

	Text	Genre	Focus
Fiction	Izzy Gizmo A Walk in London		Fact sheet of inventions


Immersion in the text	Working with the text	Vocabulary	Ideas for teaching
<p><u>Izzy Gizmo</u> Role-play area with small parts play. Children to role-play being an inventor Children to make predictions throughout the book at various natural stopping points. Children to become inventors.</p> <p><u>A Walk in London</u> Children to role-play as tourists. Children to share their knowledge about London/Somerset. Children to describe things they like about London/Somerset. Children to explore maps, pictures, books about London/Somerset.</p>	<p><u>Izzy Gizmo</u> Retelling the story with actions. Role-playing the story in the role-play area. Discuss writing for different purposes. Compose a variety of sentences mentally before writing. Use a variety of sentence starters within a text. Use capital letters and full stops. Add adjectives to nouns to create noun phrases. Use a range of conjunctions to link sentences together and add information. Spell some year one tricky words correctly.</p> <p><u>A Walk in London</u> Re-telling the story using illustrations. Role-playing freeze frames from the story. Discuss writing for different purposes (commands) Use a variety of sentence starters within a text. Understand and use noun phrases.</p>	<p><u>Izzy gizmo</u> Invention, gadget, gizmo, tools, parts, succeed, perseverance, Conjunctions, explanation, diagrams, headings, sub headings, description</p> <p><u>A Walk in London</u> City, walk, London, Somerset, tourist, attraction, monument, Conjunctions, noun phrases, past tense, present tense, guide, imperative verbs.</p>	

Author focus - Valerie Thomas

Week	Speaking & Listening	Planning	SPAG	Outcome/ audience
<p>2 12.01- 16.01.26</p>	<p>Children use partner to talk to share questions they may have about the invention. Children use partner talk to share their ideas about the invention.</p> <p>Children share their experiences of feeling frustrated or disappointed when things haven't worked the way they wanted them to.</p>	<p><b>Izzy Gizmo</b>  <b>Mon</b> - Children arrive to class to find a tool-bag/box that has been labelled, Izzy's Tools. Talk about who Izzy might be. Tell the children that you want to try and get the tools back to Izzy - their owner - but maybe need to look inside the bag for clues as to who she is. Take the tools out, naming them as you go e.g. hammer, spanner, screwdriver, saw. What might Izzy use each tool for? Now discover a copy of the text, <i>Izzy Gizmo</i> by Pip Jones and suggest that we might find out more about the owner of the tools by reading it. Read aloud the first page from <i>Izzy Gizmo</i> to make it more splendid.</p> <p>Children to use first double page spread to write full sentences and the conjunction 'because' explaining what they think the invention might be. E.g. I think it is an alarm clock because it has lots of bells on it.</p> <p><b>Tues</b> - Let the children arrive to class today to find a scene that suggests an invention has broken - you could have some shaving foam that's spurted out; some cogs and switches scattered. Oops! Seems as if there's been a spot of bother and a gadget has gone wrong! Revisit the text that was introduced yesterday and then read up to She kicked her invention and called it a 'TWIT'. Oh dear... she doesn't sound happy. Suggest that she's a bit fed-up and frustrated. Tell the children that you think Izzy is a brilliant inventor but that sometimes things don't go right for her, which is normal. Re-read the text from the beginning, this time reading on to She picked up her tool bag and wandered outside. Talk about how Izzy might be feeling at this point using vocabulary such as frustrated, disappointed, helpless, cross. Ask the children if they have ever felt like Izzy because something they've tried hasn't worked out. Encourage the children to think back to their past and use correct verb tenses to talk about this.</p> <p>Return to the part of the text where Grandpa smiled and chuckled and says; You can't give up just 'cos that thingy-bob buckled. Now, trust me, young lady. Sometimes you need to try again and again if you want to succeed. Talk about this being advice that Grandpa is giving Izzy to support and encourage her.</p> <p>Let the children write a letter to Izzy to encourage her and cheer her up. Model ideas and supply 'inventors' (graph/math) paper' for the children to write onto:</p> <p>Dear Izzy, We can see you feel cross and frustrated at thingy-bobs buckling and other ideas not working. Just remember to try again and again if you want to succeed! You can do it! Love, XXX</p>	<p>Recap basic rules of writing, capital letters, full stops, finger spaces etc.</p> <p>Letter writing. Appropriate greeting, layout, sign off.</p>	

	<p>Children to use partner talk to encourage each other to try again. Children to share their ideas with the class for encouraging each other to try again.</p> <p>Children to role play cheering up the crow by suggesting activities they could do together.</p> <p>Children to share their ideas of the items that might be needed to make new wings for the crow.</p>	<p><b>Weds</b> - Continue to share the text, stopping to predict what the 'bump' followed by the squawk that Izzy hears might be before reading to ... and flew happily by. Ask the children about what their favourite thing is to do and then how they might feel if they could no longer do that favourite thing. Explain that the crow is heartbroken and what this means.</p> <p>Role-play (talking partners) what could be said to try and cheer the crow up and encourage the children to take ideas from the text such as slug-racing and digging for worms. Say to the children that you think Izzy is kind as well as clever. The children need to think of other ways they might be able to cheer up the crow. Children to write in full sentences using conjunctions 'because' or 'so' to explain their ideas to cheer up crow.</p> <p>E.g. I think crow would like to go fishing because birds like to eat fish.</p> <p>I would take crow on holiday to the beach so he can build sandcastles and talk to the seagulls.</p> <p><b>Thurs</b> - Continue to share the text, reading from the start (if liked) then continuing on to She was so very close to admitting defeat. Elicit that to be defeated means that you give up; you are beaten by something. And in this case, Izzy can't solve the problem of the crow being so miserable at being unable to fly, which is what crows do. After stopping to talk about how the crow could be helped, what the children predict Izzy might do and whether the crow could help, read on to Then she made a long list of the things she would need. What do the children think Izzy will need in order to invent some wings for the crow?</p> <p>Children to write a list of items they would use to make crow a new wing. Place the emphasis on using phonics mats to help children to spell words independently. Introduce commas and how they are used in between items in a list. Draw the picture of their invented wings and label the drawing to show the different parts.</p>	<p>Conjunction 'because' to add extra information to a sentence.</p> <p>Writing a list using commas between items.</p>	
<p>3 19.01- 23.01.26</p>	<p>Children to share their experiences of inventions that have helped people. E.g. I know a girl who has a wheelchair because she cant walk etc. Children to partner talk brainstorming their invention.</p>	<p><b>MON</b> - Tell the children that you think Izzy Gizmo maybe focusing on helping animals! Share the story to the end and talk about which bits the children liked best. Tell the children that inventors often create something new (invent something) that solves a problem or makes life easier for someone but that this is often difficult and they have to fail first in order to then improve and succeed. This is a really good opportunity to talk about people with disabilities and what there might be to help them overcome challenges e.g. guide dogs/support dogs; hearing aids; sensory toys; wheelchairs; Makaton; prosthetic limbs; ear-defenders. Tell the children that these have all been invented/developed already and - actually - there are many inventions that are used for pets in general.</p> <p>Explain to children they are going to invent an item to help a person or animal overcome a problem and that we are going to create a book of inventions as a class. You may wish to show children some</p>	<p>Adding labels to technical drawings.</p>	

	<p>Children to share with the class if they want to.</p> <p>Children to partner talk a name for their invention, sharing with the class if they want to.</p> <p>Children to recap the rules of writing out loud, sharing as a whole class.</p>	<p>websites where there have been devices invented for pets such as automatic feeders, ramps and wheelchairs. Zoomadog is a good website to share. Think of hiccup and toothless. Children to draft their invention into their journals adding labels to their drawing.</p> <p><b>Tues</b> - Children to plan their factfile by completing the boxes on the fact file template. Model on the board, children to use full sentences and the writing rules. Children to give their invention a name and use this as their title. Encourage children to use a range of conjunctions to add extra information. E.g. My froggy jumper is made of metal springs because they are strong and will help the frog jump extra high.</p> <p><b>Weds</b> - Children to edit their factfile using a green pen/pencil to make corrections. Then children to draw their invention onto their final factfile.</p> <p><b>Thurs</b> - Children to publish their fact file onto their final fact sheet using their corrections. Encourage children to use capital letters, full stops etc.</p>	<p>Capital letters, full stops, finger spaces.</p> <p>editing</p>	
<p>4 26.01- 30.01.26</p>	<p>Children to partner talk the different questions they have about London using the talk to the hand resource.</p>	<p><b>A Walk in London</b></p> <p><b>MON</b> - Children enter the classroom to discover a suitcase or a rucksack with the teacher's name on a luggage tag. Explain that you've been on a day trip and walking tour of a famous city. Bring out of the suitcase some souvenirs such as: a Union Jack flag, London tourist brochures and any other tourist memorabilia available. Can children guess where you've been to? Do children know what a city walking tour is? Have they ever been on one? Why would we want to go on a day trip to a city? Which city in the world would they want to go to for a day trip? What might we need? What do children already know about London? Show children pictures of a range of London landmarks. Can children recognise any of these? Write the names of these on the IWB, modelling using capital letters for proper nouns. Share with children the talk to the hand resource (the class could focus on the hand with 'what, which, who, why, when, where' on it). Ask children: what do you want to know about London? Could you think of one question? Children write down their 5 questions into their blue books using capital letters and questions marks.</p>	<p>Using question marks.</p>	

	<p>Children to share their experiences of having a day trip. What did they take with them?</p>	<p>Where is London? Where is the King in London? Who lives in London? What can we do in London? How big is London?</p>  <p><b>Tues-</b> Explain to children that we are going to be planning something today. Show children the following imperative verbs: take, pack, bring, make, fasten, zip, collect, call, charge, wear, stop Can children guess what we are planning based on these words? Let's plan a pretend (or real if possible!) trip to London. Introduce the book <i>A Walk in London</i> (this could be found in the suitcase). What can children see on the front and back cover? Who do they think is going on the walk? If possible, have other books in the series available to read too, <i>A Walk in Paris</i> and <i>A Walk in New York</i>. These could be on a display shelf in the book corner. If possible, have a large map of London available to track the walk from the book or find on an online map.</p> <p>Read the blurb of the book and draw children's attention to the 'note' at the bottom of the page which explains how to prepare for a walk. What kind of sentences is the author using here? How do we know? In the suitcase from the previous session, have a few items that we may want to bring on our walk e.g. sandwich, water, sun cream, hat, comfy shoes, phone, phone charger etc. Why would we want to bring these? Using the imperative verbs from the start of the lesson, model constructing command sentences.</p> <p>Take a phone charger with you. Pack some sun cream. Collect train tickets.</p>	<p>Understand and use imperative verbs 'bossy verbs'.</p>	
	<p>Children share their observations of St Pauls, create a bank of noun phrases on IWB.</p>	<p><b>Weds</b> - Continue to read the book up until page 21. Follow the walk on a map (online or otherwise) and find pictures of these landmarks online, particularly the Whispering Gallery in St Paul's. Complete a Zones of Relevance (see resources) for St Paul's Cathedral, placing the most relevant adjectives in the centre. Discuss the meaning of any adjectives that are new to children. Give children the option to complete this for other landmarks also. Find a video online which gives a tour of St Paul's Cathedral and play to the children with the sound muted. Children record noun phrases that come to mind as they watch, for example huge ceiling, gold paintings, beautiful statues. Continue to place any interesting vocabulary on the Grammar Splat.</p>	<p>Understand and use noun phrases.</p>	
	<p>Children to work in a small group to sequence the pictures before writing their descriptions using their senses.</p>	<p><b>Thurs</b> - Give children the following synonyms: venture, explore, stroll, wander, cross, roam, guide, saunter, march, stride, hike, trek, plod, amble... Which word are these all synonyms for? Which synonyms are fast and which are slow? Which are more adventurous than others? Challenge children to find further examples of their own. Return to the text and read up to the end of page 25. What facts did they learn about the Monument and the Bank of England? There is an informative BBC video online of a rare look inside the Bank of England which the children may enjoy.</p> <p>Give children images from the text and ask them to sequence them. Encourage children to use the five senses to write a caption for each one. Give them the following sentence stems:</p>	<p>Write in past tense.</p>	

		<div style="text-align: center;"> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="background-color: #800040; color: white; padding: 5px 15px; border-radius: 10px;">We heard</div> <div style="background-color: #800040; color: white; padding: 5px 15px; border-radius: 10px;">We saw</div> <div style="background-color: #800040; color: white; padding: 5px 15px; border-radius: 10px;">We smelled</div> </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="background-color: #800040; color: white; padding: 5px 15px; border-radius: 10px;">We touched</div> <div style="background-color: #800040; color: white; padding: 5px 15px; border-radius: 10px;">We tasted</div> </div> <p style="color: #008080; text-align: center;">We heard a band and we saw a soldier. We tasted ice-cream and we smelled a firebreather.</p> </div>		
<p style="text-align: center;">5 02.02- 05.02.26</p>	<p>Children to talk in partners, one child says a sentence in the present tense, the other repeats it in the past tenses. e.g. I am eating ice cream. I was eating ice cream. I am running in the park. I ran in the park.</p> <p>Children to share their knowledge about Somerset and the places that people like to visit. Children share experiences of visiting the landmarks shown.</p>	<p><b>A Walk in London</b> <b>MON</b> - Past or present? Give children a set of Past or Present tense cards (see resources) and ask them to colour in the present tense one colour and the past tense another. Which verbs are irregular? Explain that when we write about facts that are generally true now, we use the present tense. Explain also that when we write about things you can do now at a place, we use the present tense. What is the difference between these sentences? We went to Trafalgar Square and saw amazing things. You can go to Trafalgar Square every day and see amazing things. What other facts can children remember? In pairs, on strips of paper children write these and share them. Children use the present tense to describe a London landmark. Focus on using the verbs 'is' and 'have' initially and explore what other facts they could include. Ask children to write about one activity you can do at this landmark, using another verb in present tense.</p> <p style="color: #008080; text-align: center;">The cathedral is old and beautiful. It has an old bell. You can look at old paintings and climb lots of steps to the top. You can come at Christmas and sing carols.</p> <p><b>Tues</b> - Finish reading the book A Walk in London with children. Explain that we are going to create a walking tour guide of our local area to encourage people to come and visit. Why is it important that people and tourists come and visit? In order to do this, we are going to go on a walking tour of our local area and experience it first-hand. If the school is already based in London, explain that this will be a walking tour of your local area in London. Our brochure could be called: A Beautiful Roam through Rotherhithe/A Wonderful Wander in Widnes etc. Extra points here for alliteration! Note also that the synonyms from earlier are being used as nouns in the title rather than verbs. How should we plan our walk? Where do children think we should go and which landmarks should we visit?</p> <p>A stroll in Somerset.</p> <p>Show children a few local landmarks that we will be 'virtual visiting' in the local area. Children share their knowledge of the landmarks. Children to write dictated sentences about local landmarks into their blue books.</p>	<p>Understand past and present tense.</p> <p>Understand alliteration.</p> <p>Write dictated sentences with a conjunction in.</p>	

	<p>Children work in small groups. Children appoint a 'leader' to write their questions onto the picture sheet.</p>	<p><b>Weds</b> - Show children a few local landmarks that we will be visiting in the local area. Children stick photographs of these onto an A3 sheet.. Children use the talk to the hand scaffold (see resources) and record one question under each picture before moving to next picture.</p> <p><i>What is the tallest/biggest building in...? What is the grandest building? What is one of the oldest buildings? What is one of the newest buildings? What is one of the busiest areas? What is the nicest smelling place? Where can you buy the sweetest treats?</i></p> <p>What can you do in these places? Model using the sentence below. Children add the sentence to the A3 sheet.</p> <p><i>You can read books here and relax. You can eat lunch here and chat to friends.</i></p> <p><b>Thurs</b> - Children plan their local walking guide about their local area. However, this could be adapted so children focus on answering three questions. Perhaps these questions could be:</p> <p><u>Introduction</u> <i>How do you prepare for a walking tour? What can you visit here? What can you do in each place?</i></p> <p><i>Introduction Why should people visit your area? Why should they go on the walking route you've selected?</i></p>	<p>Question marks.</p>	
	<p>Children share their ideas.</p>		<p>Setting description</p>	

<p>6 09.02- 13.02.26</p>		<p><b>A Walk in London</b></p> <p><b>MON</b> - Recap with children on the purpose of the introduction paragraph for their walking guides/brochures. How can we grab the reader's attention?</p> <p><b>Shared writing:</b>  <i>Are you looking for a new place to visit? Are you bored of the same old walks? Come and visit beautiful _____ if you love the sandy beach. You can see lots of amazing sights here as well as taste the delicious food. A walk in _____ is the perfect vacation because it is so relaxing. How wonderful! Did you know that mysterious tunnels are underneath _____? Read on to find out more.</i></p> <p>Children use their plans to write the introduction to their walking guides/brochures. Encourage them to use a range of sentence types to grab the reader's attention and make them want to read on.</p> <p><b>Tues</b> - Children continue their local walking guide. Focus on the next sections which could be entitled: How do you prepare for a walking tour? Encourage children to join some of their command sentences with the conjunction 'and'. Refer children to the leaning in session 2.</p> <p><i>Take a phone charger with you and make a sandwich.  Pack some sun cream.  Take some lunch.</i></p> <p><b>Weds</b> - Recap with children on what skills will be needed to write this section of the guide. Look back and recap on adjectives collected so far and ask children for any further suggestions. Use some of these in the shared writing so children can see their use in context. Children continue their local walking guide and focus on using adjectives to describe some of the local landmarks. Refer children to the learning in session 4.</p> <p><i>You can visit St Mary's Church. The church is old and beautiful. It has a shiny bell.</i></p> <p><b>Thurs</b> - Recap with children on what skills will be needed to write a conclusion and remind them that this paragraph should make their reader feel like they really should visit the town! Use a range of sentence types in the shared writing to show this. Children continue their local walking guide and focus on recording what visitors can do in each place. Refer children to the learning from session 10.</p> <p><i>You can read books here and relax. You can eat lunch here and chat to friends.</i></p>	<p>Non-fiction writing</p> <p>Understand and use noun phrases</p>	
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Phonics - Spring A 2025/2026

**Year 1 Spring 1**

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

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## Reading targets - Spring A 2026

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

## Writing targets - Autumn B 2026

Group	Owls	Foxes	Rabbits
Writing target end of half term	EX1	EX1/WT1	EX1/WT1
Writing focus for half term	<ul style="list-style-type: none"> <li>• Combine words into sentences using conjunctions.</li> <li>• Know and use capital letters for names, days, months, places.</li> <li>• Use capital for pronoun I.</li> <li>• Correctly use capital letters to show start of sentence.</li> <li>• Sometimes add full stops within a narrative.</li> <li>• Correctly use a full stop to show end of sentences.</li> <li>• Add an adjective to a noun to create a noun phrase.</li> <li>• Spell many words correctly</li> <li>• Spell most phase 3 digraphs and some phase 5 digraphs.</li> <li>• Spell many y1 tricky words correctly.</li> <li>• When used spell words with suffixes -ing, -ed, -er correctly.</li> <li>• When used spell most words with plurals correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine words into sentences using conjunctions.</li> <li>• Know and use capital letters for names, days, months, places.</li> <li>• Use capital for pronoun I.</li> <li>• Correctly use capital letters to show start of sentence.</li> <li>• Sometimes add full stops within a narrative.</li> <li>• Correctly use a full stop to show end of sentences.</li> <li>• Add an adjective to a noun to create a noun phrase.</li> <li>• Spell many words correctly</li> <li>• Spell most phase 3 digraphs and some phase 5 digraphs.</li> <li>• Spell many y1 tricky words correctly.</li> <li>• When used spell words with suffixes -ing, -ed, -er correctly.</li> <li>• When used spell most words with plurals correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine words into sentences using conjunctions.</li> <li>• Know and use capital letters for names, days, months, places.</li> <li>• Use capital for pronoun I.</li> <li>• Correctly use capital letters to show start of sentence.</li> <li>• Sometimes add full stops within a narrative.</li> <li>• Correctly use a full stop to show end of sentences.</li> <li>• Add an adjective to a noun to create a noun phrase.</li> <li>• Spell many words correctly</li> <li>• Spell most phase 3 digraphs and some phase 5 digraphs.</li> <li>• Spell many y1 tricky words correctly.</li> <li>• When used spell words with suffixes -ing, -ed, -er correctly.</li> <li>• When used spell most words with plurals correctly.</li> </ul>
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 style="text-align: center;"><b>Capital letters:</b> <b>Lower case letters:</b></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 style="text-align: center;"><b>Capital letters:</b> <b>Lower case letters:</b></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 style="text-align: center;"><b>Capital letters:</b> <b>Lower case letters:</b></p> <p>Use spaces between words.</p> <p>Keep consistent letter size most of the time.</p>

## Handwriting Spring A 2026

Group	Owls	Foxes	Rabbits
Week 1	Theme Week	Theme Week	Theme Week
Week 2	Spelling words from Little Wandle Spring 1 Week 2	Spelling words from Little Wandle Spring 1 Week 2	Spelling words from Little Wandle Spring 1 Week 2
Week 3	Spelling words from Little Wandle Spring 1 Week 3	Spelling words from Little Wandle Spring 1 Week 3	Spelling words from Little Wandle Spring 1 Week 3
Week 4	Spelling words from Little Wandle Spring 1 Week 4	Spelling words from Little Wandle Spring 1 Week 4	Spelling words from Little Wandle Spring 1 Week 4
Week 5	Spelling words from Little Wandle Spring 1 Week 5	Spelling words from Little Wandle Spring 1 Week 5	Spelling words from Little Wandle Spring 1 Week 5
Week 6	Assessment Week Any words identified as needing practice from week 1-5	Assessment Week Any words identified as needing practice from week 1-5	Assessment Week Any words identified as needing practice from week 1-5
Week 7	No Week 7	No Week 7	No Week 7

Spring 1	Warm up focus: Curly caterpillar letters c a d o g g e f s					
	Begin teaching letter joins	ee, ea, wh, oa	ow, ph	le, al, ve	ou, se, ce, oe	Target individual handwriting needs

Group	Owls	Foxes	Rabbits
Week 1 Year 1 Term 2 unit 6	Introducing capital for one-armed robot letters	Introducing capital for one-armed robot letters	Introducing capital for one-armed robot letters
Week 2 Year 1 Term 2 unit 7	Practicing curly caterpillar letters	Practicing curly caterpillar letters	Practicing curly caterpillar letters
Week 3 Year 1 Term 2 unit 8	Writing words with double ff	Writing words with double ff	Writing words with double ff
Week 4 Year 1 Term 2 unit 9	Writing words with double ss	Writing words with double ss	Writing words with double ss
Week 5 Year 1 Term 2 unit 10	Introducing capitals for curly caterpillar letters.	Introducing capitals for curly caterpillar letters.	Introducing capitals for curly caterpillar letters.
Week 6 Year 1 term 2 unit 11	Practising long legged giraffe, one armed robot, and curly caterpillar letters	Practising long legged giraffe, one armed robot, and curly caterpillar letters	Practising long legged giraffe, one armed robot, and curly caterpillar letters
Week 7 Year 1 term 2 unit	Practising zig zag letters	Practising zig zag letters	Practising zig zag letters

