



Literacy Medium Term Planning
Stardust Class - Autumn B (2025/2026)
Mrs Wynn and Mrs Beresford Year 1/2

Stanley's Stick

What is the world made of?

Sentence writing focus;	Text	Genre	Focus
Fiction	Stanley's Stick	Fiction	Narrative

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the texts

- Role-play area as a Prehistoric Vets.
- 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: - Literacy 1: Stanley's Stick

Activity one:

See session 1 of the teaching unit. Introduce a magic stick to the children and tell them that the stick can become anything they want it to be. Model turning the stick into a range of different things, e.g. a pencil. My stick is a magic pencil, and I will use it to write stories that will come true. Ask children to decide what their stick is going to become and how they will use it. Children to share their ideas with a partner. Children to go outside and find sticks. Children to orally rehearse their sentences, using the sentence frame modelled. HA/MA Children to record their sentences using the sentence structure modelled in the whole class session, LA to keep practicing sentences.

Activity two:

Science and Art

Look at the images throughout the book. Can anyone spot any trees in the book? Identify there is two trees.. one has some leaves on it. What season do you think this is from? Discuss... Look at the other tree.. what season is this from?

Children to then use their art skills to create spirals patterns to make a tree from the season in the book (Spring).



Text 2- Dinosaurs and all that rubbish.

See lesson one of the teaching unit.

Tell me your dreams: A letter arrives in the classroom from an anonymous 'man'. It says: Dear Year 1, I have a dream. My dream is to go into space and travel to distant stars! Do you have a dream? What's your dream? Please let me know and tell me if you think my dream is a good dream. Talk about the difference between dreams we have when we are sleeping and dreams when we are awake, e.g. wishes and goals. Introduce the book and read up to 'I must fly'. Ask children the following questions: What is the man's dream? Does it seem like a good dream? Why? Why not?

Activity one:

Discuss the main characters in the story. What are they? Are they animals that exist now? Discuss... Children to then have clay and use a range of techniques to make their own dinosaur fossils.



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

Full stops, capital letters and questions

Week 2

Adjectives

Week 3

Adjectives

Week 4

Verbs and suffix.

Vocabulary

Stanley's Stick

Stanley
Stick
Carries
Pretending
Whistle
Straight
Dinosaur extinct
Starry
Moon
Spoon
Languages
Platform
Pretend
Because
Splosh
Stickless
Distance
Interesting
Different Telescope
Fantastic

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.

Stardust Phonics Targets

Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	<i>/ur/</i> ir bird <i>/igh/</i> ie pie <i>/oo/ /yoo/</i> ue blue rescue <i>/yoo/</i> u unicorn	their people oh your
Week 2	<i>/oa/</i> o go <i>/igh/</i> i tiger <i>/ai/</i> a paper <i>/ee/</i> e he	Mr Mrs Ms ask*
Week 3	<i>/ai/</i> a-e shake <i>/igh/</i> i-e time <i>/oa/</i> o-e home <i>/oo/ /yoo/</i> u-e rude cute	could would should our
Week 4	<i>/ee/</i> e-e these <i>/oo/ /yoo/</i> ew chew new <i>/ee/</i> ie shield <i>/or/</i> aw claw	house mouse water want
Week 5	Grow the code: <i>/igh/</i> ie i i e <i>/ai/</i> ay a a-e <i>/oa/</i> oa o o-e <i>/ee/</i> e ie e-e ea <i>/oo/ /yoo/</i> ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Year 1 Spring 2

	Phase 5 graphemes	New tricky words
Week 1	<i>/ur/</i> or word <i>/oo/</i> u oul awful would <i>/air/</i> are share <i>/or/</i> au aur oor al author dinosaur floor walk	once laugh
Week 2	<i>/ch/</i> tch match <i>/ch/</i> ture adventure <i>/ar/</i> al half* <i>/ar/</i> a father*	because eye
Week 3	<i>/or/</i> a water Schwa in longer words: different <i>/o/</i> a want <i>/air/</i> ear ere bear there	
Week 4	<i>/ur/</i> ear learn <i>/r/</i> wr wrist <i>/s/</i> st sc whistle science Schwa at the end of words: actor	
Week 5	<i>/c/</i> ch school <i>/sh/</i> ch chef <i>/z/ /s/</i> ce se ze freeze	

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

Group 3 - Spelling programme

Year 2 Autumn 2 Bridge to spelling


	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

Stardust Writing Targets

Yellow Target: WT1/EX1	Green Target: ELGS	Blue Target: RS/ ELGS
<p>WT1</p> <p>Composition After discussion with a teacher: Independently compose sentences orally or mentally before writing. Show simple structure to writing eg. Beginning, middle, end. Discuss own writing with teacher or others. Follow a simple plan when writing. Re-read paragraph/text to check for sense</p> <p>Grammar Combine words into sentences using the conjunctions and, because. Know and use a capital letter for names, days, months, places. Use capital for pronoun I. Correctly use a capital letter to show start of sentences. Sometimes add full stops within a narrative. Correctly use a full stop to show end sentences. Add an adjective to a noun to create a noun phrases. Identify question marks correctly Identify an exclamation mark correctly.</p> <p>Spelling After discussion with a teacher: -Spell many words correctly (Phase 3) and others phonetically plausibly independently. Spell most Phase 3 digraphs and some Phase 5 digraphs. When used, spell many Y1 tricky words correctly. When used, spell words with suffixes -ing, -ed, -er correctly most of the time. When used, spell words with plurals correctly (-s, -es) most of the time Spell most days of the week correctly (phonetically plausible where not correct). Use most letter names to spell words aloud Add prefixes -un, -dis where no change to root words Write from memory simple sentences that have been dictated, including sounds taught so far.</p> <p>Handwriting -Form many letters in the correct direction, starting and finishing in the right place, sitting on the line. Capital letters: Lower case letters: Use spaces between words Keep consistent letter size most of the time.</p>	<p>ELG: Writing 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>ELG: Fine Motor Skills 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>	<p>RS: Writing 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>ELG: Writing 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>ELG: Fine Motor Skills 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

Yellow Target: WT1/EX1	Green Target: ELGS	Blue Target: RS/ ELGS
<p>EX1 <u>Word Recognition</u> 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><u>Comprehension</u> 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>WT1 <u>Word Recognition</u> 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><u>Comprehension</u> 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>WT1 <u>Word Recognition</u> 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><u>Comprehension</u> 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>RS: 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>Early Learning Goal: 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>Week 1 3rd-7th November</p> <p>Literacy Tree - Text 1 - Week 1</p> <p>Monday 3rd Nov</p> <p>Bonfire/Carnival Celebrations</p>	<p>Literacy Starter S&L focus</p> <p>Creativity- <u>Talk about and describe my imaginary ideas.</u></p> <p>Social interaction - <u>Be able to join in a conversation with other children and be part of a group</u></p> <p>Listening and understanding. <u>Follow simple instructions</u></p> <p>Vocabulary - <u>Pick up new words easily.</u></p>	<p><u>Fiction week 1 - Stanley's stick</u></p> <p>WOW STARTER Science and Art Look at the images throughout the book. Can anyone spot any trees in the book? Identify there is two trees.. one has some leaves on it. What season do you think this is from? Discuss... Look at the other tree.. what season is this from? Children to then use their art skills to create spirals patterns to make a tree from the season in the book (Spring).</p>  <p>WOW starter: Wow starter - Literacy 1: Starter - Speaking and Listening focus: Listening and understanding; Follow simple instructions with two or three part. Why do we have a stick? Discuss what the stick could do. Adult to instruct children to get a stick and work with a partner to think of things that a stick could be. See session 1 of the teaching unit. Introduce a magic stick to the children and tell them that the stick can become anything they want it to be. Model turning the stick into a range of different things, e.g. a pencil. My stick is a magic pencil, and I will use it to write stories that will come true. Ask children to decide what their stick is going to become and how they will use it. Children to share their ideas with a partner. Children to go outside and find sticks. Children to orally rehearse their sentences, using the sentence frame modelled. HA/MA Children to record their sentences using the sentence structure modelled in the whole class session, LA to keep practicing sentences.</p> <p>Session 2 - SpaG - Capital letters Play Capital Letter Hunt: Display simple sentences and ask children to fix them. E.g. -stanley has a stick → Stanley has a stick. -this is his stick → This is his stick.</p> <p>Ask: Where do capital letters go? Emphasise capital letters for sentence beginnings and names. Model correcting: Stanley is holding his stick. It looks special. Display simple sentences about the cover with missing capitals on the board. stanley is smiling. he has a stick. the sky is blue.</p> <p>Activity: Children to write three sentences about the front cover, remembering to use capital letters. Scaffold for LA: provide sentence starters ("___ is holding a ___.")</p> <p>Session 3 - SpaG - Full stops Show two sentences with and without full stops. -Stanley has a stick It is long -Ask: Does that sound right? What's missing? Children act as Punctuation Police — shout "STOP!" when a sentence ends.</p>	<p>SPaG Capital letters Full stops Question marks</p>	<p>Audience: Another reader</p> <p>Outcome: Create art spirals.</p> <p>Write three short captions using an adjective.</p>

		<p>Share examples and get the children to use whiteboards to rewrite sentences to include full stops. Activity: Children write 3-4 sentences about what they think Stanley might do with his stick.</p> <p>Session 4 - SpaG - Question marks Introduce the question mark symbol. Look at the cover and model writing questions on the board: What is Stanley holding? Where is Stanley? Why does he look happy?</p> <p>Emphasise voice change when reading questions aloud and the question mark at the end.</p> <p>Look at the STC signs and STC. Remind children of the question words - what, where and why. Ask children to think-pair-share some 'what, where and why' questions. Model a few of the children's ideas on the board. Miss out the question marks for some of their questions. Ask children to become punctuation detectives and identify what is missing. Model the following on the board - Identify the question and the other pieces of missing punctuation: Stanley is on the beach he is holding something in his hand it looks long and thin what could it be everyone is wondering</p> <p>Activity: Children write 3 - 5 questions about the front cover.</p>		
<p>Week 2 10th - 14th November</p> <p>Literacy Tree - Text 1 - Week 2</p> <p>11th November - Remembrance Day/Afternoon Activities</p> <p>14th November - Children in need</p>	<p>Creativity- <u>Talk about and describe my imaginary ideas.</u></p> <p>Social interaction - <u>Be able to join in a conversation with other children and be part of a group</u></p> <p>Listening and understanding. <u>Follow simple instructions</u></p> <p>Vocabulary - <u>Pick up new words easily.</u></p>	<p>Session 1 - SpaG - Adjectives Show a stick — children think of words to describe it (long, thin, shiny, brown). Build a class adjective word wall - put on the working wall. Add adjectives together e.g. Stanley has a long, smooth stick. Discuss commas for a list. Model further sentences on the board using the children's ideas. Shared writing: describe parts of the cover. The bright blue sky. The happy boy. Highlight how adjectives add detail and feeling.</p> <p>Activity: Children write a short descriptive paragraph (3-4 sentences) about Stanley and his stick using adjectives. Scaffold for LA: Sentence frames e.g. Stanley has a ___ stick. HA - encourage children to add a question into their descriptive sentences e.g. What adventures might Stanley go on with his long, brown stick?</p> <p>Wednesday - Literacy 2: Starter - Speaking and Listening focus: Social interaction - <u>Be able to join in a conversation with other children and be part of a group.</u> Discuss why it is important to be a part of a group. Explain that Stardust is one group. What could be another group? Explain to the children we are going to spell some words today how could we do this? What did we use the stick for yesterday think-pair- share. See session 2 of the teaching unit. Give children a phoneme frame containing space for four graphemes. Explain that in order to help Stanley, we are going to have to spell some of the words in the book for him. Dictate some ccvc and cvcc words that are found in the text and ask children to segment them on their phoneme frames. HA/MA- Write key words in a list and then write them in two sentences.</p>	<p>Adjectives Give children copies of 10 illustrations from throughout the story. In small groups, children to sequence the images from the story into the correct order. Now ask children to remove 4 illustrations, so that they are left with the 6 key images that retell the story. In small groups, children to sequence and caption the illustrations from the story. HA/MA- write three short captions using an adjective. LA: Talk about the story and write one caption.</p>	

		<p>LA- Set up the sticks from session 1 and remind children that their sticks could become pencils. Give them a sand tray and ask them to spell the words from the shared session and other one-syllable words with adjacent consonants using picture prompts. Photograph children's outcomes.</p> <p>Thursday - Literacy 3: Starter - Speaking and Listening focus: Vocabulary: <u>Pick up new words easily.</u> Where does Stanley go in the book? What does he see? What does he imagine? Discuss new vocab in the book. See lesson 3 from the teaching unit. Return to predictions from session 1 and discuss with children what they think Stanley will do with the stick. Share ideas as a class. Children may have suggestions such as throw it into the sea, keep it and take it home, give it to someone else, bury it in the sand etc. HA/MA: Write two sentences about what he did with the stick. What did he imagine? Then write the ending of the sentences with 'In the end he...' LA: Write one sentence on the ending of the story.</p> <p>Friday Spag: Adjectives. - Literacy 4 Starter - Listening and understanding. <u>Talk about and describe my imaginary ideas.</u> Comment on the imagination in the story. What have we thought about? think-pair- share. See lesson 4 from the teaching unit. Give children copies of 10 illustrations from throughout the story. In small groups, children to sequence the images from the story into the correct order. Now ask children to remove 4 illustrations, so that they are left with the 6 key images that retell the story. In small groups, children to sequence and caption the illustrations from the story. HA/MA- write three short captions using an adjective. LA: Talk about the story and write one caption.</p>		
<p>Week 3 17nd -21st Nov Literacy Tree - Text 1 - Week 3 20th November - World Children's Day</p>	<p>Literacy Starter S&L focus</p> <p>Creativity- <u>Talk about and describe my imaginary ideas.</u></p> <p>Social interaction - <u>Be able to join in a conversation with other children and be part of a group.</u></p> <p>Listening and understanding. <u>Follow simple instructions.</u></p> <p>Vocabulary - <u>Pick up new words easily.</u></p>	<p style="text-align: center;">Fiction week 2 - Stanley's stick</p> <p>Tuesday - Literacy 1: -Starter Speaking and Listening focus: <u>Creativity- Talk about and describe my imaginary ideas.</u> Children to use their imagination to discuss a new object in the classroom. See lesson 6 from the teaching unit. Have a number of everyday objects available in the classroom (e.g. a sock, a glove, a cup etc.) and ask children to choose an item and decide what their item will become. Model filling in the simple table to record ideas. HA/ MA- to complete their table as independently as possible. LA- Fill in their table as a group. All children to create a title of their story by using a possessive apostrophe. If they have chosen a sock it will be Sarah's sock for instance.</p> <p>Wednesday - Literacy 2: Starter - Speaking and Listening focus: - Vocabulary - <u>Pick up new words easily.</u> Adult to remind the children about adjectives. Explain these are descriptive words. Children to come up with describing words for the new objects. See lesson 7 from the teaching unit. Model using 'building blocks for descriptive sentences' to choose a pair of different types of adjectives to describe a chosen item, e.g. a sock. Use the building blocks to choose a pair of adjectives that describe the item and create a noun phrase by separating them with a comma, e.g.: The soft, brown sock. HA/MA to record a description of their item in their books, using the pre-cut building blocks sheet. Explaining what it becomes and its many uses, using noun phrases to create a description from the whole-class session. LA: See adaptation. Children to write their own version of a story based on Stanley's stick. Use last session to come up with 3 simple sentences.</p>	<p style="text-align: center;">SPaG Adjectives.</p> <p>Model using 'building blocks for descriptive sentences' to choose a pair of different types of adjectives to describe a chosen item, e.g. a sock. Use the building blocks to choose a pair of adjectives that describe the item and create a noun phrase by separating them with a comma, e.g.: The soft, brown sock. HA/MA to record a description of their item in their books, using the pre-cut building blocks sheet. Explaining what it becomes and its many uses, using noun phrases to create a description from the whole-class session. LA: See</p>	<p>Audience: Another reader</p> <p>Outcome: To write their own version of a story based on Stanley's stick. Use last session to come up with 3 simple sentences.</p> <p>Children to retell their stories into verbal paragraphs. Children to</p>

		<p>Thursday - Literacy 3: Starter - Speaking and Listening focus: Social interaction - <u>Be able to join in a conversation with other children and be part of a group.</u> Children to think-pair-share their ideas on what sarah might do with her sock or other objects etc. See lesson 8 from the teaching unit. Using the class idea of Sarah's Sock, create a series of six ideas for what Sarah might do with her sock. Organise these into a story plan, similar to the one created for Stanley's Stick in session four. Plan for a point where the character throws the item away and then finds something to replace it with, referring to different ideas from session 3. HA/MA: Children to create their story plan using their own ideas and the object they chose in session 7, based on the whole class model. LA: See adaptation. Children to finish their own version of a story based on Stanley's stick. Use last session to come up with 3 simple sentences.</p> <p>Friday Literacy 4: Starter- Speaking and Listening: <u>Listening and understanding. Follow simple instructions.</u> Children to discuss the story with their partner. Why are instructions so important? Discuss... See lesson 9 from the teaching unit. Ask the children to identify the different sections of the story, referring back to the story plan created in session 8. Mark in a different colour, where the sections of the story should be and then cut them up so they can be separated from one another. Tell children the technical name for these is paragraphs. Explain that you would like them to retell their stories, separating each section from their plan. HA/MA; Children to retell their stories into verbal paragraphs. Children to then start writing the paragraphs if confident. LA: Children to write two sentences independently about their item.</p>	adaptation.	then start writing the paragraphs if confident.
<p>Week 4 24th - 28th November</p> <p>Writing Assessment week</p> <p>28th November - St Andrews Day Assembly</p>	<p>Literacy Starter S&L focus</p> <p>Creativity- <u>Talk about and describe my imaginary ideas.</u></p> <p>Social interaction - <u>Be able to join in a conversation with other children and be part of a group.</u></p> <p>Listening and understanding. <u>Follow simple instructions.</u></p> <p>Vocabulary - <u>Pick up new words easily.</u></p>	<p>Fiction week 3 - Stanley's stick</p> <p>Tuesday- Literacy 1: <u>Writing Assessment</u> Starter - Speaking and Listening focus: <u>Vocabulary - Pick up new words easily.</u> What new words have we learnt in the last two weeks? Discuss.. Explain that the children are going to write them in their sentences today. See unit 9 from the teaching unit. HA/ MA: Children to rewrite their own stories, referring to their plan and making sure each section is distinct from the other. Some children will benefit from having a writing scaffold to support organisation of their ideas. LA: Independently write a sentence about their item.</p> <p>Wednesday - Literacy 2: <u>Writing Assessment</u> Starter - Speaking and Listening focus: <u>Listening and understanding. Follow simple instructions.</u> Explain to the chn we are going to follow simple instructions to highlight suffixes in our story. See unit 10 from teaching unit. Ask children how they can identify a verb in a story. Identify that they might be actions and they may end in -ed or -ing. Explain that, as our story has already happened, that it is in the past tense. Reread the class story, underlining or highlighting the -ed verbs. Explain that our stories must have the same tense all the way through (e.g. they can't be happening to begin with and then have happened at the end of the story. Model correcting one mistake in the class version. What are the two main ways we can pronounce -ed endings? (e.g. walked and landed) What is the rule? HA/MA: Children to underline or highlight the verbs in their own stories and ensure they are in the simple past tense. Are there any irregular or unusual verbs? LA: sort word cards into ed or ing.</p> <p>Thursday- Literacy 3- <u>Writing Assessment</u> Starter - Speaking and Listening focus: <u>Creativity- Talk about and describe my imaginary</u></p>	<p>SpaG <u>Verbs and suffix.</u></p> <p>Ask children how they can identify a verb in a story. Identify that they might be actions and they may end in -ed or -ing. Explain that, as our story has already happened, that it is in the past tense. Reread the class story, underlining or highlighting the -ed verbs. Explain that our stories must have the same tense all the way through (e.g. they can't be happening to begin with and then have happened at the end of the story. Model correcting one mistake in the class version. What are the two main ways we can pronounce -ed endings? (e.g. walked and landed) What is the rule? HA/MA: Children to underline or highlight the</p>	<p>Audience: Another reader</p> <p>Outcome: To publish their own stories in a book.</p>

		<p><u>ideas</u>. Explain that today children are going to publish their own stories by using their edited version of the story. Is there any more describing words we could add to our stories?</p> <p>See Lesson 11 from the teaching unit. Having edited and improved their stories, give children the opportunity to publish their stories in a class or individual book. Children to use a piece of paper to start writing their stories from their plan.</p> <p>Friday- Literacy 4: Shared Writing/ Independent writing.</p> <p>Starter - Speaking and Listening focus: Social interaction - Be able to join in a conversation with other children and be part of a group. Children to discuss their stories and what they improved.</p> <p>Lesson 11 from the teaching unit. Having edited and improved their stories, give children the opportunity to publish their stories in a class or individual book. Children to use a piece of paper to continue writing their stories from their plan.</p>	<p>verbs in their own stories and ensure they are in the simple past tense. Are there any irregular or unusual verbs? LA: sort word cards into ed or ing.</p>	
<p>Week 5 1st-5th December</p> <p>1st December - Whole School Nativity run through</p> <p>2nd December - Whole School Nativity run through</p> <p>3rd December - Nativity am dress rehearsals</p> <p>4th November - Nativity dress rehearsal -if needed</p> <p>5th December - Christmas decoration day</p>		<p style="text-align: center;">Nativity Rehearsals.</p> <p style="text-align: center;">Assessment week - Phonics checks, White Rose papers, Fantastic Finishers.</p>		

<p>Week 6 8th - 12th December</p> <p>Christmas theme week</p> <p>8th December - Nativity</p> <p>9th December- Pantomime</p> <p>10th December- Nativity</p> <p>11th December- Christmas jumper day and lunch</p> <p>12th December - Nativity church performance</p>		<p>Assessment Week/Nativity Performances</p>		
<p>Week 7 15th - 19th December</p> <p>Christmas theme week</p> <p>17th Dec - Christmas movie night</p> <p>19th-Party & funday</p>	<p>Christmas Theme week.</p>	<p>RE - Read and sequence the traditional nativity story</p> <p>Theme Week - Christmas</p> <p>See separate planning for details.</p>	<p>Christmas Theme week.</p>	