

Literacy Medium Term Planning
Percy the Park Keeper Class - Summer A 2026
Mrs Gardner / Mrs Burrows - Year 1
Stanley's Stick/Dinosaurs and all that rubbish
How does your garden grow?

Sentence writing focus;	Text	Genre	Focus
Fiction/ Non-Fiction.	Stanleys Stick/Dinosaurs and all that rubbish.	Fiction/Fiction.	Narrative/Pamphlet.

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the texts

- Role-play area as a Prehistoric Vets.
- 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 1: Stanley's Stick

Activity one:

See session 1 of the teaching unit. Introduce a magic stick to the children and tell them that the stick can become anything they want it to be. Model turning the stick into a range of different things, e.g. a pencil. My stick is a magic pencil, and I will use it to write stories that will come true. Ask children to decide what their stick is going to become and how they will use it. Children to share their ideas with a partner. Children to go outside and find sticks. Children to orally rehearse their sentences, using the sentence frame modelled. HA/MA Children to record their sentences using the sentence structure modelled in the whole class session, LA to keep practicing sentences.

Activity two:

Science and Art

Look at the images throughout the book. Can anyone spot any trees in the book? Identify there is two trees.. one has some leaves on it. What season do you think this is from? Discuss... Look at the other tree.. what season is this from?

Children to then use their art skills to create spirals patterns to make a tree from the season in the book (Spring).



Text 2- Dinosaurs and all that rubbish.

See lesson one of the teaching unit.

Tell me your dreams: A letter arrives in the classroom from an anonymous 'man'. It says: Dear Year 1, I have a dream. My dream is to go into space and travel to distant stars! Do you have a dream? What's your dream? Please let me know and tell me if you think my dream is a good dream. Talk about the difference between dreams we have when we are sleeping and dreams when we are awake, e.g. wishes and goals. Introduce the book and read up to 'I must fly'. Ask children the following questions: What is the man's dream? Does it seem like a good dream? Why? Why not?

Activity one:

Discuss the main characters in the story. What are they? Are they animals that exist now? Discuss... Children to then have clay and use a range of techniques to make their own dinosaur fossils.



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
Theme Week

Week 2
Adjectives

Week 3
Verbs and suffix.

Week 4
Adjectives and suffix.

Week 5
Writing assessment.

Vocabulary

Stanley's Stick	Dinosaurs and all that rubbish.
Stanley	Star
Stick	Climbed
Carries	Nowhere
Pretending	Nearer
Whistle	Somehow
Straight	Money
Dinosaur extinct	Factories
Starry	Whatever
Moon	Rocket
Spoon	Huffed
Languages	Puffed
Platform	Fumes
Pretend	Waste
Because	Launched
Splosh	Admire
Stickless	Earth
Distance	Rubbish
Interesting	Disturbed
Different	Hundreds
Telescope	Stretched
Fantastic	Heaved
	Dinosaurs
	Telegraph
	World
	Paradise
	Cared

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.

Phonics Targets

Year 1 Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Handwriting progression - Summer A



Summer 1	Warm up focus: Review of all letter families					
Teach letter joins	ay, a-e, <u>ea</u>	<u>ie</u> , i-e, o-e	<u>ue</u> , <u>ew</u> , aw	<u>ea</u> , <u>ir</u> , <u>ou</u> , oy	Target individual handwriting needs	Target individual handwriting needs

Percy the Park Keeper Writing Targets


Owls Target: GD1	Foxes Target: EX1/GD1	Rabbits Target: WT1/EX1
<p>Combine words into sentences using a wide range of conjunctions eg. but, so.</p> <p>Demarcate most sentences with capital letters and full stops within short narratives.</p> <p>Use capital letters for effect e.g. HELP!</p> <p>Use question marks appropriately in a narrative/text.</p> <p>Use exclamation marks appropriately in a narrative/text e.g. to show anger or excitement.</p> <p>Add an adjective to a noun to create expanded noun phrases.</p> <p>Show consistency of tenses in writing.</p> <p>Spell most words correctly, including plausible alternative spellings.</p> <p>When used, spell most Y1 tricky words correctly.</p> <p>If used, spell words with prefixes -un, -dis correctly in writing.</p> <p>Use a range of suffixes correctly in the writing.</p>	<p>Combine words into sentences using conjunctions.</p> <p>Correctly use capital letters to show start of sentence.</p> <p>Sometimes add full stops within a narrative.</p> <p>Correctly use a full stop to show end of sentences.</p> <p>Add an adjective to a noun to create a noun phrase.</p> <p>Spell many words correctly</p> <p>Spell most phase 3 digraphs and some phase 5 digraphs.</p> <p>Spell many y1 tricky words correctly.</p> <p>When used spell words with suffixes -ing, -ed, -er correctly.</p> <p>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.</p> <p>Capital letters:</p> <p>Lower case letters:</p> <p>Use spaces between words</p> <p>Keep consistent letter size most of the time.</p>	<p>Combine words into sentences using conjunctions.</p> <p>Correctly use capital letters to show start of sentence.</p> <p>Sometimes add full stops within a narrative.</p> <p>Correctly use a full stop to show end of sentences.</p> <p>Add an adjective to a noun to create a noun phrase.</p> <p>Spell many words correctly</p> <p>Spell most phase 3 digraphs and some phase 5 digraphs.</p> <p>Spell many y1 tricky words correctly.</p> <p>When used spell words with suffixes -ing, -ed, -er correctly.</p> <p>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.</p> <p>Capital letters:</p> <p>Lower case letters:</p> <p>Use spaces between words</p> <p>Keep consistent letter size most of the time</p>

Percy the Park Keeper Reading Targets

Owls Target: GD1	Foxes Target: GD1	Rabbits Target: EX1
<p><u>Turquoise/Purple</u></p> <p><u>Word Recognition</u> Read accurately and independently from a range of different text types, containing up to phase 5 graphemes, including all elements previously taught. Read a wide range of prefixes (un, dis), and suffixes (s, es, ing, ed, er, est) and contractions, without undue hesitation. Read unfamiliar sentences with good fluency, pace and intonation.</p> <p><u>Comprehension</u> In a range of different genres Demonstrates an interest in reading for pleasure Compare and discuss a range of text types and books by different authors. Begin to notice different expressions of characters in reading. Take account of a wider range of punctuation without affecting fluency. Demonstrate an understanding of story structure by sequencing events. Predict what may happen, before reading and next.</p>	<p><u>Turquoise/Purple</u></p> <p><u>Word Recognition</u> Read accurately and independently from a range of different text types, containing up to phase 5 graphemes, including all elements previously taught. Read a wide range of prefixes (un, dis), and suffixes (s, es, ing, ed, er, est) and contractions, without undue hesitation. Read unfamiliar sentences with good fluency, pace and intonation.</p> <p><u>Comprehension</u> In a range of different genres Demonstrates an interest in reading for pleasure Compare and discuss a range of text types and books by different authors. Begin to notice different expressions of characters in reading. Take account of a wider range of punctuation without affecting fluency. Demonstrate an understanding of story structure by sequencing events. Predict what may happen, before reading and next.</p>	<p><u>Green/Orange</u> 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 at least 80% of Little Wandle tricky words. (Achieve green for each term). Autumn: Spring: Summer: 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><u>Comprehension</u> In a variety of texts shared and read independently: 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. Demonstrate understanding of fiction, non-fiction and poetry, describing the features Re-tell a text, sequencing beginning, middle and end. Answer questions and make simple inferences about familiar texts.</p>

Week	Speaking & Listening	Talk for writing	SPaG	Outcome/ audience
Week 1		Theme week - no literacy		
Week 2 27 th - 1 st May Literacy Tree - Text 1 - Week 1	Literacy Starter S&L focus 1: Speaking / presenting - Order events using appropriate language 2,3& 4: Explain the smaller tasks that make up a large task.	<p style="text-align: center;"><u>Fiction week 1 - Stanley's stick</u></p> <p>Session 1 - Monday -</p> <p>S&L - Order events using appropriate language</p> <p>Begin by modelling a simple example, using clear sequencing language such as "First, I ate chocolate eggs, then I went to the park, after that I watched a film, and finally I went to bed," emphasising the key words. Ask the children to turn to a partner and take turns sharing two or three things they did over Easter, encouraging them to use words like first, next, then and after that. Bring the class back together and invite a few children to share aloud, asking the rest of the class to listen carefully and decide whether the events were in the correct order and which words helped show this. Reinforce the use of full sentences and sequencing language throughout to support both speaking and listening skills.</p> <p>Read Stanley's Stick - ask the children to recall the things Stanley imagined his stick was throughout the book. Show the children your 'special stick'. What could my stick be? Ask the children to think of things I could pretend my stick is and why they think that? Explain to the children that when we are writing we add conjunctions to link sentences together to make them more interesting and add information. Look at the conjunctions sheet. Model writing 2 sentences about the stick bt then using a conjunction to join them (not and or because). The children then have to write 5 sentences into their blue books using a different conjunction to add information. E.g. My stick is a horse so I can gallop across the fields. My stick is a giant spoon for stirring my cauldron.</p> <p> Owls: Write 5 sentences using a range of conjunctions such as so, because, but or when to add detail, with clear explanations of their ideas.</p> <p> Foxes: Write 5 sentences using a conjunction such as so or because to</p>	<p style="text-align: center;">SPaG Adjectives</p> <p>Give children copies of 10 illustrations from throughout the story. In small groups, children to sequence the images from the story into the correct order. Now ask children to remove 4 illustrations, so that they are left with the 6 key images that retell the story. In small groups, children to sequence and caption the illustrations from the story. HA/MA- write three short captions using an adjective. LA: Talk about the story and write one caption.</p>	<p>Audience: Another reader</p> <p>Outcome: Create art spirals.</p> <p>Write three short captions using an adjective.</p>


join ideas, with clear and sensible detail.


 Rabbits: Write 2-3 simple sentences about their stick and attempt to use a conjunction such as and or so with support.


Session 2 - Tuesday -

S&L Explain the smaller tasks that make up a large task. *Model this by breaking the writing task down: first, read your sentence, next think of a matching sound effect, then write it using capital letters, and finally add an exclamation mark to show it is loud. Emphasise that following these steps helps us improve our writing. After the input, ask the children to turn to a partner and explain the steps they will take using sequencing language such as first, next, then and finally, before beginning their work.*

Explain to children that we can use capital letters to add effects to our writing. Capital letters are often used to add volume to something being said or a noise in the story. If a crocodile shouts its mouth quickly we might write 'SNAP!' or if a rocket takes off we might write 'WOOSH!'. We add an exclamation mark to show that it is a loud noise. Thinking about the sentences we wrote yesterday can we add capital letters to add an effect to our writing. E.g. My stick is a horse so I can gallop across the fields. 'YEEHAW!'. My stick is a giant spoon for stirring my cauldron. SPLISH SPLASH! Children to write their sentences again addin capital letters to the end of each to add effect, using an exclamation mark.

 Owls: Rewrite sentences adding capitalised sound effects and exclamation marks independently, using creative ideas to enhance meaning.


 Foxes: Add a capitalised sound effect and an exclamation mark to each sentence, ensuring it links to the idea.


 Rabbits: Add a simple sound effect to 1-2 sentences using capital letters and an exclamation mark with support.


Session 3 - Wednesday - S&L Explain the smaller tasks that make up a large task. *Model this by breaking the writing task down. Emphasise that following these steps helps us improve our writing. After the input, ask the children to turn to a partner and explain the steps they will take using sequencing language such as first, next, then and finally, before beginning*

their work.

Ask the children what they can remember about question marks? When do we use them? What does it look like? Can we all write one? Think about question words, who, what, where, when, why. Can we write a sentence for each question word about playing with our friends with a stick? Model writing one sentence e.g. Who wants to play with me and my stick horse? What is your stick? Where did you find your stick? When can we blast into space on your rocket stick? Why do you think your stick should be a spoon? Reinforce that a question needs a question mark at the end and remind children to check their work for a question mark before they show an adult.

 Owls: Write a range of questions using who, what, where, when and why, ensuring correct punctuation and clear meaning.

 Foxes: Write 3-4 questions using question words, with most sentences including a question mark and making sense.

 Rabbits: Write 1-2 simple questions with support and attempt to use a question mark correctly.

Session 4 - Thursday -

S&L Explain the smaller tasks that make up a large task. Model this by breaking the writing task down. Emphasise that following these steps helps us improve our writing. After the input, ask the children to turn to a partner and explain the steps they will take using sequencing language such as first, next, then and finally, before beginning their work.

Explain to children that a noun phrase is used to add information or description to a noun. We add an adjective to describe the noun e.g. the blue ball, the spikey hedgehog. If we add two adjectives it becomes an expanded noun phrase. The bouncy blue ball. The cute spikey hedgehog. Explain that we usually only add two adjectives or it can become difficult to read. E.g. the round, smooth, bouncy, blue, spotty ball. The tiny, cute, brown, spikey, happy, smiley, squeaky hedgehog.

Can children write 5 sentences to describe their stick for each sentence they wrote on Tuesday. Model one on the board. E.g. My stick is a tall white

		<p>horse. My stick is a giant wooden spoon. Children to write 5 expanded noun phrase sentences describing their stick.</p> <p>🦉 Owls: Write 5 sentences using expanded noun phrases with two adjectives to describe their stick, adding clear and imaginative detail.</p> <p>🦊 Foxes: Write 5 sentences using noun phrases with at least one adjective, with some attempt at expanded noun phrases.</p> <p>🐰 Rabbits: Write 3 simple sentences using a single adjective to describe their stick, with support where needed.</p>		
<p>Week 3 4th- 8th May</p> <p>Literacy Tree - Text 1 - Week 2</p>	<p>Literacy Starter S&L focus</p> <p>1- Understand the rules of conversation</p> <p>2 - Retell a familiar story in our own words</p> <p>3 - Describe an incident or tell a story from our own experience.</p> <p>4 - S&L WALT listen and respond to other characters in a drama/ role play.</p>	<p>Dinosaurs and all that rubbish</p> <p>Session 1 - Monday</p> <p>S&L understand the rules of conversation</p> <p>Explain that today's WALT is to understand the rules of conversation. Ask the children what good talking and listening looks like, then model a short conversation with a child, showing both good and bad examples (e.g. interrupting vs waiting, not listening vs responding). Highlight key rules such as taking turns, listening carefully, not interrupting, and looking at the speaker. Then ask children to turn to a partner and practise a short conversation about their dream, reminding them to follow the rules. Finish by bringing the class back together to share what good conversation looked like.</p> <p>Tell me your dreams:</p> <p>A letter arrives in the classroom from an anonymous 'man'. It says:</p> <p>Dear Year 1,</p> <p>I have a dream. My dream is to go into space and travel to distant stars! Do you have a dream? What's your dream? Please let me know and tell me if you think my dream is a good dream.</p> <p>Talk about the difference between dreams we have when we are sleeping and dreams when we are awake, e.g. wishes and goals. Introduce the book and read up to 'I must fly'. Ask children the following questions:</p> <p>What is the man's dream? Does it seem like a good dream? Why? Why not?</p> <p>Model creating a sentence orally and then recording it on the flipchart:</p> <p>I dream that I will... and... because... so...</p> <p>Using the following sentence opener, children to</p>	<p>SPaG Adjectives.</p> <p>Model using 'building blocks for descriptive sentences' to choose a pair of different types of adjectives to describe a chosen item, e.g. a sock. Use the building blocks to choose a pair of adjectives that describe the item and create a noun phrase by separating them with a comma, e.g.: The soft, brown sock. HA/MA to record a description of their item in their books, using the pre-cut building blocks sheet. Explaining what it becomes and its many uses, using noun phrases to create a description from the whole-class session. LA: See adaptation.</p>	<p>Audience: Another reader</p> <p>Outcome:</p> <p>To write their own version of a story based on Stanley's stick. Use last session to come up with 3 simple sentences.</p> <p>Children to retell their stories into verbal paragraphs. Children to then start writing the paragraphs if confident.</p>

write their dream onto a cloud.

I dream that I will...

🦉 Owls: Write a sentence about their dream using the structure "I dream that I will... and... because... so..." with clear detail and explanation.

🦊 Foxes: Write a sentence about their dream using "I dream that I will..." and attempt to add an extra idea using and or because.

🐰 Rabbits: Write a simple sentence using "I dream that I will..." with support and adult modelling.

Session 2- Tuesday -

Retell a familiar story in our own words

Explain that today's WALT is to retell a familiar story in our own words. Show the image of the barren landscape and remind the children of what happened earlier in the story, comparing how the world has changed. Model retelling part of the story using your own words, for example: "At the beginning, the world was bright and clean, but now it is dark and full of rubbish." Emphasise that we don't copy the book—we say it in our own way. Then model writing a short letter to the man, using this retelling to explain what has happened to Earth. Ask the children to write their own letters, retelling the changes to the world and using adjectives from the lesson to help convince the man to return and clean it up.

Look at the image of the barren landscape with the line, 'On Earth the piles of rubbish smouldered and burned' and compare it to the images from the first three pages of the book. Which do you prefer? Why?

cold

warm

light

dark

clean

messy

good

bad

The world was warm

and now it is colder.

The planet was light

but now it is much darker.

Model writing a letter to the man to tell him about the earth now.

Dear sir,


The world was warm and now it is colder.


The planet was light but now it is much darker. We need to do something now!


From

PTPK

Children to write a letter using the adjectives from the whole class session to send into space to try and convince the man to come back and clean up the world.

 Owls: Write a letter explaining what has happened to Earth using adjectives and clear comparisons, with persuasive language to encourage the man to return.

 Foxes: Write a letter describing how Earth has changed using adjectives and simple sentences to explain their ideas.

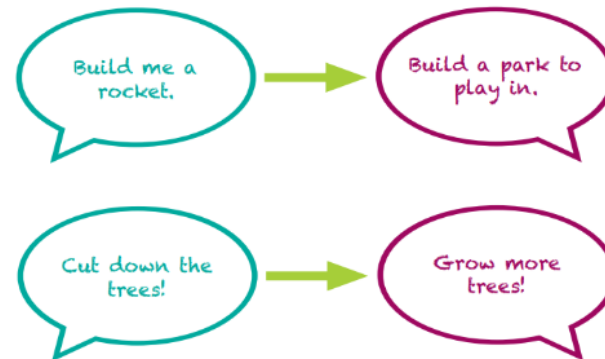
 Rabbits: Write 1-2 simple sentences about Earth using adjectives, with support to form a basic letter structure.

Session 3 - Weds -

S&L - Describe an incident or tell a story from our own experience. Begin by reading up to "for hundreds of years" and discuss what the dinosaurs might think about the world now and what they might want to do. Explain that,

just like the dinosaurs cleaning up the Earth, we can talk about a time when we did something ourselves, such as helping, tidying, or fixing something. Model this by sharing a short personal example, e.g. "One day, I helped clean up the classroom. First, I picked up the rubbish, then I put the toys away, and finally the room looked tidy." Emphasise using your own words and putting events in order. Then ask the children to write about a time they helped or did something important, telling it like a short story.

Read up to, 'for hundreds of years.' What do you think the dinosaurs would think of how the world looks now? What do you think they will want to do about it? Discuss that the dinosaurs might want to clean up the world to make it beautiful again and that we are going to need to give them some instructions to do it. Look at the sentences the man says on the page beginning, 'The man owned some factories...' and discuss that these are commands. Collect these on speech bubble post-it notes then create some new commands that we could tell the dinosaurs.



Introduce the images from the next pages where the dinosaurs are cleaning up the earth. Explain that we are going to need to help the dinosaurs tidy up the planet. Using the ideas from the whole class work, children to write commands into blue books to write a set of

instructions.

Shared writing:


Tidy up all the rubbish and recycle it.


Rake the soil.


Plant lots of trees and flowers.

Build a park to play in.

Enjoy and look after the earth!

 Owls: Write a set of clear command sentences giving instructions to the dinosaurs, using imperative verbs and detail.

 Foxes: Write 3-4 command sentences to tell the dinosaurs what to do, using simple imperative verbs.

 Rabbits: Write 1-2 simple command sentences with support, using basic verbs (e.g. clean, pick, fix).

Session 4 - Thurs -

S&L WALT listen and respond to other characters in a drama/ role play.

After reading up to the penultimate page, discuss the man and what the story teaches us about looking after the world. Then introduce a short role-play where some children take on the role of the man, dinosaurs, or people on Earth. Model how to listen carefully to what another character says and respond in role, e.g. if the man says "It belongs to me," a dinosaur might reply, "No, we must share and look after it." Emphasise taking turns, listening, and staying in character. Allow children to practise short exchanges before creating their posters, using what they heard and said in the drama to help form their command sentence.

Read up to the penultimate page in the story and discuss the man. Why did he think the world belonged to him? Who does it belong to? What does this story teach us? What do we learn from it?
Show children the following sentence.

The earth belongs to everyone!

Collect from the children a list of things that we should look after in the world, e.g.

trees, plants, rainforests, waterfalls, rivers,
lakes, bees, birds, air

Shared writing:


Model making a poster that explains who the earth belongs to, start by modelling the following:


The earth belongs to everyone!

The trees belong to everyone, and we need to care for them! The rivers are owned by all of us and we need to look after them!

Children to discuss how they are going to help the man to look after the world, creating a sentence of advice for him, e.g. Always put your rubbish in the bin. This can then be added to the poster.

Children to add their command sentence to an A5 sheet and decorate to create their poster.

 Owls: Write a clear and persuasive command sentence for their poster, showing understanding of the message of the story.

 Foxes: Write a simple command sentence for their poster that links to looking after the world.

 Rabbits: Write a short command or phrase for their poster with

		support, linked to caring for the Earth.		
<p>Week 4 11th - 17th May</p> <p>Literacy Tree - Text 1 - Week 3</p>	<p>Literacy Starter S&L focus</p> <p>Creativity- <u>Talk about and describe my imaginary ideas.</u></p> <p>Social interaction - <u>Be able to join in a conversation with other children and be part of a group.</u></p> <p>Listening and understanding. <u>Follow simple instructions.</u></p> <p>Vocabulary - <u>Pick up new words easily.</u></p>	<p>Dinosaurs and all that Rubbish Session 1 - Monday</p> <p>Explain that now we have helped remind the man to look after the world, we are going to need to create a pamphlet about how to look after it for him to read. Recap on the instructional/command sentences from session 6.</p> <p>Shared Writing: Model writing a sentence on a strip explaining how to look after the world, e.g.</p> <p>Pick up your litter.</p> <p>In pairs, children to aim to improve the sentence using post-its to add an adjective and an exclamation mark.</p> <p>Pick up your messy litter!</p> <p>Children to create command sentences about how to look after the world, orally first then written down and add to sentence strips. Collect these on a 'working wall' as these will become the subheadings for our pamphlet.</p> <p>Look after trees and plants!</p> <p>precious</p> <p>Look after trees and plants!</p>	<p>SpaG Verbs and suffix.</p> <p>Ask children how they can identify a verb in a story. Identify that they might be actions and they may end in -ed or -ing. Explain that, as our story has already happened, that it is in the past tense. Reread the class story, underlining or highlighting the -ed verbs. Explain that our stories must have the same tense all the way through (e.g. they can't be happening to begin with and then have happened at the end of the story. Model correcting one mistake in the class version. What are the two main ways we can pronounce -ed endings? (e.g. walked and landed) What is the rule? HA/MA: Children to underline or highlight the verbs in their own stories and ensure they are in the simple past tense. Are there any irregular or unusual verbs? LA: sort word cards into ed or ing.</p>	<p>Audience: Another reader</p> <p>Outcome: To publish their own stories in a book.</p>

Ask children to check if they have included an adjective and an exclamation mark, and whether their sentence is a command. If not, model editing it using a post-it, e.g.:

🦉 Owls: Write a range of clear command sentences explaining how to look after the world, including adjectives and exclamation marks to add impact and detail.

🦊 Foxes: Write 3-4 command sentences about looking after the world, including an adjective and an exclamation mark in most sentences.

🐰 Rabbits: Write 3 simple command sentences with support, attempting to include an adjective or exclamation mark.

Session 2 - Tuesday -

Look at all the different ways of looking after the planet discussed so far in sessions 6, 10 and 11, e.g. *Pick up your messy litter!*

Shared writing:

Using the command sentence as a subheading, model writing the first section of a pamphlet on how to look after the world, including an -er suffix word, e.g.

Pick up your messy litter!

Pick up your rubbish and our world will be cleaner and tidier! Put rubbish in the bin but recycle your paper and plastic!

Can we add capital letters for effect? E.g. *Pick up your rubbish and our world will be cleaner and tidier! BEAUTIFUL!*

Children to self-check to make sure they have used words with -er suffixes.

Session 3 - Wednesday

Write the second section of the pamphlet.

Model using the progressive tense of some verbs, e.g. adding an -ing suffix, e.g.



Give children some root verbs to practise adding suffixes where there is no change to the root word.

Shared writing:


Choose another of the command sentences from our sentences in session 8 and explain that this will be the next subheading of our piece of writing. Model creating a paragraph.


Look after trees and plants:

Planting trees gives us clean air. Look after trees and plants. They need water to stay alive.




Children to write the next part of their pamphlet, including an -ing suffix verb (present progressive).

Can we include an expanded noun phrase? E.g. Look after tall beautiful trees and precious green plants.

 Owls: Write a paragraph for their pamphlet using -ing verbs (present progressive), expanded noun phrases and clear explanations about how to look after the world.

 Foxes: Write a short paragraph including -ing verbs and some simple detail about how to look after the world.

		<p>🐰 Rabbits: Write 3 simple sentences using -ing verbs with support to describe actions for looking after the world.</p> <p>Session 4 - Thursday Shared writing: As in the previous session, choose another of the commands from our sentences in the previous sessions and demonstrate that this will be the next subheading of our piece of writing. This time it could be a 'positive' message, e.g. from session 6. Model creating a paragraph from a pamphlet about how to look after our world using the given subheading. If children are ready, model including the conjunction 'but'.</p> <p><u>Plant flowers:</u> Plant flowers and the world will look pretty and smell sweet. Pulling up flowers is bad but planting them is good!</p> <p>Children to write the next part of their pamphlet, including an -ing suffix verb (present progressive) and the conjunction 'but' if they are ready.</p> <p>Can we use a range of conjunctions? E.g. Plants flowers SO the world will look pretty. Pulling up flowers is bad while planting them is good.</p> <p>🦉 Owls: Write a detailed paragraph for their pamphlet using -ing verbs, a range of conjunctions (including but) and expanded noun phrases to explain how to care for the world. 🦊 Foxes: Write a short paragraph including -ing verbs and the conjunction but to add extra detail about how to look after the world. 🐰 Rabbits: Write 3 simple sentences using -ing verbs and attempt to use but with support to describe how to look after the world.</p>		
<p>Week 5 18th - 22nd May</p> <p>Literacy Tree - Text 2 - Week 1</p>	<p>Literacy Starter S&L focus Creativity- <u>Talk about and describe my imaginary ideas.</u></p> <p>Social interaction - <u>Be able to join in a conversation with other children and be part of a</u></p>	<p>Tues - Children to write their introductions directly onto the 'best' pamphlet and will then use it to publish their other work.</p>	<p>SPaG Adjectives and Suffix. Look at the image of the barren landscape with the line, 'On Earth the piles of rubbish smouldered and burned' and compare it to the images from the first three pages of the book.</p>	<p>Audience: Another reader</p> <p>Outcome: To make a dinosaur fossil. To write a</p>

	<p><u>group.</u></p> <p>Listening and understanding. <u>Follow simple instructions.</u></p> <p>Vocabulary - <u>Pick up new words easily.</u></p>	<p>Shared writing: Model writing a short introduction to the pamphlet including a question sentence, a command and a simile similar to those written in session 5, e.g.</p> <p><i>Do you want to help save the planet? Read our pamphlet to find out how and spread love like a smile across the world!</i></p> <p>Children to write their introduction and then move on to publish their pamphlets on a simple format (e.g. A4 paper folded in half and made into a booklet).</p> <p>Can we use a question mark? Ask a question in your introduction and add a question mark.</p> <p>Discuss the rules of writing. Capital letters, full stops, finger spaces, writing on the line, using joins, punctuation.</p> <p>Weds. Thurs, Fri - Children to publish their subheading work onto the pamphlet. Shrink down their posters to stick onto their pamphlet to decorate.</p> <p> Owls: Write a detailed introduction including a question, a command and a simile, using clear punctuation and engaging language to hook the reader.</p> <p> Foxes: Write an introduction including a question and a command, with some attempt to add a simile and correct punctuation.</p> <p> Rabbits: Write 3 simple sentences for their introduction, including a question and attempt a command sentence with support.</p>	<p>What adjectives work best to describe the area? HA/MA: Use suffix fixers with the words from the whole class session to create comparative adjectives. LA: describe the landscape using adjectives. Can they come up with three sentences with adjectives in?</p>	<p>letter using the adjectives from the whole class session.</p>
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