children can use these within their sentences. Adult to model the second section of writing.  Activity: Children to write the second section of their guide.</p>		
<p><b>Week 8</b> 20<sup>th</sup> - 24<sup>th</sup> October</p> <p><b>Literacy</b> <b>Tree - Text</b> <b>2 - Week 4</b></p> <p><b>Assessment</b> <b>Week</b></p> <p><b>Tuesday</b> <b>21<sup>st</sup></b> <b>October -</b> <b>Diwali PM</b> <b>activities.</b></p> <p><b>Tuesday</b> <b>21<sup>st</sup> October</b> <b>- RSHE</b> <b>Parent</b> <b>Workshop</b></p> <p><b>24<sup>th</sup></b> <b>October -</b> <b>Inset Day</b></p>	<p><b>Literacy Starter S&amp;L</b> <b>Focus</b></p> <p><b>Social interaction -</b> Make spontaneous comments in discussions.</p> <p><b>Vocabulary -</b> Know the words for things within their experience.</p> <p><b>Creativity -</b> Understand imaginary and real.</p>	<p><b>Non-Fiction week 3- Pig the Pug</b> <b>Writing Assessment - Piece 2 of the term.</b></p> <p><b>Tuesday - Literacy 1: Independent write of second section. (Assessment books)</b>  <b>Starter - Speaking and Listening focus: Social interaction -</b> Make spontaneous comments in discussions. Discuss in partners how the animals may sleep. Who can remember? Discuss different beds. Children to then work with their partner to pretend to be their pet 'I like to sleep in a comfy bed' 'I like to sleep in my nest' Etc. Draw ideas from session 10. Remembering the time adverbials used (Look at working wall).  See lesson 14 from the teaching unit.  Activity: Children to then write their own section of for where their pet could sleep. Encourage the use of time adverbials.</p> <p><b>Wednesday - Literacy 2: Writing independent introduction of how to guide (Assessment books)</b>  <b>Starter - Speaking and Listening focus: Speaking and presenting - Vocabulary -</b> Know the words for things within their experience.  Recap with children on the purpose of the introduction paragraph for their how to guide. How can we grab the reader's attention?  Children use their plans to write the introduction to their 'how to' guide. Encourage them to use a range of sentence types to grab the reader's attention and make them want to read.  on. See lesson 15 from the teaching unit.</p> <p><b>Thursday - Literacy 4: Independent write (Assessment books)</b>  <b>Starter - Speaking and Listening focus: Creativity -</b> Understand imaginary and real. Consider our audience. What vocabulary should we use? How should this be written?  See lesson 15 from the teaching unit.  Model how to edit writing with the children.  Activity: Children to edit their work, extending sentences where possible.</p>		<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> To use the present tense to continue writing a 'How to be' guide.</p>