

Literacy Medium Term Planning
Percy the Park Keeper Class - Spring B (2026)
Mrs Gardner / Mrs Burrows - Year 1
The Sea Saw/The Odd Egg
How does your garden grow?

Sentence writing focus:	Text	Genre	Focus
Fiction/ Non-Fiction	The Sea Saw/ The Odd Egg	Adventure/Information	Own version narratives/ Egg Spotter's guide

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the textsThe Sea Saw

Role-play area

Children to role-play playing with their favourite toy.

Children to role-play looking for their lost toy.

Children to make predictions throughout the book about the ending.

The Odd Egg

Exploration of different eggs.

Role-play animals who lay eggs.

Children predict what is in the egg.

Children to draw and name imaginary birds.

WOW starter: Tuesday 23rd February**Wow starter - Literacy - The Sea Saw**

See session 1 and 2 of the teaching unit.

Children arrive to class to find several belongings: a picnic basket, blanket, bucket, spade, other beach paraphernalia, a blue scarf and an old-looking teddy bear. Let the children talk about where the owners of these items might be. Who might the bear belong to? Suggest that the beach stuff looks modern but the bear looks older... could this be a bear from the past? Tell the children that you think you know who this bear might belong to: a small child whose parent gave her the bear. The bear belonged to the child's grandparents... explain by drawing a family tree with a picture of the bear that can be moved down each 'branch'.

Wow starter - Literacy - The Odd Egg

Have a range of different size and colour/patterned eggs arrive in the classroom (about six would be perfect). Ask children to predict which creatures they think these eggs may belong to (e.g. dinosaurs) and why, for example because of its appearance. Who do the eggs belong to? Predict what animals they may come from. Children may benefit from a sentence scaffold, e.g. I think _____ because _____. Orally rehearse sentences, e.g. I think this egg belongs to a dinosaur because it is large and green.

Working with the textThe Sea Saw

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.

Use the prefix 'un' in a text.

Use the suffixes -ed and -ing in a text.

The Odd Egg

Discuss writing for different purposes.

Compose a variety of sentences mentally before writing.

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.

SPAG/Vocabulary

SPAG: See Literacy Tree focus

VocabularyThe Sea SawThe Odd Egg

Teddy
Tatty
Loved
Beloved
Sea
Storm
Beach
Helped
Lost
Sad
Journey
Prefix
Suffix

Hatch
Waited
Egg
Duck
Alligator
Ugly
Safe
Beautiful
Guide
Except
Crack
Creak

Ideas for teaching**Ideas for writing own version narratives:**

Children explore the characters in the story and describe their thoughts, feelings, and actions.

They will end the unit by writing their own adventure narratives.

Ideas for report:

Children explore non-fiction writing by reading non fiction texts.

Gather information from a range of sources, including using technology.

Children to then write their own egg spotting report.

Percy the Park Keeper 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.

Phonics - Spring B 2025/2026

Year 1 Spring 2

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

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

Handwriting - Spring B 2026

Spring 2 Teach letter joins	Warm up focus: One-armed robot letters r b n h m k p					
	or, <u>ou</u> , are	tch, <u>ture</u> , al	<u>er</u> , ear, ere	<u>wr</u> , <u>st</u> , <u>sc</u>	<u>ch</u> , ze	Target individual handwriting needs

Percy the Park Keeper Writing Groups

Owls group Target: EX1/GD1	Foxes Group Target: EX1	Blue group Target: WT1/EX1
<p>Combine words into sentences using a wide range of conjunctions eg. but, so. Demarcate most sentences with capital letters and full stops within short narratives. Use capital letters for effect e.g. HELP! Use question marks appropriately in a narrative/text. Use exclamation marks appropriately in a narrative/text e.g. to show anger or excitement. Add an adjective to a noun to create expanded noun phrases. Show consistency of tenses in writing. Spell most words correctly, including plausible alternative spellings. When used, spell most Y1 tricky words correctly. If used, spell words with prefixes -un, -dis correctly in writing. Use a range of suffixes correctly in the writing.</p> <p>Form letters correctly and begin to use some Year 1 joins when writing. Consistently use appropriate sized spaces. Writing shows relative size of short and tall letters. Sustain handwriting and presentation most of the time.</p>	<p>Combine words into sentences using conjunctions. Correctly use capital letters to show start of sentence. Sometimes add full stops within a narrative. Correctly use a full stop to show end of sentences. Add an adjective to a noun to create a noun phrase. Spell many words correctly Spell most phase 3 digraphs and some phase 5 digraphs. Spell many y1 tricky words correctly. When used spell words with suffixes -ing, -ed, -er correctly. When used spell most words with plurals correctly.</p> <p>Form many letters in the correct direction, starting and finishing in the right place, sitting on the line. Capital letters: Lower case letters:</p> <p>Use spaces between words Keep consistent letter size most of the time.</p>	<p>Combine words into sentences using conjunctions. Correctly use capital letters to show start of sentence. Sometimes add full stops within a narrative. Correctly use a full stop to show end of sentences. Add an adjective to a noun to create a noun phrase. Spell many words correctly Spell most phase 3 digraphs and some phase 5 digraphs. Spell many y1 tricky words correctly. When used spell words with suffixes -ing, -ed, -er correctly. When used spell most words with plurals correctly.</p> <p>Form many letters in the correct direction, starting and finishing in the right place, sitting on the line. Capital letters: Lower case letters:</p> <p>Use spaces between words Keep consistent letter size most of the time.</p>

Percy the Park Keeper Reading Targets

Owls Group Target: EX1/GD1 Green / Orange	Foxes Group Target: WT2 Green / Orange	Rabbits Group Target: WT1 Blue
<p>Word Recognition Read aloud from books up to 40+ graphemes without overt sounding and blending. Read some alternative phase 5 graphemes. Attempt words that contain two syllables, decoding most successfully. Read all 91 Little Wandle tricky words. (49 from Reception & 42 from Year 1). Read words containing suffixes ('ing', 'ed' ending). Read words containing plural 's' and 'es'. Read words containing 'un' (prefix). Read words with contractions. Read most sentences with a steady pace.</p> <p>Comprehension: Develops an interest in reading for pleasure. Understand meaning of words through discussion and context Link reading to own experiences with prompts. Begin to use some expression to help make meaning clear, with adult prompting. Read a range of sentence types, taking account of . , ? and ! Predict what may happen next based on what has been read.</p>	<p>Word Recognition Read aloud from books up to 40+ graphemes without overt sounding and blending. Read some alternative phase 5 graphemes. Attempt words that contain two syllables, decoding most successfully. Read all 91 Little Wandle tricky words. (49 from Reception & 42 from Year 1). Read words containing suffixes ('ing', 'ed' ending). Read words containing plural 's' and 'es'. Read words containing 'un' (prefix). Read words with contractions. Read most sentences with a steady pace.</p> <p>Comprehension: Develops an interest in reading for pleasure. Understand meaning of words through discussion and context Link reading to own experiences with prompts. Begin to use some expression to help make meaning clear, with adult prompting. Read a range of sentence types, taking account of . , ? and ! Predict what may happen next based on what has been read.</p>	<p>Word Recognition 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).</p> <p>Comprehension: Read familiar sentences independently with developing pace. 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>

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Week	Speaking & Listening	Literacy Tree	SPaG	Outcome/audience
Week 1 1 23/02- 27/02/26 Literacy Tree - Text 1 - Week 1	<p>Literacy Starter S&L focus</p> <p>Session 2: Social interaction - Make appropriate eye contact with peers and adults in</p>	<p><u>Fiction week 1 - The Sea Saw</u></p> <p>WOW STARTER: Monday 23rd Feb Session 1 - Wow starter Children arrive to class to find several belongings: a picnic basket, blanket, bucket, spade, other beach paraphernalia, a blue scarf and an old-looking teddy bear. Let the children talk about where the owners of these items might be. Who might the bear belong to? Suggest that the beach stuff</p>	<p>Suffix - ing Capital letters and full stops. Command sentences Question marks</p>	<p>Audience: Another pupil</p> <p>Outcome: To describe what happens in our new story.</p>

	<p>interactions.</p> <p>Session 3: Creativity - Talk about how a character or other person may feel.</p> <p>Session 4: Listening & understanding - Make relevant comments.</p>	<p>looks modern but the bear looks older... could this be a bear from the past? Tell the children that you think you know who this bear might belong to: a small child whose parent gave her the bear. The bear belonged to the child's grandparents... explain by drawing a family tree with a picture of the bear that can be moved down each 'branch'.</p> <p>Talk about bears, cuddly toys or any other special toy the children own. Does anyone have a toy that has also been passed down 'the family line'?</p> <p>Children to draw their teddy in their book and write underneath. 'My toy is' or 'My teddy is called'. 'This teddy belongs to Claire'.</p> <p>Session 2 Children arrive to class to find yesterday's beach items still there, Bear still enjoying his picnic and also a copy of the text, The Sea Saw. Display the title and read this aloud. What pops into the children's heads? They might talk about playground equipment but then point out that the spelling of see-saw is different. Link to phonics if possible. Position a picture of the sea under the word 'sea' and a picture of a pair of eyes under 'saw'. What do the children think now? Elicit that the 'saw' is a verb- past tense of 'to see...' so the sea has seen something... but what? Tell the children that this reminds you of a story and share The Sea Saw by Tom Percival, reading up to the part where it says, It really was the most perfect day Suffix fixers: Provide pairs of children with suffix fixer cards (some are verbs from the text, but in the progressive form, and some are verbs that apply to the pictures):</p> <p>Let the children use the suffix fixer cards to write a thought-bubble in role as Bear:</p> <p>Session 3 Children arrive to class to find yesterday's beach stuff gone and poor Bear sitting all alone! Re-read the story from the beginning, this time stopping after, Until the storm clouds rolled in... Pause and predict: what might a storm bring? What might happen next? Continue to read, stopping after... and so it decided to help. Remind the children that the book is called, The Sea Saw. Why do they think this is? Elicit that it is because the sea watched what happened to Bear and wanted to help. How might the sea help? What could the sea do? Provide the children with the following verbs: tell, help and the Year 1 common exception words, which are also verbs ask, push, pull Provide these words on separate cards so that the children have agency over how they use them and in which order. Write notes into books to the sea giving it advice as to how it could help Bear get back home to Sofia:</p> <p>Session 4 Read on from Of course, when Sofia realised that her bear was missing she was terribly upset. To But it was just so hard. Explore and infer Sofia's feelings and elicit that her mother has perhaps died/left the family home for some reason. The Bear has helped Sofia feel that her mother is still close by and so she's not just missing her bear but also her mother. Role-play Sofia and her father asking people for help. You could use pretend telephones to do this. Rehearse questions that might be asked and responses plus statements that describe the bear: Read on in the text from, Now, it's incredibly difficult to return something when you have no idea who the owner is, up to but with no luck. Explore all the things we know that bear would have seen on his journey. Talk about the different</p>	<p>To write in role.</p>
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		ways that the sea carried him. Let the day that bear was left behind be Monday and orally rehearse this as a retelling. Let the children use the days of the week that they have been learning to spell in order to create some short diary entries in role as bear:		
<p>Week 2 02/03-06/03/26</p> <p>Literacy Tree - Text 1 - Week 2</p>	<p>Literacy Starter S&L focus</p> <p>Session 1: Social interaction - Make appropriate eye contact with peers and adults in interactions.</p> <p>Session 2: Creativity - Talk about how a character or other person may feel.</p> <p>Session 3: Speaking/Presenting - Make spontaneous comments in discussions</p> <p>Session 4: Listening & understanding - Make relevant comments.</p>	<p>Fiction week 2 - The Sea Saw</p> <p>Session 1 Read from And so the search went on... to the end of the book. Establish that the grandmother is a now-elderly Sofia and that this bear is her childhood best friend. How did this make Sofia feel? Talk about finding something even if it takes a long time to be put right and talk about the fact that Sofia kept Bear close to her heart even when he wasn't around for hugs! Share with the children the prefix cards and let them read each root word (in green) first, supporting with any graphemes that are yet to be taught. Model how to fold the place-a-prefix cards to position the prefix un and practice reading each word again, this time with and without the prefix. Talk about what the prefix undoes to a word and ensure that children understand is when this prefix is used, it means 'not' and therefore creates an opposite of the root word.</p> <p>Place-a-prefix: Play place a prefix by asking the children true/ false questions about the story. Children to decide how best to fill in the blanks to make each 'true':</p> <p>Orally rehearse first and then let the children try and use each of the prefix words to make statements of their own about what the sea did and how the bear might've felt. If children are writing, then ensure they know that there are no finger spaces between the prefix and the rest of the word. Children write a sentence for each 'prefixed' word into their blue books.</p> <p>Session 2 Return to the first session where the children had to label their special toy (or adopt a toy!) How would they feel if that toy were to be lost? Have any of the children actually lost their special toy before, thankfully getting it back? Return to the text and focus on the page where Sofia realises her bear has been lost, then the pages where it says, All that Sofia had left now was the bear's small scarf and finally the end of the book where Sofia is reunited with her bear. Thought-tapping through time: Arrange the class into three groups, each group representing one of the three stages depicted in the book showing how Sofia feels at each point. Children in each group to be Sofia at that point: her love for the bear; the bear being lost and then the bear returning. Freeze-frame and thought-tap (speak in role as the character at that point, inferring their feelings). On the dot or not? Provide the children with the on the dot or not? resource from the back of the planning sequence. Children to work with a partner who was in the same thought-tapping group as them to decide which words and phrases apply to Sofia at that point. Children use the words from 'on the dot' resource to write sentences to describe how Sofia is feeling in role. e.g. 'I was devastated when I lost my teddy bear.'</p> <p>Session 3 Tell the children that it is them who will be the main character who loses their toy, as in the labels they wrote in session 1. Ask the children to think about the following questions: Where will they be when their toy is going to be left behind? (This needs to be out and about somewhere). What will</p>	<p>Capital letters and full stops. Sentence structure. The prefix 'un'</p>	<p>Audience: Another reader</p> <p>Outcome: Include SPaG features in my writing.</p>

		<p>they have taken with them? What will cause them to leave in such a hurry that their favourite toy is left behind? And finally, what part of nature (as in their title) will 'see' and help?</p> <p>Let the children create a map of the setting that their toy will be lost in and how it will travel back to them (now grown up). Support the children to add details to their map such as the things that they might have taken on their outing and what part of nature (tree, floating leaf in the wind or even a creature) will help their special toy to return to them.</p> <p>Session 4 Look back at the map created in session 11. Is there anything missing? Elicit that we haven't yet thought about the very beginning of the story where we introduce the main character and their favourite toy. Model jotting some ideas down around the bit before the character and his/her toy are out and then think about how the characters travelled there. How do we use a plan to help us to write? Shared writing: Model taking the first part, including what has just been discussed to support their writing:</p> <p>Children to write beginning of their stories into their blue books, up to the point just before the 'event' happens e.g. storm clouds, sand storm, heavy rain, swarm of bees. Remind children that this has already happened, so in many cases, the verb will be -ed, e.g. talked.</p>		
<p>Week 3 09/03- 13/03/26</p> <p>Literacy Tree - Text 1 - Week 3</p>	<p>Literacy Starter S&L focus</p> <p>Session 1: Social interaction - Make appropriate eye contact with peers and adults in interactions.</p> <p>Session 2: Creativity - Talk about how a character or other person may feel.</p> <p>Session 3: Speaking/Presenting - Make spontaneous comments in discussions</p> <p>Session 4: Listening & understanding - Make relevant comments.</p>	<p>Non-Fiction Week 1 - The Sea Saw Assessment Write</p> <p>Session 1 Look back at plan. Model using it to describe from the part where the 'event' that causes their main character and carer to leave in a hurry occurs, to when the character realises and the river/trees/birds 'rescue' the toy and begins returning to it to its owner. Remind children they are writing about someone and about something that has happened (third person, past tense) and use a second colour for words prefixed with un-:</p> <p>Children to continue writing their stories, using their map-plans and writing up to the point where the 'helper' (sea/river/birds/trees) begins to help the toy make his way back to his owner. Have available the Place a prefix cards from session 6 to support use of words prefixed with un</p> <p>Session 2 Now model writing the journey part where the toy is eventually returned to its owner and that beautiful moment where they are reunited. Support the children to develop their setting and draw upon what might be there to help the toy make his way home and remind children that they could use the week-days here that they investigated spellings of in session 5.</p> <p>Children to finish writing their stories, thinking carefully about how the character feels when he/she is reunited with their toy. Refer back to the Thought-tapping through time and On the dot or not? activity to help with this.</p> <p>Session 3 Edit and publish writing. You may need more than one session for this and you might want the</p>	<p>Noun phrases Capital letters, full stops, question marks and exclamation marks</p>	<p>Audience: Another reader</p> <p>Outcome: Use noun phrases to describe character's and their feelings.</p>

		<p>children to create a book (either individual, group or whole-class). Some children will benefit from publishing just their best bit rather than the whole text. Children to edit their work and then publish onto assessment paper.</p> <p>Session 4 Continue publishing their stories onto assessment paper.</p>		
<p>Week 4 16/03- 20/03/26</p> <p>Literacy Tree - Text 2 - Week 1</p>	<p>Literacy Starter S&L focus</p> <p>Session 1: Social interaction - Make appropriate eye contact with peers and adults in interactions.</p> <p>Session 2: Creativity - Talk about how a character or other person may feel.</p> <p>Session 3: Speaking/Presenting - Make spontaneous comments in discussions</p> <p>Session 4: Listening & understanding - Make relevant comments.</p>	<p>Non-Fiction week 2 - 'The Odd Egg'</p> <p>Session 1 - WOW STARTER Have a range of different size and colour/patterned eggs arrive in the classroom (about six would be perfect). Ask children to predict which creatures they think these eggs may belong to (e.g. dinosaurs) and why, for example because of its appearance. Who do the eggs belong to? Predict what animals they may come from. Children may benefit from a sentence scaffold, e.g.</p> <p>Shared writing: Model creating a description of each of the eggs. Using noun phrases for each of the eggs, make predictions about who they belong to. It would be useful to have a picture of the egg for children to stick into their books, e.g.</p> <p>Session 2 Reintroduce the book to children and show the first illustration from the book. Thought-tapping: Discuss what they think each bird is thinking. Ask children to freeze frame the scene from the first page and then 'thought tap' them to find out what they think their character might be thinking. Shared writing: Model recording some of these ideas using a range of punctuation, e.g. What a beautiful egg this is! Can anyone think of a more precious egg? Thought bubbles: Children to create a thought bubble for each character. Use different types of punctuation, e.g. question marks, full stops and exclamation marks.</p> <p>Session 3 - Discuss Duck's problem. Ask children to discuss in pairs what they think he should do. Look at contractions ending in n't. Brainstorm all the n't words children know, e.g. don't, can't, won't, shan't, didn't. Ask what other contractions they know? Decision alley: Ask children to orally rehearse their advice and then write them down on speech bubbles. Model one where you use commands and statements and also use contractions. Model using these to create a command and a statement, e.g.</p> <p>Children to write Duck a simple note to persuade him to cheer up, e.g.</p>	<p>Statements Adjectives Suffix - est Conjunctions</p>	<p>Audience: Another reader - Share with PPK.</p> <p>Outcome: To create an Egg Spotter's Guide.</p>

		<p>Session 4 Read on to 'waited... and waited... and waited.' Ask children why they think it is taking longer for the duck's egg to hatch? Why are the other birds sleeping? What are the baby's doing? Ask children to recall the noises the birds made when the eggs hatched. Children to create onomatopoeic words to describe the noises that the birds might make. Words can be nonsense words. Use starting words such as cheep, tweet, honk, twit e.g.</p> <p>What birds do you think would make the noises we have created within our full circle games? Children to create a simple (imaginary) bird dictionary with the words they have created, the name of the bird and a picture.</p>		
<p>Week 5 23/03- 27/03/26</p>		<p style="text-align: center;"><u>Non-Fiction week 3 - 'The Odd Egg</u> <u>Assessment books</u></p> <p>Session 1</p> <p>Read up to the end of the book. What unusual thing has happened? What other creatures like alligators have eggs? Tell children that we have received an email from Emily Gravett asking for their help to prevent an accident like this happening again. Tell them that she has asked us to make an 'Egg Spotter's Guide', just like the one being read in the book by the owl, starting with the alligator and including owls, parrots, robins, flamingos and hens.</p> <p>Shared writing: Model using this to create the first page of an egg spotter's guide, introducing children to the term 'incubate', e.g.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div data-bbox="562 850 869 984" style="margin-right: 20px;"> <p>Alligator eggs have green spots and are quite large. They incubate for 65 days or 9 weeks! That's why the duck had to wait so long!</p> </div>  </div> <p>To begin with, support children to make some notes about other birds' eggs by giving them an egg factsheet (see resources below). Children to create some sentences for their first pages of their 'Egg Spotter's Guide', e.g. for the alligator, robin and hen.</p> <p>Session 2, 3 and 4</p> <p>Shared writing: Model creating an 'egg spotter's guide' page for the owl, including the conjunction because to include extra information, e.g.</p>		

		<p>Owl's eggs are round and beige. They need to be kept shaded because the owlets (baby owls) mustn't get too hot!</p> <p>Children to create some sentences for their final pages of their 'Egg Spotter's Guide', e.g. for the owl, parrot, and flamingo, using the egg fact sheet and the conjunction 'because'.</p>		
<p>Week 6 30/03- 03/04/26</p>		<p>Assessment week - catch up opportunity for missing dots for EX1/WT1</p>		