



Literacy Medium Term Planning
 Night Pirates - Spring B (2026)
 Mrs Foord - Year 2

School Theme: Power of Words

Last Stop on Market Street/The Journey Home

Where will you go?

Sentence writing focus:	Text	Genre	Focus
Fiction/Non-Fiction	Last Stop on Market Street/The Journey Home	Urban Adventure /Information	Own version narratives/ Persuasive writing

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the texts

- Role-play area in 'Last Stop on Market Street theme - Outdoor market.
 - 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

Children to arrive to find that the class has been turned into a bus. Children to go on a 'bus journey'. This will be created in the classroom. Children to go on a sight seeing tour, using a checklist to identify the things that they see on their journey. Children to have a 'treasure hunt' tick list to use.

Culture Awareness linking to British Values

Discuss our new story. Explain characters were going on a journey as a family. Have you been on a family journey recently? Where did you go? What did you do? Was it fun? What did you enjoy about it? Explain these are called leisure outings. What else do we do in this country for leisure? Discuss children's ideas. On IWB look at activities that people from other countries may take part in. Explain other countries may have different activities. Discuss diversity and how we are all different in what we like to do. Link to British Values of showing respect to others. Activity - In groups children make mind maps of how we can show respect to others.

Geography

Discuss Bingo Bear, where has he come from? Discuss where Peru is looking at world maps. Explain Bingo Bear wants to look at the physical features of places in UK.

Discuss what a 'physical feature' is. Look at pictures of, forests, beaches, rivers and caves, discuss what they are and where they are found using maps. Do we have any of these features in school? Children go to field and wild area to look for physical features. Did you find any physical features? Why? Why not? How do you know they were not a physical feature?

Text 2 - Literacy

Children come in to find various footprints all over the floor. Give the children a booklet to identify animals by their footprints. They find a panda, an elephant, an orangutan and a polar bear. One footprint cannot be identified (the dodo). Don't reveal this yet. Why do the children think this footprint is not identifiable?

Working with the text

- Read and retell parts of the model text regularly.
- Create barebones planning.
- Discuss writing for different purposes.
 - Discussion of the genre.
 - Sequence the model text.
 - Planning in different ways.
 - Compose sentences orally before writing.
 - Independent application of phase 5 phonics and spelling rules taught.
- Use capital letters, full stops, finger spaces, question marks and exclamation marks when writing.
- Begin to understand how to use punctuation to help the reader put expression and intonation into their voice when reading.
 - Understand and identify conjunctions within the model text and use them in writing.
- Use simple conjunctions - and, that, because, then, so.
- Use interesting and relevant adjectives to make interesting noun phrases.
- Identify nouns and adjectives.
- Discuss, understand and use the past tense.

Vocabulary

The Last Stop on Market Street	The Journey Home
Freedom	Frozen
Dripped	Sailed
Thirsty	Journey
Patter	Melted
Breathes fire	Climbed
Sighed	Rumbled
Sagged	Machines
Lurched	Listening
Squeezed	Floated
Plucking	Disappearing
Spotted	Whispered
Swirling	Terrible
Crumbling	Threat
Pavements	Climate change
Graffiti	Habitat
Boarded-up]Destruction
Surrounded	

Ideas for teaching

Ideas for 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 narrative about a journey the characters go on.

Ideas for persuasive writing:

Children explore non-fiction writing, gathering information from a range of sources. Children to then write their own persuasive writing detailing why they need to help save an animal at risk.

Night Pirates Phonics and Spelling Targets

The children in PB, SD and NP have been split into phonics and spelling groups according to their Little Wandle assessments. All children in this class should have additional opportunities to blend to read phase 5 words. Two children are on the SEND phonics programme. All children will be taught two phonics lessons per day. The children in the spelling group will complete the spelling lesson and then a targeted activity such as handwriting/keep-up/additional blending. In addition to this, some children will also take part in small group or 1:1 catch up targeted precision teaching. This will be dependent on their assessed needs.

Group 2 - Spelling Program - 8 children

Year 2 Spring 1

	Unit	Coverage	Prickly spellings	Homophones
Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
Week 2				
Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
Week 4				
Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Review	where/wear

Group 2 - Spelling programme - 16 children

Year 2 Spring 2

	Unit	Coverage	Prickly spellings	Homophones
Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
Week 2				
Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
Week 5	7	Why do some words end -le, -al, -il or -el?	Review	to/too/two

Night Pirates Writing Targets

Golden Treasures Target: EXP2	Green Parrots Target: WT2	Red Pirates Target: elements of WT2
<u>EXP2</u>	<u>WT2</u>	<u>WT2</u>
<p>Composition After discussion with a teacher:</p> <ul style="list-style-type: none"> -Plan or say what a piece of writing will be about independently. -Encapsulate what they want to say, sentence by sentence. -Write simple, coherent narratives about personal experiences and those of others (real or fictional). -Write about real events, recording these simply and clearly. -Re-read own writing to check for sense, accuracy, spellings, grammar and punctuation independently (Purple Pen). <p>Grammar</p> <ul style="list-style-type: none"> -Demarkate most sentences in their writing with capital letters and full stops. -Use question marks correctly when required. -Use exclamation marks when required. -Use sentences with different forms in their writing: Statements Questions Exclamations Commands -Use the contracted forms of words in the writing. -Use expanded noun phrases in the writing. -Use irregular plurals consistently in the writing. -Use present tense mostly correctly and consistently. -Use past tense mostly correctly and consistently. -Use co-ordination (or/and/but) to join clauses. -Use some subordination (when/if/that/because) to join clauses. -Identify adverbs within a sentence (SPaG, Guided Reading). <p>Spelling</p> <ul style="list-style-type: none"> -Segment spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. -When used, spell many Year 2 tricky words. -Spell words with suffixes correctly some of the time eg -ment, -ness, -ful, -less, -ly. -Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky words and punctuation taught so far - mostly accurately. <p>Handwriting</p> <ul style="list-style-type: none"> -Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. -Use spacing between words that reflects the size of the letters. -Practise joining letters using the diagonal and horizontal strokes. 	<p>Composition After discussion with a teacher:</p> <ul style="list-style-type: none"> -Plan/draft a piece of writing, after a group discussion. -Mentally compose grammatically correct sentences most of the time. -Write sentences that are sequenced to form short narratives (real or fictional). -Edit own work using appropriate checklist (Green Pen). <p>Grammar</p> <ul style="list-style-type: none"> -Demarkate some sentences with capital letters and full stops. -Use some expanded noun phrases to describe and specify. -Most sentences grammatically correct in the writing. -Write sentences using question marks. -Write sentences using exclamation marks. -Identify a variety of sentences types. -Recall verbs in the past and present tense. -Show an understanding of the difference between co-ordination (or/and/but) and subordination (when/if/that/because). -Show an understanding of irregular plurals. -Spell some words with contracted forms. <p>Spelling</p> <ul style="list-style-type: none"> -Segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonetically plausible attempts at others. -When used, spell some Year 2 tricky words correctly. -Spell words with suffixes -ing, -ed, -er, -est, -s, -es in a piece of own writing. -Understand that suffixes eg -ment, -ness, -ful, -less, -ly are added to root words. -Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky words and punctuation taught so far - sometimes accurately. <p>Handwriting</p> <ul style="list-style-type: none"> -Form lower-case letters in the correct direction, starting and finishing in the right place. -Form lower-case letters of the correct size relative to one another in some of the writing. -Use spacing between words consistently. 	<p>Composition After discussion with a teacher:</p> <ul style="list-style-type: none"> -Plan/draft a piece of writing, after a group discussion. -Mentally compose grammatically correct sentences most of the time. -Write sentences that are sequenced to form short narratives (real or fictional). -Edit own work using appropriate checklist (Green Pen). <p>Grammar</p> <ul style="list-style-type: none"> -Demarkate some sentences with capital letters and full stops. -Use some expanded noun phrases to describe and specify. -Most sentences grammatically correct in the writing. -Write sentences using question marks. -Write sentences using exclamation marks. -Identify a variety of sentences types. -Recall verbs in the past and present tense. -Show an understanding of the difference between co-ordination (or/and/but) and subordination (when/if/that/because). -Show an understanding of irregular plurals. -Spell some words with contracted forms. <p>Spelling</p> <ul style="list-style-type: none"> -Segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonetically plausible attempts at others. -When used, spell some Year 2 tricky words correctly. -Spell words with suffixes -ing, -ed, -er, -est, -s, -es in a piece of own writing. -Understand that suffixes eg -ment, -ness, -ful, -less, -ly are added to root words. -Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky words and punctuation taught so far - sometimes accurately. <p>Handwriting</p> <ul style="list-style-type: none"> -Form lower-case letters in the correct direction, starting and finishing in the right place. -Form lower-case letters of the correct size relative to one another in some of the writing. -Use spacing between words consistently.

Night Pirates Reading Targets

Golden Treasures Group Target: EXP2/GD2	Green Parrots Target: EXP2	Red Pirates Target: WT2/some elements of EXP2
<p style="text-align: center; color: #000080;"><u>EX2 - Gold Band - Phase 5+</u></p> <p>Word Recognition</p> <ul style="list-style-type: none"> -Read accurately most words of two or more syllables. -Read most words containing common suffixes and prefixes. -Read all 41 Year 2 tricky words. -Read words accurately and fluently without overt sounding and blending eg at 90 words per minute (some children may read slower) -Sound out most unfamiliar words accurately, without undue hesitation. -Read a new or unfamiliar text aloud with accuracy, pace and fluency, for the most part independently. <p>Comprehension</p> <p>Reason about own book choices, justify and explain why. Read and understand unfamiliar texts that challenge, independently.</p> <ul style="list-style-type: none"> -Discuss and share views about what is read with a partner. -Identify key themes and discuss reasons for events in story. -Understand how to use structures of non-fiction texts to make predictions. <p>Use a range of different expressions to make meaning clear.</p> <ul style="list-style-type: none"> -Check it makes sense to them, correcting any inaccurate reading. -Ask and answer questions about text. Make some inferences on the basis of what is being said and done. Explain what has happened so far in what they have read. 	<p style="text-align: center; color: #000080;"><u>EX2 - Gold Band - Phase 5+</u></p> <p>Word Recognition</p> <ul style="list-style-type: none"> -Read accurately most words of two or more syllables. -Read most words containing common suffixes and prefixes. -Read all 41 Year 2 tricky words. -Read words accurately and fluently without overt sounding and blending eg at 90 words per minute (some children may read slower) -Sound out most unfamiliar words accurately, without undue hesitation. -Read a new or unfamiliar text aloud with accuracy, pace and fluency, for the most part independently. <p>Comprehension</p> <p>Reason about own book choices, justify and explain why. Read and understand unfamiliar texts that challenge, independently.</p> <ul style="list-style-type: none"> -Discuss and share views about what is read with a partner. -Identify key themes and discuss reasons for events in story. -Understand how to use structures of non-fiction texts to make predictions. <p>Use a range of different expressions to make meaning clear.</p> <ul style="list-style-type: none"> -Check it makes sense to them, correcting any inaccurate reading. -Ask and answer questions about text. Make some inferences on the basis of what is being said and done. Explain what has happened so far in what they have read. 	<p style="text-align: center; color: #000080;"><u>WT 2 - Turquoise band - Phase 5/Purple band - Phase 5+</u></p> <p>Word Recognition</p> <ul style="list-style-type: none"> -Blend sounds in words containing common graphemes for all 40+ phonemes, (including Ph5 alternate graphemes) consistently and independently. -Read accurately some words with two or more syllables that contain the same grapheme - phoneme correspondences. -Read aloud many words quickly and accurately within sentences without overt sounding and blending. -Sound out many unfamiliar words using phonics knowledge accurately. -Read a wide range of words with suffixes (-s, -es, -ing, -ed, -er, -est) and prefixes (un, dis) without undue hesitation. -Understand use of apostrophes in a contracted form. <p>Comprehension</p> <p>In discussion with a teacher:</p> <ul style="list-style-type: none"> -Discuss book choices. -Read and understand a range of texts presented in different ways. -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. -Understand structures of a non-fiction text. -Link reading to own experiences showing a deeper understanding of what has been read. -Use knowledge of punctuation to make reading clear and expressive. -Re-tell a range of stories and poetry sequencing events with some detail. -Predict what may happen before reading and next with reasoning.

Week	Speaking & Listening	Literacy Tree	SPaG	Outcome/audience
<p style="background-color: yellow; font-weight: bold; padding: 2px;">Week 1</p> <p style="background-color: yellow; font-weight: bold; padding: 2px;">23rd - 27th February</p> <p style="background-color: yellow; font-weight: bold; padding: 2px;">Literacy Tree - Text 1 - Week 1</p>	<p style="text-align: center;">Literacy Starter S&L focus</p> <ul style="list-style-type: none"> -Session 1 - Listening and understanding - Ask questions to show active listening. -Session 2 - Speaking and presenting - Use gesture, 	<p style="text-align: center; color: #000080;"><u>Fiction week 1 - Last Stop on Market Street</u></p> <p style="background-color: yellow; text-align: center; font-weight: bold; padding: 2px;">WOW starter: Literacy</p> <p style="text-align: center;">Children to arrive to find that the class has been turned into a bus. Children to go on a 'bus journey'. This will be created in the classroom. Children to go on a sight seeing tour, using a checklist to identify the things that they see on their journey. Children to have a 'treasure hunt' tick list to use.</p> <p style="background-color: yellow; text-align: center; font-weight: bold; padding: 2px;">Culture Awareness linking to British Values</p> <p style="text-align: center;">Discuss our new story. Explain characters were going on a journey as a family. Have you been on a family</p>	<p style="text-align: center;">SPaG - Questions</p> <p>What is a question? Recap and record. Children to identify sentences needing question marks. How do we know?</p> <p>See lesson 4 from the teaching unit. Children to generate questions for</p>	<p>Audience: Another reader</p> <p>Outcome: Understand the main features when writing to describe.</p>

<p>Wednesday 25th PPMs</p> <p>27th Passports given out</p> <p>Monday Buddy Reading 1.15 – 1.45pm</p>	<p>intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>-Session 3 - Creativity - Develop a story from a starting point.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences.</p>	<p>journey recently? Where did you go? What did you do? Was it fun? What did you enjoy about it? Explain these are called leisure outings. What else do we do in this country for leisure? Discuss children's ideas. On IWB look at activities that people from other countries may take part in. Explain other countries may have different activities. Discuss diversity and how we are all different in what we like to do. Link to British Values of showing respect to others.</p> <p>Activity - In groups children make mind maps of how we can show respect to others.</p> <p style="text-align: center;">Geography</p> <p>Discuss Bingo Bear, where has he come from? Discuss where Peru is looking at world maps. Explain Bingo Bear wants to look at the physical features of places in UK.</p> <p>Discuss what a 'physical feature' is. Look at pictures of, forests, beaches, rivers and caves, discuss what they are and where they are found using maps. Do we have any of these features in school? Children go to field and wild area to look for physical features. Did you find any physical features? Why? Why not? How do you know they were not a physical feature?</p> <p>Monday - Literacy 1: Responding to the text/Create and perform poetry Starter - Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Share the front cover of the book. Ask the children to use their senses to describe what they can see and how it makes them feel. Use the template with STC. See lesson 2 from the teaching unit. Using adjectives and verbs to create and perform poetry.</p> <p>Tuesday - Literacy 2: Acting out the beginning of the model text/Writing a diary entry. Starter - Speaking and Listening focus. Use gesture, intonation and expression to aid meaning in stories. Model how to use intonation and expression to aid meaning in the story. Read the first four pages of the story. Read the text in two different ways - one with prosody and one without. What is different? What does that do to the meaning of the sentence? Children to then go on to recite the story using gesture and expression. Children to create actions for this part of the story. See lesson 3 from the teaching unit. To extend sentences using expanded noun phrases and conjunctions.</p> <p>Thursday - Literacy 3 - Questions for characters in the story Starter - Speaking and Listening focus: Creativity - Develop a story from a starting point. Revisit the page where we meet the passengers. What might CJ want to say to them? What might CJ want to ask them? Children consider what they think will happen next. What type of journey will CJ go on? Children to 'hot seat' the adult in role as CJ to support their understanding. SPaG - What is a question? Recap and record. Children identify sentences needing question marks. How do we know? See lesson 4 from the teaching unit. Children generate questions for characters in the story.</p> <p>Friday - Literacy 4: To use expanded noun phrases to create senses poetry Starter - Speaking and Listening focus: Vocabulary - Use words from one experience to link to other experiences. Share images of a journey and another bus with the children. Discuss the similarities and differences between the images and our story. What are the links? See lesson 5 from the teaching unit. Collate sentences to create a simple senses poem to describe CJ's journey.</p>	<p>characters in the story.</p>	<p>To learn our class story.</p>
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<p>Week 2 2nd – 6th March</p> <p>Literacy Tree - Text 1 - Week 2</p> <p>Thursday 5th – World Book Day</p> <p>Monday Buddy Reading 1.15 – 1.45pm</p>	<p>-Session 1 - Listening and understanding – Ask questions to show active listening.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>-Session 3 - Creativity - Develop a story from a starting point.</p> <p>-Session 4 - Social interaction - Sometimes take on the role of leader.</p>	<p style="text-align: center;"><u>Fiction week 2 - Last Stop on Market Street</u></p> <p><u>Monday- Literacy 1: Themes and morals in the story</u> -Starter Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Children to think-pair-share questions and then be given the opportunity to work in role to ask and answer questions. See lesson 6 from the teaching unit. Children record what they think the themes and morals are in the story.</p> <p><u>Tuesday - Literacy 2: SPaG/Writing sentences using conjunctions to advise</u> Starter - Speaking and Listening focus: Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Read the part in the story where Nana and CJ show kindness by helping in the soup kitchen. Children to work in role with a partner to act out this part of the story. SPaG - Recap - What are nouns? What are verbs? Why do we use them? Share two pages from the model text. Children to identify them within the text. Could we change the verb? How would that alter the sentence? See lesson 8 from the teaching unit. Children use sentence strips to create their own advice slips to encourage people to support others.</p> <p><u>Thursday - Literacy 3: Sequence the key events in the story</u> Starter - Speaking and Listening focus: Creativity - Develop a story from a starting point. Children to work in pairs to think about what might happen after the story finishes. What might Nana and CJ do next? See lesson 10 from the teaching unit. Children sequence the events in the story in order using pictures and sentences.</p> <p><u>Friday- Literacy 4: Story planning</u> Starter - Speaking and Listening focus: Social interaction - Sometimes take on the role of leader. Children choose two different 'journeys' that the main characters could go on and on some sugar paper describe on post-its what objects, animals, landscapes would the encounter. Children to take turns to take on the role of group leader. Discuss successes and next steps. See lesson 11 from the teaching unit. Children create their own bare bones planning for their own version narrative.</p>	<p>SPaG - Nouns and verbs</p> <p>Recap - What are nouns? What are verbs? Why do we use them? Share two pages from the model text. Children to identify them within the text. Could we change the verb? How would that alter the sentence?</p>	<p>Audience: Another reader</p> <p>Outcome: Understand the main features when writing to describe.</p> <p>To planning our own version narratives.</p>
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<p>Week 3 9th – 13th March</p> <p>Literacy Tree - Text 1 - Week 3</p> <p>Monday – International woman’s day</p> <p>Monday Buddy Reading 1.15 – 1.45pm</p> <p>Mother’s Day cards Friday PM</p>	<p>Literacy Starter S&L focus</p> <p>-Session 1 - Social interaction - Sometimes take on the role of leader.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>-Session 3 - Creativity - Develop a story from a starting point.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences.</p>	<p>Fiction week 3 - Last Stop on Market Street Writing Assessment - Piece 1 of the term.</p> <p>Monday - Literacy 1: SPaG - Adjectives/Story opening (Assessment books) Starter - Speaking and Listening focus: Social interaction - Sometimes take on the role of leader. Children to take on the lead role asking their partner to act out their story as they tell it. Teach children a good way to give fair and clear guidance to other. SPaG - Remind the children of what an adjective is. When do we use them? Make a list of adjectives on the board that could be used. Display on the working wall. Show the children a paragraph of text. Ask them to identify the adjectives. Model how to improve sentences by changing the vocabulary used. See lesson 12 from the teaching unit. Children write the opening of their narrative using the past tense.</p> <p>Tuesday - Literacy 2: Shared Writing (Assessment books) Starter - Speaking and Listening focus: Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Children to use their plans to present the next part of their story to their partner using their plan. See lesson 13 from the teaching unit. Children to write the middle section of their narrative focusing on their characters meeting the passengers and taking in the sights and senses of their journey.</p> <p>Thursday - Literacy 3: Independent write (Assessment books) Starter - Speaking and Listening focus: Creativity - Develop a story from a starting point. Give children a modelled starting point of a story. Ask them to develop it further in pairs. See lesson 14 from the teaching unit. Children write the ending of their story describing emotions.</p> <p>Friday- Literacy 4: Independent write continued (Assessment books) 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. Children to finish stories using the story plan and the ideas within shared writing. Once written, ask children to edit for consistent tense.</p>	<p>Adjectives</p> <p>Remind the children of what an adjective is. When do we use them? Make a list of adjectives on the board that could be used. Display on the working wall. Show the children a paragraph of text. Ask them to identify the adjectives. Model how to improve sentences by changing the vocabulary used.</p>	<p>Audience: Another reader</p> <p>Outcome: To apply my knowledge of the features narrative writing and the SPaG that I have been taught to invent my own version narrative.</p>
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<p>Week 4 16th - 20th March</p> <p>Literacy Tree - Text 2 - Week 4</p> <p>Parent's Day Monday</p> <p>Wednesday – Recycling Workshop/ assembly</p> <p>Friday- Comic relief</p>	<p>Literacy Starter S&L focus</p> <p>-Session 1 - Listening and understanding – Ask questions to show active listening.</p> <p>-Session 2 - Listening and understanding – Ask questions to show active listening.</p> <p>-Session 3 - Social interaction - Sometimes take on the role of leader.</p>	<p><u>Non-Fiction week 1 – The Journey Home</u></p> <p><u>Tuesday</u> – Literacy 1: WOW starter Children come in to find various footprints all over the floor. You could have them outside/ along corridors to class. Give children the booklet to identify animals by their footprints. They find a panda, an elephant, an orangutan and a polar bear but one set cannot be identified (the dodo but don't reveal this yet!) Why might this be? Starter - Speaking and Listening focus: Listening and understanding – Ask questions to show active listening. Children to work in pairs to ask and answer questions about the mysterious footprints. Do children know who each footprint belongs to? Why might they be here? Why is one footprint not identifiable? See lesson 1 from the teaching unit.</p> <p><u>Thursday</u> – Literacy 2: Create a poster using a variety of sentence types. Starter - Speaking and Listening focus: Listening and understanding – Ask questions to show active listening. On arrival to class, discover that the mystery footprints from session 1 disappear off into the corridor/another part of the school. Children to work in pairs to generate questions and answers to explain this scenario. SPaG: Recap different sentence types. Recap questions, exclamations, commands and statements. What are they? When are they used? Next look at the model text. What sentence types can the children identify? See lesson 2 from the teaching unit. Children to create their own posters.</p> <p><u>Friday</u> – Literacy 3: Writing questions Starter - Speaking and Listening focus: Social interaction – Sometimes take on the role of leader. Have sentences from session 2 displayed around the classroom on large pieces of card. Children to sort them into categories – questions, exclamations, statements and commands. Children to take it in turns leading within a group. See lesson 3 from the teaching unit. Children write questions to the museum.</p>	<p>Sentence types</p> <p>Recap different sentence types. Recap questions, exclamations, commands and statements. What are they? When are they used? Next look at the model text. What sentence types can the children identify?</p>	<p>Audience: Another reader</p> <p>Outcome: Understand the main features when writing to inform.</p> <p>To understand the difference between fact and fiction.</p>
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<p>Week 5 23rd - 27th March</p> <p>Literacy Tree - Text 1 - Week 5</p>	<p>Literacy Starter S&L focus</p> <p>-Session 1 - Creativity - Develop a story from a starting point.</p> <p>-Session 2 - Vocabulary - Use words from one experience to link to other experiences.</p> <p>-Session 3 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>-Session 4 - Social interaction - Understand the need to talk in a different way to different people.</p>	<p>Non-Fiction week 2 - The Journey Home</p> <p>Monday - Literacy 1: Using statements for facts and exclamations for opinions Starter - Speaking and Listening focus: Creativity - Develop a story from a starting point. Explore the story so far. Children use senses to describe what they think has happened. See lesson 4 from the teaching unit. Children collate responses for a fact file on extinct animals.</p> <p>Tuesday - Literacy 2: Write a past tense recount in the form of a postcard Starter - Speaking and Listening focus: Vocabulary - Use words from one experience to link to other experiences. Discuss environmental problems we are facing. Share appropriate images and videos. Link to the text. Ask the children to use their senses to describe what they can see and how it makes them feel. Use the template with STC. See lesson 6 from the teaching unit. Write a past tense postcard.</p> <p>Thursday - Literacy 3: To begin to infer and write in role Starter - Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Re-read from the beginning of the text and then further, up to 'the beautiful shapes the clouds had made'. Children to go into role and imagine what the animals are thinking. What are their hopes? What are their dreams? Children to then consider what other questions they might ask. See lesson 8 from the teaching unit. Children write their hopes and dreams in clouds from the perspective of one animal.</p> <p>Friday - Literacy 4: Planning their own narrative. Starter - Speaking and Listening focus: Social interaction - Understand the need to talk in a different way to different people. Consider our audience. What vocabulary should we use? How should this be written? See lesson 11 from the teaching unit. Children to plan their own version of the model text including other animals using the bare bones planner.</p>	<p>Tense</p> <p>What are the types of tense? How do we know what tense we are writing in?</p> <p>Children identify the tense that the modelled sentences are written in. How do we know? Next give children verbs in the present tense and ask them to put them in the past tense.</p> <p>Children use these verbs to create sentences to describe the setting.</p>	<p>Audience: Another reader</p> <p>Outcome: To understand the difference between fact and fiction.</p> <p>To apply my knowledge of the features of writing to inform and the SPaG that I have been taught to create my descriptive sentences.</p>
<p>Week 6 30th - 3rd April</p> <p>Assessment Week</p> <p>Monday: Wear blue world autism day</p>	<p>Literacy Starter S&L focus</p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p>	<p>Non-Fiction week 3 - The Journey Home Writing Assessment - Piece 2 of the term.</p> <p>Monday - Literacy 1: Writing an innovated version of the text Starter - Speaking and Listening focus: Listening and understanding - Ask questions to show active listening. Children to consider the text. What do they like about it? What do they dislike? What questions do they still have? Children to think-pair-share questions. See lesson 12 from the teaching unit. Children write their own version of the story they have read.</p> <p>Tuesday - Literacy 2: Persuasive writing (Assessment books) Starter - Speaking and Listening focus: Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Use the modelled writing and ask children to present within pairs, voicing their ideas, using facts to support their arguments. See lesson 13 from the teaching unit. Children to write a piece on 'Why we need to save the...'</p>	<p>Tense</p> <p>Recap tense and remind children they are writing in the present tense in their persuasive piece. Why do we need to write in the present tense? How do we know we are writing in the present tense? What happens to our verbs? Look at the modelled writing together.</p>	<p>Audience: Another reader</p> <p>Outcome: To understand the difference between fact and fiction.</p> <p>To apply my knowledge of the features of writing to inform and the SPaG that I have been</p>

<p>Wednesday 2nd - Thursday 3rd Easter Theme Days</p>				<p>taught to create my own persuasive piece.</p>
<p>Wednesday - Parent crafting, bonnet parade, Easter disco</p>				
<p>Thursday - AM church assembly</p>				
<p>Friday – Good Friday</p>				