



Literacy Medium Term Planning
Percy the Park Keeper Class - Autumn B (2025)
Mrs Gardner and Mrs Burrows Year 1

Beegu

Where do you live?

Sentence writing focus;	Text	Genre	Focus
Fiction	Beegu	Fiction	Own version narrative

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the texts

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

WOW starter:

Wow starter - Literacy 1:

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

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

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

Activity one:

Food tasting- set up the classroom as a restaurant.

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

Working with the text

- Retell the model text each day in groups then pairs.
- Create story maps.
- Discuss writing for different purposes.
- Discussion of the genre.
- Sequence the model text.
- Planning in different ways.
- Compose sentences orally before writing.
- Independent application of phase 4/5 phonics.
- Use capital letters, full stops, finger spaces, question marks and exclamation marks when writing.
- Begin to understand how to use expression in their writing.
- Understand and identify conjunctions within the model text and use them in writing.
- Use simple conjunctions - and, but, because.
- Use interesting and relevant adjectives to make interesting noun phrases.
- Identify nouns and adjectives.
- Discuss, understand and use the past tense.

SPaG Focus

Week 1
Question Marks

Week 2
Suffix

Week 3
Question Marks and full stops.

Week 4
Exclamation mark

Week 5
Adjectives

Week 6
Writing assessment.

Week 7
Theme week

Vocabulary

Beegu

Afraid
Alien
Alone
Beegu
Children
Crash
Creatures
Earth
Far away
Friends
Friendly
Goodbye
Hopeful
Listen
Lonely
Lost
Mother
Parents
Perfect place
Space
Understand
Unfriendly
Yellow.

Ideas for teaching

Ideas for fantasy narrative writing:

Children explore the characters in the story and describe their thoughts, feelings, and actions. They will end the unit by writing their own version of an 'Alien' narrative.

Ideas for 'How to' leaflets:

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

Percy the Park Keeper Phonics Targets

Children will be taught one phonics lesson in the morning, with opportunities to practice new sounds in the afternoon phonics session. 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.

Year 1 Autumn 2

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

Writing targets - Autumn B 2024

Group	Owls	Foxes	Rabbits
Writing target end of half term	WT1	WT1	WT1
Writing focus for half term	<ul style="list-style-type: none"> • Independently compose sentences orally or mentally before writing. • Combine sentences using the conjunctions and • Correctly use a capital letter to show the start of sentences. • Correctly use a full stop to show the end of sentences. • Add an adjective to a noun to create a noun phrase. • Spell many words correctly (phase 3) and others phonetically plausibly independently. • When used, spell many year one tricky words correctly. • Use most letter names to spell words aloud. 	<ul style="list-style-type: none"> • Independently compose sentences orally or mentally before writing. • Combine sentences using the conjunctions and • Correctly use a capital letter to show the start of sentences. • Correctly use a full stop to show the end of sentences. • Add an adjective to a noun to create a noun phrase. • Spell many words correctly (phase 3) and others phonetically plausibly independently. • When used, spell many year one tricky words correctly. • Use most letter names to spell words aloud. 	<ul style="list-style-type: none"> • Independently compose sentences orally or mentally before writing. • Combine sentences using the conjunctions and • Correctly use a capital letter to show the start of sentences. • Correctly use a full stop to show the end of sentences. • Add an adjective to a noun to create a noun phrase. • Spell many words correctly (phase 3) and others phonetically plausibly independently. • When used, spell many year one tricky words correctly. <p>Use most letter names to spell words aloud.</p>
Physical development / fine motor skills focus	<p>Form many letters in the correct direction, starting and finishing in the right place, sitting on the line.</p> <p>Capital letters: Lower case letters:</p> <p>Use spaces between words.</p> <p>Keep consistent letter size most of the time.</p>	<p>Form many letters in the correct direction, starting and finishing in the right place, sitting on the line.</p> <p>Capital letters: Lower case letters:</p> <p>Use spaces between words.</p> <p>Keep consistent letter size most of the time.</p>	<p>Form many letters in the correct direction, starting and finishing in the right place, sitting on the line.</p> <p>Capital letters: Lower case letters:</p> <p>Use spaces between words.</p> <p>Keep consistent letter size most of the time.</p>

Reading targets - Autumn B 2024

Group	Owls	Foxes	Rabbits
Book band target end of half term	Blue/Green	Yellow/Blue	Yellow
Reading target for end of half term	<p style="text-align: center;">WT1</p> <p>Read cvc words containing the first 26 graphemes confidently without overt sounding and blending.</p> <p>Read words containing most Phase 3 graphemes.</p> <p>Read words (Phase 4) containing adjacent consonants in the: Initial and final position</p> <p>Read words containing plural 's'.</p> <p>Use phonics knowledge independently within reading to attempt unfamiliar phase 4 words.</p> <p>Read a sentence as a whole sentence (rather than word to word).</p> <p>Read familiar sentences independently with developing pace.</p>	<p style="text-align: center;">WT1</p> <p>Read cvc words containing the first 26 graphemes confidently without overt sounding and blending.</p> <p>Read words containing most Phase 3 graphemes.</p> <p>Read words (Phase 4) containing adjacent consonants in the: Initial and final position</p> <p>Read words containing plural 's'.</p> <p>Use phonics knowledge independently within reading to attempt unfamiliar phase 4 words.</p> <p>Read a sentence as a whole sentence (rather than word to word).</p> <p>Read familiar sentences independently with developing pace.</p>	<p style="text-align: center;">WT1</p> <p>Read cvc words containing the first 26 graphemes confidently without overt sounding and blending.</p> <p>Read words containing most Phase 3 graphemes.</p> <p>Read words (Phase 4) containing adjacent consonants in the: Initial and final position</p> <p>Read words containing plural 's'.</p> <p>Use phonics knowledge independently within reading to attempt unfamiliar phase 4 words.</p> <p>Read a sentence as a whole sentence (rather than word to word).</p> <p>Read familiar sentences independently with developing pace.</p>
Reading focus for half term	<p>Behave like a reader and knows how books work when reading for pleasure.</p> <p>Listen and respond appropriately to stories, poetry and non-fiction texts.</p> <p>Re-tell familiar stories, identifying some key events.</p> <p>To notice different expressions from stories read to them.</p> <p>Begin to understand the difference between stories and information texts.</p> <p>Read simple sentences, pausing at a full stop.</p> <p>Predict what may happen next in a fiction text</p>	<p>Behave like a reader and knows how books work when reading for pleasure.</p> <p>Listen and respond appropriately to stories, poetry and non-fiction texts.</p> <p>Re-tell familiar stories, identifying some key events.</p> <p>To notice different expressions from stories read to them.</p> <p>Begin to understand the difference between stories and information texts.</p> <p>Read simple sentences, pausing at a full stop.</p> <p>Predict what may happen next in a fiction text</p>	<p>Behave like a reader and knows how books work when reading for pleasure.</p> <p>Listen and respond appropriately to stories, poetry and non-fiction texts.</p> <p>Re-tell familiar stories, identifying some key events.</p> <p>To notice different expressions from stories read to them.</p> <p>Begin to understand the difference between stories and information texts.</p> <p>Read simple sentences, pausing at a full stop.</p> <p>Predict what may happen next in a fiction text</p>

Handwriting focus - Autumn B 2024

Autumn 2	Warm up focus: Ladder letters litjuy					
Revision of 'c' and 'z' families	c, a, d	o, s, g	q, e, f	z, v, w, x	Target individual handwriting needs	Target individual handwriting needs

Week	Speaking & Listening	Literacy Tree	SPAG	Outcome/ audience
<p>Week 1 03rd - 7th November</p> <p>Literacy Tree - Text 1 - Week 1</p>	<p>Literacy Starter S&L focus</p> <p>Creativity- Show creativity and imagination in role-play, small world play etc.</p> <p>Social interaction - Converse with peers asking and answering questions.</p> <p>Listening and understanding. Answer different types of questions appropriately.</p> <p>- Vocabulary - Add description to words and use within sentences.</p>	<p style="text-align: center;"><u>Fiction week 1 - Beegu</u></p> <p style="text-align: center;">WOW starter: Monday 15th September</p> <p>Wow starter - Literacy 1 See session 1 of the teaching unit. Children to arrive to class to find some boxes/ crates with tarpaulin over them. Also place tape around the structure with yellow footprints going towards the structure. Starter - Speaking and Listening focus: Creativity: Children to explore the structure by going out with clipboards and pencils. What questions do they have? Children to work in pairs to come up with different questions. Adults to scribe what the children think it might be, where it has come from. Are the yellow footprints something they see all the time? Etc. Discuss when asking questions what do we need at the end of the sentence? Explain a question mark. Adult to show children this on the IWB. Explain to the children that the structure outside could come from space. Explain that in space they may have different food. Activity: Food tasting- set up the classroom as a restaurant. Children to have different fruit/food that they may not have tried before. Set the class up as a restaurant with battery candles. Discuss social values, table manners etc.</p> <p>Tuesday - Literacy 2 Starter - Speaking and Listening focus: Social interaction -Converse with peers asking and answering questions. See lesson 2 from the teaching unit. Show picture of the structure from yesterday. Discuss with their peers how they feel/ what are their thoughts from yesterday by using think-pair- share. Ask the children to use their senses to describe what they can see and how it makes them feel. Use the template with STC. Activity: Label the character with body parts.</p> <p>Wednesday - Literacy 3: Sequence the text in order. Starter - Speaking and Listening focus: Vocabulary: Add description to words and use within sentences. See lesson 3 from the teaching unit. Show the children some verbs on the IWB. Read them to the class and see if anyone else can read them. Explain that these are doing words. Adult to choose a word on the IWB and then 'mime' the verb. Children to think-pair-share to decide what the adult is doing. Activity: Children to write some commands about how to approach the alien.</p> <p>Thursday - Literacy 4: Command sentences Starter - Listening and understanding. Answer different types of questions appropriately. Read the book from start to 'She needed to find some friends' Ask the children how could she be feeling? Who remembers what we wrote yesterday with our commands? Do you have any questions? See lesson 4 from the teaching unit. Activity: Children to use command sentences to write a simple letter to Beegu.</p>	<p style="text-align: center;"><u>SPaG</u></p> <p style="text-align: center;">Question marks</p> <p>Discuss when asking questions what do we need at the end of the sentence? Explain a question mark. Adult to show children this on the IWB.</p>	<p>Audience: Another reader</p> <p>Outcome: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p>Week 2 10th - 14th November</p>	<p>Literacy Starter S&L focus</p> <p>Social interaction - Converse with peers asking and answering questions.</p>	<p style="text-align: center;"><u>Fiction week 2 - Beegu</u></p> <p style="text-align: center;">Writing Assessment - Piece 1 of the term.</p> <p>Monday - Literacy 1: -Starter Speaking and Listening focus: Social Interaction-Converse with peers asking and answering questions. Discover Beegu in the classroom and read the text up until 'No-one seemed to understand her'.</p>	<p style="text-align: center;"><u>SPaG</u></p> <p style="text-align: center;">Suffix-ing</p> <p>Find them within the book. Discuss that they are added to root words. Children to</p>	<p>Audience: Another reader</p> <p>Outcome: Share their</p>

<p>Literacy Tree - Text 1 - Week 2</p>	<p>Creativity- Show creativity and imagination in role-play, small world play etc.</p> <p>Vocabulary - Add description to words and use within sentences.</p> <p>Listening and understanding. Answer different types of questions appropriately.</p>	<p>Explain that Beegu is lost and before we take her to the police, we need to her find her way back. What questions could you ask her about where she is from? Children to think-pair-share. See lesson 5+6 from the teaching unit. Activity: Explain to the children that I have been talking to Beegu and she can only speak by segmenting. Children to hear words she says in the book and try to match them to real words.</p> <p>Tuesday - Literacy 2: Starter - Speaking and Listening focus: - Creativity- Show creativity and imagination in role-play, small world play etc. Children to listen to the book being read up until page 'but not everyone thought so'. See lesson 7 from the teaching unit. Explain to the children about the suffix 'ing'. Explain that in the book the author uses 'ing' to add onto root words. Adult to re-read the words. Children to find the words in the book and write on IWB. Children to then have a STC senses sheet. Children to imagine that they are in the city. What can Beegu hear? Smell? Taste? Activity: Children to write short sentences using their senses on the sheet.</p> <p>Wednesday - Literacy 3: Starter - Speaking and Listening focus: Vocabulary - Add description to words and use within sentences. Children and adults to talk about the vocabulary we have been using the past two weeks. Could we use some to describe Mrs Wynns alien? Adult to have an alien on the IWB that has been previously created. See lesson 8 from the teaching unit. Activity: Children to design their own alien. In groups, children to write simple sentences on what their alien looks like.</p> <p>Thursday Literacy 4: (Assessment books) Starter- Speaking and Listening Social interaction -Converse with peers asking and answering questions. Recap on the story of Beegu... what happens first/ next / then using pictures to support children's thoughts. Children to discuss with their peers how their alien got onto the school ground. See lesson 10 from the teaching unit. Activity: Children to write three or more sentences about their own alien. What does the alien look like? What does the alien eat? Where does it live?</p>	<p>then write them in their books.</p>	<p>new character and describing them to others.</p> <p>Spell words by identifying sounds in them and representing the sounds in a alien story.</p>
<p>Week 3 17th - 21st November</p> <p>Literacy Tree - Text 2 - Week 1</p>	<p>Literacy Starter S&L focus</p> <p>Social interaction - Make spontaneous comments in discussions.</p> <p>Vocabulary - Know the words for things within their experience.</p> <p>Speaking and presenting - Organise my thoughts and ideas to communicate them clearly in order.</p>	<p><u>Non- Fiction week 1 - Pig the Pug.</u></p> <p>Monday- Literacy 1: WOW starter/SPaG Children enter the classroom to discover a bowl with 'MINE' written on it and some squeaky dog toys. Starter - Speaking and Listening focus: Speaking and presenting - Make spontaneous comments in discussions. Children to ask some questions about the scene using 'wh' digraph. E.g. 'Where has this come from?' 'What is this doing here?' 'Where does it live?' 'What do we need to do?' SPaG: Questions. Adult to scribe these questions and display them on the literacy wall. See lesson 1 from the teaching unit. Activity: Discover the text and read the book. Explain that we are going to change some compound sentences by getting rid of full stops and using 'and' in sentences. Could the children write another sentence using a question mark?</p> <p>Tuesday - Literacy 2: Starter - Speaking and Listening focus: Vocabulary - Know the words for things within their experience. Return to the book. What does pig do and what does he say? How could we describe him? Adult to show</p>	<p>SpaG Question marks and full stops.</p> <p>Explain to the children that we have looked at question marks before. What do they mean? Discuss today we are going to change some sentences by getting rid of full stops and using 'and' in sentences. Could the children write another sentence using a question mark?</p>	<p>Audience: Another reader</p> <p>Outcome: To write sentences about a new character pet and what they do.</p>

	<p>Creativity - Understand imaginary and real.</p>	<p>a picture of pig on the IWB. Adult to show adjectives to describe him. Children to sort adjectives into prefix 'un' words and words that cannot be put into this category. See Lesson 2 from the teaching unit. Activity: Children to have a picture of Trevor. Can they describe him? Children to write a list of adjectives about Trevor. Children to write a sentence about Pig using the suffix 'un'.</p> <p>Wednesday - Literacy 3: Starter - Speaking and Listening focus: Speaking and presenting - Organise my thoughts and ideas to communicate them clearly in order. See lesson 4 from the teaching unit. Adult to discuss 'Pig the pug' name. What does it have special about his name? Could we clap this out with rhythm? Discuss that it could be a title for a poem. Read sections from the book with rhyming words. Now children to work in a group to vote on a new pet. E.g. 'Scratch the Cat, Peck the Parrot etc. Discuss what the pet needs to survive. Discuss what could happen to the pet? Activity: In groups, children to write notes about their pets e.g. how to take care of them, what they eat, when they sleep etc. on flipchart paper.</p> <p>Thursday- Literacy 4: SPaG and picture plan. Starter - Speaking and Listening focus: Speaking and presenting- Organise my thoughts and ideas to communicate them clearly in order. Recap question marks by Think/ Pair/ Share. When have we used question marks this term? Discuss - are there any within our text? Look through the book and identify them. Adult to identify that we can also change our voices within the text by using exclamation marks. Adult to discuss these with the children and get them to identify them in the text. Adult to then explain that we are going to start to plan our how to guides. See lesson 11 from the teaching unit. Activity: Children to create illustrations in their pre-folded booklets. Illustration 1 should be of their chosen animal (cat/parrot/rabbit) and things they might eat. Illustration 2 should be of their animal and the tricks it does/how that pet might keep his/her owner entertained. And illustration 3 should be of their animal's possible sleeping arrangements</p>		
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<p>Week 4 24th - 28st November</p> <p>Literacy Tree - Text 2 - Week 2</p>	<p>Literacy Starter S&L focus</p> <p>Speaking and presenting - Organise my thoughts and ideas to communicate them clearly in order.</p> <p>Social interaction - Make spontaneous comments in discussions.</p> <p>Creativity - Understand imaginary and real.</p> <p>Vocabulary - Know the words for things within their experience.</p>	<p align="center">Non-Fiction week 3- Pig the Pug</p> <p>Monday - Literacy 1: (Assessment books) Starter - Speaking and Listening focus: Creativity - Understand imaginary and real. Consider our audience. Discuss adjectives. Look at the chopped set of cards. Children to work together to make noun phrases. Consider our audience by discussing which noun phrases go well together. See lesson 12 from the teaching unit. Adult to model writing the first section of the 'How to guide' Children have the opportunity to use what is on the working wall and their previous illustration 'plan'. Adult and children to use noun phrases in their writing. (first section). Activity: Children to write the first section of their guide.</p> <p>Tuesday - Literacy 2: Independent write of second section. (Assessment books) Starter - Speaking and presenting - Organise my thoughts and ideas to communicate them clearly in order. Children to discuss their animal. Children to think/pair/ share with the class on how they think the animal they have chosen moves. Adult to then put on some calming music and children can move like their animal to the music. See lesson 13 from the teaching unit. Recap on suffix 'ing'. Adult to show verbs on pieces of card. Children can use these within their sentences. Adult to model the second section of writing. Activity: Children to write the second section of their guide.</p> <p>Wednesday - Literacy 3: Independent write of second section. (Assessment books) Starter - Speaking and Listening focus: Social interaction - Make spontaneous comments in discussions. Discuss in partners how the animals may sleep. Who can remember? Discuss different beds. Children to then work with their partner to pretend to be their pet 'I like to sleep in a comfy bed' 'I like to sleep in my nest' Etc. Draw ideas from session 10. Remembering the time adverbials used (Look at working wall). See lesson 14 from the teaching unit. Activity: Children to then write their own section of for where their pet could sleep. Encourage the use of time adverbials.</p> <p>Thursday - Literacy 4: Writing independent introduction of how to guide (Assessment books) Starter - Speaking and Listening focus: Speaking and presenting - Vocabulary - Know the words for things within their experience. Recap with children on the purpose of the introduction paragraph for their how to guide. How can we grab the reader's attention? Children use their plans to write the introduction to their 'how to' guide. Encourage them to use a range of sentence types to grab the reader's attention and make them want to read. on. See lesson 15 from the teaching unit.</p>	<p align="center">SPaG</p> <p align="center">Exclamation marks</p> <p>Recap question marks by Think/ Pair/ Share. When have we used question marks this term? Discuss - are there any within our text? Look through the book and identify them. Adult to identify that we can also change our voices within the text by using exclamation marks. Adult to discuss these with the children and get them to identify them in the text.</p>	<p>Audience: Another reader</p> <p>Outcome: To use the present tense to continue writing a 'How to be' guide.</p>
<p>Week 5 1st - 5th December</p> <p>Literacy Tree - Text 2 - Week 3</p>		<p align="center">No Literacy due to Nativity rehearsals</p>		

<p>1st - Nativity rehearsal</p> <p>2nd - Nativity Rehearsal</p> <p>3rd - Dress Rehearsal</p> <p>Friday 5th - Xmas decoration day</p>				
<p>Week 6 8th - 12th December</p> <p>Literacy Tree - Text 2 - Week 4</p> <p>Assessment week</p>		<p>No Literacy due to Nativity performances</p>		
<p>Week 7 15th - 19th December</p> <p>Xmas theme week</p>		<p>No Literacy due to Xmas theme week</p>		