


Literacy Medium Term Planning  
Paddington Bear Class - Autumn B (2025)  
Mrs Clements and Mrs Beresford - Year 2  
Lubna and Pebble - How can we help?



Sentence writing focus;	Text	Genre	Focus
Fiction	Lubna and Pebble	Fiction: Friendship	Narrative

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the texts	Working with the text	SPaG Focus	Ideas for teaching			
<p>- 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.</p> <p>- 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.</p> <p><b>WOW starter: Monday 3<sup>rd</sup> November</b>            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><b>Art</b></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>features? Why? Why not? How do you know they were not a physical feature?</p>	<p>- Retell the model text each day in groups then pairs.            - Create story maps.</p> <p>- 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.</p> <p>- Use capital letters, full stops, finger spaces, question marks and exclamation marks when writing.</p> <p>- 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.</p> <p>- Use simple conjunctions - and, that, because, then, so.</p> <p>- Use interesting and relevant adjectives to make interesting noun phrases.</p> <p>- Identify nouns and adjectives.            - Discuss, understand and use the past tense.</p> <p>-Adding suffixes to root words.            -Make inferences and predictions.</p> <p>-Commas in a list/expanded noun phrases.</p>	<p><b>Week 1</b>            Use commas to separate items in a list</p> <p><b>Week 2</b>            Use co-ordination (or/and/but) to join clauses.</p> <p><b>Week 3</b>            Expanded noun phrases</p> <p><b>Week 4</b>            Application of skills</p> <table border="1" data-bbox="1367 526 1734 1247"> <thead> <tr> <th data-bbox="1367 526 1734 558">Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="1367 558 1734 634">Lubna and Pebble</td> </tr> <tr> <td data-bbox="1367 634 1734 1247">           Pebble            Friend            Shiny            Smooth            Arrived            Salty            Morning            Landed            Tent            Clutched            Gripped            Safe            Whispered            Listened            Smiled            Scared            Sighed            Worried            Underneath            Beaming            Nodded         </td> </tr> </tbody> </table>	Vocabulary	Lubna and Pebble	Pebble Friend Shiny Smooth Arrived Salty Morning Landed Tent Clutched Gripped Safe Whispered Listened Smiled Scared Sighed Worried Underneath Beaming Nodded	<p><b>Ideas for writing own story about friendship:</b>            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.</p>
Vocabulary						
Lubna and Pebble						
Pebble Friend Shiny Smooth Arrived Salty Morning Landed Tent Clutched Gripped Safe Whispered Listened Smiled Scared Sighed Worried Underneath Beaming Nodded						



## Paddington Writing Targets

<b>Blue Group</b> <b>Target: WT2</b>	<b>Red group</b> <b>Target: EX1</b>	<b>Yellow Group</b> <b>Target: ELG/WT1</b>
<p style="text-align: center;"><u>WT2</u></p> <p><b>Composition</b> After discussion with a teacher:</p> <ul style="list-style-type: none"> <li>-Plan/draft a piece of writing, after a group discussion.</li> <li>-Mentally compose grammatically correct sentences most of the time.</li> <li>-Write sentences that are sequenced to form short narratives (real or fictional).</li> <li>-Edit own work using appropriate checklist (Green Pen).</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Demarcate some sentences with capital letters and full stops.</li> <li>-Use some expanded noun phrases to describe and specify.</li> <li>-Most sentences grammatically correct in the writing.</li> <li>-Write sentences using question marks.</li> <li>-Write sentences using exclamation marks.</li> <li>-Identify a variety of sentences types.</li> <li>-Recall verbs in the past and present tense.</li> <li>-Show an understanding of the difference between co-ordination (or/and/but) and subordination (when/if/that/because).</li> <li>-Show an understanding of irregular plurals.</li> <li>-Spell some words with contracted forms.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>-Segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonetically plausible attempts at others.</li> <li>-When used, spell some Year 2 tricky words correctly.</li> <li>-Spell words with suffixes -ing, -ed, -er, -est, -s, -es in a piece of own writing.</li> <li>-Understand that suffixes eg -ment, -ness, -ful, -less, -ly are added to root words.</li> <li>-Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky words and punctuation taught so far - sometimes accurately.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>-Form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>-Form lower-case letters of the correct size relative to one another in some of the writing.</li> <li>-Use spacing between words consistently.</li> </ul>	<p style="text-align: center;"><u>EX 1</u></p> <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 style="text-align: center;"><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> <li>-Write recognisable letters, most of which are correctly formed.</li> <li>-Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>-Write simple phrases and sentences that can be read by others.</li> </ul> <p style="text-align: center;"><u>WT 1</u></p> <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>

## Paddington Reading Targets

<b>Reading Raincoats</b> <b>Target: WT2/EX2</b>	<b>Reading Red Hats</b> <b>Target: EX 1/WT2</b>	<b>Reading Rovers</b> <b>Target: ELG/WT 1</b>
<p style="text-align: center;"><u>WT 2 - Turquoise band - Phase 5/Purple band - Phase 5+</u></p> <p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>-Blend sounds in words containing common graphemes for all 40+ phonemes, (including Ph5 alternate graphemes) consistently and independently.</li> <li>-Read accurately some words with two or more syllables that contain the same grapheme - phoneme correspondences.</li> <li>-Read aloud many words quickly and accurately within sentences without overt sounding and blending.</li> <li>-Sound out many unfamiliar words using phonics knowledge accurately.</li> <li>-Read a wide range of words with suffixes (-s, -es, -ing, -ed, -er, -est) and prefixes (un, dis) without undue hesitation.</li> <li>-Understand use of apostrophes in a contracted form.</li> </ul> <p><b>Comprehension</b></p> <p>In discussion with a teacher:</p> <ul style="list-style-type: none"> <li>-Discuss book choices.</li> <li>-Read and understand a range of texts presented in different ways.</li> <li>-Answer questions and make inferences about these texts on the basis of what is being said and done in a familiar book that is being read to them.</li> <li>-Understand structures of a non-fiction text.</li> <li>-Link reading to own experiences showing a deeper understanding of what has been read.</li> <li>-Use knowledge of punctuation to make reading clear and expressive.</li> <li>-Re-tell a range of stories and poetry sequencing events with some detail.</li> <li>-Predict what may happen before reading and next with reasoning.</li> </ul>	<p style="text-align: center;"><u>EX 1</u></p> <p style="text-align: center;"><u>Green band - Phase 5/Orange band - Phase 5</u></p> <p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>-Read aloud from books up to 40+ graphemes without overt sounding and blending.</li> <li>-Read some alternative phase 5 graphemes.</li> <li>-Attempt words that contain two syllables, decoding most successfully.</li> <li>-Read all 91 Little Wandle tricky words (49 from Reception &amp; 42 from Year 1).</li> <li>-Read words containing suffixes ('ing', 'ed' ending).</li> <li>-Read words containing plural 's' and 'es'.</li> <li>-Read words containing 'un' (prefix).</li> <li>-Read words with contractions.</li> <li>-Read most sentences with a steady pace.</li> </ul> <p><b>Comprehension</b></p> <p>In a variety of texts shared and read independently:</p> <ul style="list-style-type: none"> <li>-Develops an interest in reading for pleasure.</li> <li>-Understand meaning of words through discussion and context.</li> <li>-Link reading to own experiences with prompts.</li> <li>-Begin to use some expression to help make meaning clear, with adult prompting.</li> <li>-Read a range of sentence types, taking account of . , ? and !</li> <li>Predict what may happen next based on what has been read.</li> <li>-Demonstrate understanding of fiction, non-fiction and poetry, describing the features.</li> <li>-Re-tell a text, sequencing beginning, middle and end.</li> <li>-Answer questions and make simple inferences about familiar texts.</li> </ul>	<p style="text-align: center;"><u>ELG</u></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>-Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>-Read words consistent with their phonic knowledge by sound-blending.</li> <li>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>-Anticipate - where appropriate - key events in stories.</li> <li>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</li> </ul> <p style="text-align: center;"><u>WT 1</u></p> <p style="text-align: center;"><u>Yellow band - Phase 4/Blue band - Phase 4</u></p> <p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>-Read cvc words containing the first 26 graphemes confidently without overt sounding and blending.</li> <li>-Read words containing most Phase 3 graphemes.</li> <li>-Read words (Phase 4) containing adjacent consonants in the initial position and final position.</li> <li>-Read words containing plural 's'.</li> <li>-Use phonics knowledge independently within reading to attempt unfamiliar phase 4 words.</li> <li>-Read a sentence as a whole sentence (rather than word to word).</li> <li>-Read familiar sentences independently with developing pace.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>-Behave like a reader and knows how books work when reading for pleasure.</li> <li>-Listen and respond appropriately to stories, poetry and non-fiction texts.</li> <li>-Re-tell familiar stories, identifying some key events.</li> <li>-To notice different expressions from stories read to them.</li> <li>-Begin to understand the difference between stories and information texts.</li> <li>-Read simple sentences, pausing at a full stop.</li> <li>-Predict what may happen next in a fiction text.</li> </ul>

Week	Speaking & Listening	Literacy Tree	SPAG	Outcome/ audience
<p><b>Week 1</b> 3<sup>rd</sup>-7<sup>th</sup> November</p> <p><b>Literacy Tree - Text 1 - Week 1</b></p> <p><b>Monday 3<sup>rd</sup> Nov</b> <b>Bonfire/Carnival Celebrations</b></p>	<p>-Session 1 - Vocabulary - Compare words and choose a best fit,</p> <p>-Session 2 - Speaking and presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with / listen to other children.</p> <p>-Session 3 - Social interaction - Participate in conversations about topics initiated by others, showing interest and active listening skills.</p> <p>-Session 4 - Creativity - Act out or model ideas.</p>	<p><b><u>Fiction week 1 - Lubna and Pebble</u></b></p> <p><b>WOW starter: Monday 3<sup>rd</sup> November</b> <b>Wow starter - Literacy</b></p> <p>Starter - Vocabulary - Compare words and choose a best fit - Children choose from a selection of adjectives of colour, shape and size to describe their pebble, using "on the dot or not". Model using "and" to join adjectives orally. 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.</p> <p>Speaking and listening focus: Use interesting and imaginative words to add style and flow to speech and writing. 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><b><u>Wednesday - Literacy 2: Responding to the text/ Using suffixes in writing.</u></b></p> <p>Starter - Speaking and Listening focus Speaking and presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with / listen to other children. Share the front cover of the book. 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. SEND activity - children to verbally make up a simple thank you note to the pebble. Adult to scribe, with children using a sound mat to identify the sounds.</p> <p><b><u>Thursday - Literacy 3: Writing to describe.</u></b></p> <p>Starter - Speaking and Listening focus Speaking and presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with / listen to other children. Share the front cover of the book. Share their predictions based on front cover with their talk partner. 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.</p> <p>SPAG - Commas in a list. When do we use a comma? Children to identify where to put the comma when using two adjectives to describe Pebble's home, then attempt to use them in independent writing. Share your pebble home and description with the rest of the class. SEND activity - Children practice letter formation writing a simple label for their shoebox home/shelter, e.g. his bed.</p> <p><b><u>Friday - Literacy 4 - Make inferences and predictions/Asking questions</u></b></p> <p>Starter - Speaking and Listening focus - Creativity - Act out or model ideas. Look at the image of the little boy feeling sad in the story. Children mirror the way he is standing, drawing attention to details like his eyes and his head being down. Children work with talk partner to act out different emotions dictated by the teacher.</p>	<p>When do we use a comma? Recap and record. Children to identify where to put the comma when using two adjectives to describe Pebble's home, then attempt to use them in independent writing. See lesson 3 from the teaching unit.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Understand the main features when writing to describe.</p> <p>To learn our class story.</p>

		<p>See lesson 4 from the teaching unit. Copy how the boy is feeling using body language. Talk - How is he 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? Activity - children to create their own questions for the little boy. SEND - Use sentence stems on strips for children to complete questions. Completed orally and scribed by adult.</p>		
<p><b>Week 2</b> 10<sup>th</sup> - 14<sup>th</sup> November</p> <p><b>Literacy Tree - Text 1 - Week 2</b></p> <p><b>11<sup>th</sup> November - Remembrance Day/Afternoon Activities</b></p> <p><b>14<sup>th</sup> November - Children in need</b></p>	<p>Session 1 - Vocabulary - Compare words and choose a best fit</p> <p>Session 2 - Speaking and presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with / listen to other children</p> <p>Session 3 - Listening and understanding - Listen to other children</p> <p>Session 4 - Listening and understanding Speak with clarity</p>	<p style="text-align: center;"><b><u>Fiction week 2 - Lubna and Pebble</u></b></p> <p><b><u>Tuesday - Literacy 5: Joining clauses with conjunction 'but'</u></b>  Starter - Vocabulary - Compare words and choose a best fit - 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.  SPAG Explain that we can extend our sentences by using "conjunctions" such as and / but. Give an example of how our writing sounds better when we join sentences rather than lots of short sentences. Model joining prepared sentence strips using "but" to create a compound sentences. Children to create and record their own compound sentences with sentence strips. SEND: Children look at pictures from the text and describe how characters are feeling at different times. Children identify sounds for adult to write simple sentences, e.g. Lubna is happy.</p> <p><b><u>Wednesday - Literacy 6: Verbs/Present Tense</u></b>  Starter - Speaking and Listening focus: Speaking and presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with / listen to other children - Read up to "by the morning, Lubna knew". Children use talk partners to discuss what might happen next. 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. SEND: Children pair printed verbs and sentence endings together.</p> <p><b><u>Thursday - Literacy 7: Contractions</u></b>  Starter - Social interaction -listen to other children. Discuss as a group - what did you like about the story? Were there any parts you didn't like? Were your predictions correct?  See lesson 7 from the teaching unit. Write sentences which include contractions to match images from the story. SEND: Children use illustrations to retell the story so far.</p> <p><b><u>Friday- Literacy 8/9: Leaflet: Instructions</u></b>  Starter - Listening and understanding - Listen to other children / Speak with clarity - Give verbal instructions to a partner for looking after pebble which are clear and concise. Talking partner to ask questions. 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. SEND: Work with adult to write a simple instruction, e.g. look after pebble. Children to identify sounds.</p>	<p>Co-ordinating conjunctions - but. See lesson 5 from the teaching unit.</p> <p>Explain that we can extend our sentences by using "conjunctions" such as and / but. Give an example of how our writing sounds better when we join sentences rather than lots of short sentences.</p> <p>Model joining prepared sentence strips using "but" to create a compound sentences. Children to create and record their own compound sentences with sentence strips.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Understand the main features when writing to describe.</p> <p>To planning our own version narratives.</p>

**Week**

**3**

17<sup>nd</sup> -21<sup>st</sup> Nov

Literacy Tree -  
Text 1 - Week

**3**

20<sup>th</sup> November

- World

Children's Day

**Literacy Starter S&L focus**

-Session 2 - Vocabulary - Compare words and choose a best fit.

-Session 3 - Creativity - Act out or model ideas.

-Session 4 -Social interaction - Explain why teams are sometimes better than working by myself.

**Fiction week 3 - Lubna and Pebble**

**Session 1 - SpAG session - Adjectives and expanded noun phrases**

Speaking and listening starter - Have a pebble available. Sit in a circle. Each child takes a turn holding "Pebble" and saying one descriptive phrase aloud, e.g.: Pebble is small and round. Pebble is grey and cool. Pebble is tiny and smooth.

Encourage Creativity. As confidence grows, prompt more imaginative ideas: Pebble is a quiet, gentle friend. Pebble is a shiny, secret treasure.

Show a mix of words on the board (e.g. girl, shiny, pebble, soft, sky, brave, tiny, friend). Ask pupils to sort them into nouns and adjectives on mini whiteboards or orally.

Quickly recap definitions: Noun: a person, place or thing Adjective: a word that describes a noun What words could we use to describe Lubna? What about Pebble?

Remind children of expanded noun phrases. Explain that an expanded noun phrase gives more detail about a noun using adjectives.

Noun: pebble Expanded noun phrase: the smooth, shiny pebble

Look through the book and share examples from it:

the tiny, brave girl

the cold, dark tent

the warm, comforting light

Ask children to suggest adjectives for nouns from the book:

What kind of tree did Lubna see? What kind of pebble was it? Write and discuss examples as a class.

Display a short passage or illustration from Lubna and Pebble. Together, write descriptive sentences using expanded noun phrases e.g. Lubna held the smooth, shiny pebble in her small, gentle hands.

Invite pupils to suggest adjectives to build new phrases on the board:

the \_\_\_\_\_, \_\_\_\_\_ camp

the \_\_\_\_\_, \_\_\_\_\_ sea

the \_\_\_\_\_, \_\_\_\_\_ sky

Activity: Pupils write 3-5 sentences describing a scene or character from Lubna and Pebble using expanded noun phrases.

Example prompts:

Describe Lubna

Describe Pebble

Describe the refugee camp or the new home

**Scaffold for support:**

Noun	Adjective 1	Adjective 2	Expanded Noun Phrase
pebble	smooth	shiny	the smooth, shiny pebble
tent	cold	dark	the cold, dark tent

**Tuesday - Literacy 10: Adjectives - describe how a character is feeling.**

SPAG: What are adjectives? Why do we use them?

Starter - Speaking and Listening focus: Vocabulary - Compare words and choose a best fit. 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. SEND: Practice letter formation writing adjectives.

**SPaG**

**Expanded noun phrases - session 1**

**Adjectives - session 2**

See lesson 10 from the teaching unit.

What are nouns? What are adjectives? Why do we use them?

Which adjectives match Amir at the beginning of the story / when Lubna gives him Pebble? Sort adjective cards into right hoops.

**Audience:**  
Another reader

**Outcome:**  
To apply my knowledge of the features narrative writing and the SPaG that I have been taught to invent my own version narrative.

**Wednesday - Literacy 11: Sequence key events**

Starter - Act out or model ideas. Retell the key events of the story using drama/actions. See lesson 11 from the teaching unit. Children to work in pairs to sequence the sentence strips into chronological order. SEND: sequence illustrations from the text.

**Thursday - Literacy 12: Plan a story**

Starter - Speaking and Listening focus: Social interaction - Explain why teams are sometimes better than working by myself. Work in groups of four to sequence sentence strips from the story. Discuss, why was it helpful working as part of a group? 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. SEND: Children write a simple caption for an illustration. This can be one word and over yellow writing.

<p><b>Week 4</b> 24<sup>th</sup> - 28<sup>th</sup> November</p> <p><b>Writing Assessment week</b></p> <p><b>28th November - St Andrews Day Assembly</b></p>	<p>Vocabulary - Use words from one experience to link to other experiences.</p>	<p><b>Literacy 1: Independent write (Assessment books)</b>  Starter - Speaking and Listening focus: Vocabulary - Use words from one experience to link to other experiences. Look at the teacher model narrative. Children to work together to improve the vocabulary. Use STC linking to topic lessons to support. See lesson 13 from the teaching unit. Children to write their own stories based on Lubna and Pebble. Once written, ask children to edit with purple pen. SEND: Children write a second caption for an illustration from the text.</p> <p><b>Literacy 2: Independent write (Assessment books)</b>  Starter - Speaking and Listening focus: Vocabulary - Use words from one experience to link to other experiences. Children to orally rehearse and write the next sections of their versions of the story. Children to use their plans to support them with this. See lesson 14 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><b>Literacy 3: Independent write (Assessment books)</b>  Starter - Speaking and Listening focus: Vocabulary - Use words from one experience to link to other experiences. Model writing the end of the story using the illustrations and storyboard plan to support sequencing. Refer to the plan to find the verbs helpful for this section. Children to consider which verbs would be suitable. See lesson 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><b>Literacy 4: Independent write (Assessment books)</b>  Editing session - teach the children the techniques of editing. Model how to do this with the model text that is missing punctuation and has spelling mistakes. Consider the use of editing stations to support with this. Have STC, word mats and punctuation reminders available for the children to independently access.</p>		
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<p><b>Week</b> <b>5</b> 1<sup>st</sup>-5<sup>th</sup> December</p> <p>1<sup>st</sup> December - Whole School Nativity run through</p> <p>2<sup>nd</sup> December - Whole School Nativity run through</p> <p>3<sup>rd</sup> December - Nativity am dress rehearsals</p> <p>4<sup>th</sup> November - Nativity dress rehearsal -if needed</p> <p>5<sup>th</sup> December - Christmas decoration day</p>		<p>Nativity Rehearsals.</p> <p>Assessment week - Phonics checks, White Rose papers, Fantastic Finishers.</p>		
<p><b>Week</b> <b>6</b> 8<sup>th</sup> - 12<sup>th</sup> December</p> <p><b>Christmas theme week</b></p> <p>8<sup>th</sup> December - Nativity</p> <p>9<sup>th</sup> December- Pantomime</p> <p>10<sup>th</sup> December-</p>		<p>Assessment Week/Nativity Performances</p>		

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