

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Genre for Text focus	Year Group	Term	Time Allocation
English	Aut 1 - Stories with Familiar Settings. Aut 2 – Non-fictional texts/Christmas Texts/Poems with pattern	1	Autumn	16 weeks
Autumn 1				
<p>NC skills explored linked to topic.</p> <p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Retell stories and consider their particular characteristics • Discuss words meanings, lining new meanings to those already known • Discuss the significance of the title and events • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them <p>Writing Composition:</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher 				
Duration	Resource, Genre and Purpose	Learning intentions.		
4 weeks 45 min lesson	Lost and Found Pathways to writing Autumn 1 (Narrative)	<p>Unit Overview An adventure story with a familiar setting all about a penguin.</p>		

	<p>Purpose: To entertain</p>	<p>Writing outcome 1. To write an animal inventory based on their chosen animal.</p> <p>Greater Depth Writing Outcome: To write an animal inventory based on their chosen animal with details of what country it can be found in.</p> <p>Writing outcome 2: To write an adventure story based on the structure of 'Lost and Found' with a new animal.</p> <p>Greater depth writing outcome 2: To write an adventure story based on the structure of 'Lost and Found' with two new characters and details about the setting.</p>
<p>NC spellings linked to topic.</p> <p>was, a, he, they, some, there, were, my, his, where, come ,so, to, said, push,(ed), have</p>		<p>Ambitious Vocabulary Linked to topic.</p> <p>decide, check, disappointment, discover, delight, realise, head, back, reach, wonderful, penguin, office, float, South Pole, rowboat, south, waves, mountains.</p>
<p>Cycle 1, week 1</p>	<p>Viper reading focus (Build vocabulary and make Inferences) (Session 1) Slowly reveal set 1 and 2 pictures linked to the text. Ask children to make inferences based on what is being said and done. Ask the children to write a list of what they can see using phonetically plausible attempts. Draw a story path of what they think our story will be about based on their own ideas.</p> <p>Skill: To make phonetically plausible attempts to spell new words (Session 2) Look at the image of the boy and the penguin at the seaside (inside the front cover). Where are they? How do you know? Discuss pupils' experiences of being by the sea. Complete the senses grid.</p> <p>Skill: To combine words to make simple sentences. (Session 2) Look at the grid from yesterday and encourage children to combine words to make simple sentences. I can see..... I can hear Use pictures to simulate thinking. Model good sentence writing or simple captions only depending on ability. A rock, A starfish.</p> <p>Skill: To combine words to make simple sentences. (Session 3) Discuss what has happened. Why has the penguin knocked on the door? What will the boy do? Discuss the image that has been seen in session 1 to</p>	

Cycle 1,
week 2

support predictions (boy waving goodbye How is the penguin feeling? How will he feel away from his family? Create a list of words to describe how he might be feeling e.g. sad, lonely, afraid, lost. What would the penguin be saying to the boy? I am lost. I am sad. Write them in speech bubbles.

Skill: To combine words to make simple sentences. (Session 3)

Discuss what has happened. Why has the penguin knocked on the door? What will the boy do? Discuss the image that has been seen in session 1 to support predictions (boy waving goodbye How is the boy feeling? Create a list of words to describe how he might be feeling e.g. sad, lonely, afraid, lost. What would the boy be saying to the penguin? I can help you. I will sit with you. I will feed you. Write them in speech bubbles.

Viper reading focus (Build vocabulary and sequence) (session 4)

Sort the animals write or match the names of writing have a phonetically plausible attempts. Put the animal names in alphabetical order or sort them by size.

Skill: To use adjectives. (Session 4)

Tell the children that today you would like to know a bit more about these animals. Make observations and write a simple sentence or caption about each one.

The giraffe is tall. The gorilla is strong. The racoon is stripy.

Skill: To plan simple fact file (Session 5)

To think about different animals including pets at home as well as their favourite animals. What do we know about these animals. Ask the pupils to consider what is needed in the book. If you were looking for an animal, what details would you need to have? Pupils work in groups on their tables where they will be given an image of an animal on it. They are the experts for those animals. Discuss and write down all they know about the animal under the given headings:

- Size
- Colour
- Things this animal likes to do
- Things this animal likes to eat • Where this animal lives.

Skill: To write a simple fact file (Session 5)

Use the given template to write an animal inventory based on their chosen animal applying all the skills.

Cycle 2,
week 3

Skill: To edit and improve:

Look at the writing how could they make it better with a focus on brilliant basics and common exception words.

Cycle 2,
week 4.

Viper reading focus (Build vocabulary and explain) (Session 6)

Come back together to share what pupils have found out about penguins. Discuss and compose simple oral sentences to create our own facts about penguins.

e.g. Penguins have fat to keep them warm. Penguins have feathers to protect them. Penguins have wings to trap heat. Penguins like to keep warm. Penguins eat fish.

Skill: To use a capital letter for the pronoun I

Read up to... 'They packed everything they would need'. Discuss what has happened so far. What have they decided to do? Where are they going?

Retell the story so far. Write what has been packed. If you were the penguin what would you take.

I would take a woolly hat. I would take a scarf.

Skill: To use capital letters and full stops correctly (Session 8)

Read up to... 'Until they came to the South Pole'. Go back to the image of the waves. What was the journey like? Look at the image of the storm.

Discuss. What would it have been like to be on a boat in this fierce weather? How would the characters be feeling? Write simple sentences about the journey.

Skill: Use capital letters for names (Session 9)

Write about how the boy was feeling at different points in the story. Freddie was sad.

Skill: To use capital letters and full stops correctly (Session 10)

Retell the story with the help of the children what did Freddie think about the penguin? and what did the penguin think about Freddie? Ask children to put themselves in the role of one of the characters. Write down all the things they like about their friend.

Viper reading focus (Build vocabulary and sequence) (Session 11)

Recap some of the vocabulary used in the story retell the story using the images to help them to sequence their ideas.

Skill: To use finger spaces.

Write sentences about a new animal that you might use in your story.

Discuss where he might live and how you would get there? Write simple sentences to support ideas.

Skill: To plan and sequence sentences to form a short story (Session 12)

Using the structure of lost and found can the children plan a story changing the character, setting and means of travel.

	<p>Skill: To write and sequence simple sentences to form a short story. (Session 13/14) Using the structure of lost and found can the children write a short story changing the character, setting and means of travel. Simple sentences to sequenced effectively.</p> <p>Skill: To edit and improve simple sentences. Focus on brilliant basics that children have focused on throughout the unit.</p>	
Duration	Resource, Genre and Purpose	Learning intentions.
2 weeks	<p>Meerkat Mail (Narrative) –</p> <p>Resources to support on Twinkl/TES and Scholastic.</p> <p>Purpose – To Inform</p>	<p>Overview A travelling Meekat that visits relatives around the world.</p> <p>Writing outcome: To write a postcard from their favourite place.</p> <p>Greater depth writing outcome: To write a postcard using adjectives to describe their favourite place.</p>
<p>NC spellings linked to topic.</p> <p>was, a, he, they, some, there, were, my, his, where, come ,so, to, said, push,(ed), have, house, our, love, today, me.</p>		<p>Ambitious Vocabulary Linked to topic.</p> <p>Alert, foraging, active, insectivore, mischievous, pups, upright, barking, social, litter, vertebrae, quick, today, tomorrow, yesterday, enjoyed, excited, terrified, holiday, disliked.</p>
<p>Cycle 1 Week 5</p>	<p>Viper reading focus (Build vocabulary and predict) Reveal the special parcel. Get out objects that would be used in different settings or that represent different places. Look at postcards from different places and discuss the purpose of them. Share the front cover of the book. Write simple sentences as to what our book could be about.</p> <p>Skill: To use capital letters for names. Sunny is from a big family sometimes he thinks it is too big. Discuss what we know about Sunny and his family so far. Let’s think about who is in your family list them and tell me about them and tell your friends. Create a simple family tree with a picture and a name of the person in your family. Read up to where Sunny leaves a note.</p> <p>Skill: To use adjectives Read on to the first two places he visits. Chose a family member and tell me a bit more about where they live today and what they are like. What you like about them and where they live. Discuss why he is writing postcards.</p>	

**Cycle 1,
week 6**

Skill: To use adjectives:

Think about where Sunny lives in the Kalahari desert. Show children on a map where we live and where the desert is. Can children describe where Sunny lives and what it is like there? The desert is hot. The desert is dry. Compare it to where we live. Bilston is cold. Bilston is busy.

Skill: To combine words to write simple sentences.

If you were to go and visit different places what would you take. Look at two settings that are in contrast the children can write what they would take to visit each one.

Viper reading focus (Build vocabulary and sequence)

Think about all the places sunny has visited and recap with the children. Think of the different vocabulary used to describe each place. Can the children order the destination and write a short sentence about it. It was wet here.

Skill: Use adjectives

Share different settings with the children. Ask them to write something about each place describing what it is like here.

Skill: To plan a postcard sequencing simple sentences.

Tell the children we are going to write to Sunny to tell him what it is like at our destination. Also to tell him what we like and what we don't like about it. Let's list all the things we need to talk about. The weather, the food, the people, the activities.

Skill: To write a postcard sequencing simple sentences.

Focus on the features of a postcard and apply them to the task. Modelling brilliant basics to the children. Can they:

- Apply features of a postcard
- Write using I, and we.
- Use adjectives to describe.
- Write simple sentences in sequence.
- Write simple sentences with correct punctuation.
- Use capital letters for names.

Duration

Resource, Genre and Purpose

Learning intentions.

2 weeks

Farmer Duck
Twinkl/RSPCA website
(See Teams area)
(Narrative)

Purpose – To entertain

Overview:

A story about friends helping each other in a familiar setting.

Writing outcome:

To write a character comparison

Greater depth writing outcome:

		Can write a character comparison and describe in detail.
	<p>NC spellings linked to topic.</p> <p>was, a, he, they, some, there, were, my, his, where, come, so, to, said, push,(ed), have, house, our, love, today, me.</p>	<p>Ambitious Vocabulary Linked to topic.</p> <p>Farmyard, duck, farmer, cow, sheep, hen, work, moon, weepy, equipment, machinery, animals, meeting, fields, grumpy, cranky, lazy.</p>
<p>Cycle 1, week 7</p>	<p>Viper reading focus (Build vocabulary and make predictions)</p> <p>Show children all the pictures of the different animals. What have they got in common? Where do they all live? Can they think of any other animals you may be hiding? Ask children to make inferences based on what is being said and done. Ask the children to write a list of the animals and label them next to the animal. What do they think our story will be about today. What tells them this from the front cover? Can they write a short simple sentences about what they think?</p> <p>Skill: To use question marks.</p> <p>Read the story. Think about the question the farmer kept asking. How goes the work? The duck replied Quack each time. What was the duck thinking really? What did quack mean in our language? I am tired, please help me? I'm worn out, can I have a rest? Ask children to write in speech bubbles what they think the duck replied. The duck may have asked one or two questions of his own.</p> <p>Skill: To identify present tense verbs</p> <p>Read the story and think about all the jobs that the duck had to do. Can you remember all the jobs, using pictures encourage the children to make a list. Look at the pictures what is the duck doing? Washing, cutting, fetching. Explain that all these words are verbs, can the children find the rest.</p> <p>Skill: To use write a correct sentence using a verb and a noun.</p> <p>Let us think about the busy duck and all the jobs he has to do. The duck is washing.</p> <p>Let us list all the things the duck is doing using pictures to help us. Now let's think about the other animals. The cow is pushing.</p>	
<p>Cycle 1, week 8.</p>	<p>Skill: To use write a correct sentence using a verb and a noun.</p> <p>Let us think about the farmers actions. The farmer is sleeping. The farmer is resting. The farmer is shouting. The farmer is eating. Think about other ing words and identify the noun and the verb in the sentences. Can the children write some of their own?</p>	

Viper reading focus (Build vocabulary and retrieve)

Thinking about the story can the children answer simple questions based on the story. Create a simple comprehension mat for the children. Discuss words from the story or any vocabulary they might encounter on a farm. Discuss meanings.

Skill: To use adjectives to plan a character comparison

Think about these words we call them adjectives they describe things. Which character would you match these adjectives too? Can you think of any of your own for each character?

Skill: To write a character comparison

Think about all the words you used to describe the Duck and the Farmer. Did you use the same kinds of words or were they very different. Why do you think this is. Use the words in simple sentences to tell me about the two different characters. Use the proforma given.

Skill: To edit and improve a character comparison

Can the children describe:

- What they look like?
- What their personality is like?
- What their character thinks and feels?
- Write simple sentences.

Autumn 2**NC skills linked to this unit.****Spoken language:**

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Participate in discussions, presentations, performances, role play, improvisations and debates

Reading comprehension:

- Become familiar with key stories, fairy stories and traditional tales
- Retell stories and consider their particular characteristics
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what has been read to them

Writing Composition:

- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils

<p>• Read aloud their writing clearly enough to be heard by their peers and the teacher</p>		
Duration	Resource, Genre and Purpose	Learning intentions.
4 weeks	<p>Nibbles the book Monster Pathways to Writing (Narrative)</p> <p>Purpose – To inform</p>	<p>Overview An adventure story about a monster that likes to nibble things.</p> <p>Writing outcome 1 To write a list of all the things Nibbles needs to take on holiday.</p> <p>Writing Outcome 2. To write a diary entry in the first person (Nibbles) based on Nibbles’ adventures in the story.</p> <p>Greater depth writing outcome 1 To write a diary entry.</p> <p>Greater depth writing outcome 2 To write a diary entry in the first person (Nibbles) based on Nibbles’ adventures in the story to add a new adventure based on a previous text i.e. Lost and Found.</p>
<p>NC spellings linked to topic.</p> <p>A, to, of, is, no, love(s), you, his, she, was, they, were, my, he, one.</p>		<p>Ambitious Vocabulary Linked to topic.</p> <p>Nibble, chomp, curious, rascal, critter, adventure, nab, cottage, hullabaloo, crate, forest, beanstalk, goose, atlas, mountain, tambourine.</p>
<p>Cycle 1, week 9.</p>	<p>Viper reading focus (Build vocabulary and make predictions) (Session 1) Share nibbled objects and ask the children to make a list of what has been nibbled. What do they think is going to happen next?</p> <p>Skill: Combine words to write a sentence. (Session 1/2) Discuss Nibbles and that he must be caught. He has now nibbled through some of our books. Create a wanted poster for Nibbles. Equip children with the skills they will need. Explain and recap why his name starts with a capital letter.</p> <p>Skill: To the conjunction ‘and’ (Session 3) Model writing some of these sentences focussing on capital letters, full stops, segmenting to spell and the use of and to join words. e.g. Goldilocks is very sad and upset. Daddy bear is mad and unhappy.</p>	

Mummy bear is scared and angry.
Baby bear is cross and shocked.

Skill: To the conjunction 'and' (Session 4)

Repeat session 3's activity and ask the pupils to orally rehearse sentences using and to join words. Model writing some of these sentences focussing on capital letters, full stops, segmenting to spell and the use of and to join words. e.g. Little Red is very mad and unhappy. Grandma is happy and pleased. The wolf bear is fluffy and good.

Skill: Use plural nouns suffix 's' and 'es'. (Session 5)

Make sure all the images are sorted into singular, plural s and plural es. Model writing sentences describing what Nibbles ate and his character. Nibbles ate some glasses and a bar of soap. He is very naughty. Nibbles ate a spoon and two cups. He is very cheeky. He ate a tree and three boxes. Nibbles is a monster.

Viper reading focus (Build vocabulary and predict) (Session 6)

Talk about what has happened in the story so far. Look at some of the next pictures coming up and predict what is going to happen next, explore some of the vocabulary by labelling the giant's clothes. Brown belt, black shoes, hairy beard.

Skill: Punctuate sentences with capital letters and full stops. (Session 7)

Talk about was to stop Nibbles from eating things. What could we do? Model ideas and ask children to make a list of their own.

Skill: To use plural nouns suffix 's' and 'es' to plan a list. (Session 8)

Discuss the possibility that Nibbles is off on holiday how could we help him to pack carefully? What might he need. Let's sort objects and label them. Discuss how to use suffix 's' and 'es' and what they tell us.

Skill: To write a list. (Session 8)

Ask children to write a helpful list that will tell Nibbles what to pack for his holiday.

Skill: To edit and improve

Have the children applied the necessary skills to write a list?. Have they used?

- Plural nouns correctly
- Punctuated sentences correctly with a capital letter and a full stop.
- Use the conjunction 'and'.
- Used capital letters for names.

**Cycle 1,
Week 10.**

**Cycle 1,
Week 11.**

Cycle 1,
Week 12.

Viper reading focus (Build vocabulary and predict) (Session 8)

Explore the fact that Nibbles is off on his holiday what will he see? (Opportunity to explore new vocabulary). Pretend you were Nibbles exploring a new destination. What would you do, what might you nibble? I am going to eat the mountain.

Skill: To punctuate sentences using capital letters and full stops. (Session 9)

Open an envelope addressed to the class from Nibbles to reveal a picture of Nibbles at the beach (see resources). Ask the pupils what they think Nibbles got up to when he was there. When discussing, ask the pupils to describe what they can see and imagine what Nibbles would say he had been up to. **I nibbled sand and a green car.**

Skill: To retell a story and sequence events (Session 11)

Recap the story. Ask children to use the pictures to retell the story to friend. What happened first, next, after that and finally. (discussion based)

Skill: To combine words to write sentences (Session 11)

Recap the story. Add captions to support their pictures from yesterday.

Skill: To retell a story and sequence events (Session 12)

What if Nibbles found his way into another one of our favourite books. Refer to a story you have read. What would he do First, next, after that and finally.

Viper reading focus (Build vocabulary and explain) (Session 12)

Explore the fact that Nibbles is off to the library what will he see? (Opportunity to explore new vocabulary). He has nibbled some books and words are missing what words could be missing?

Skill: To use capital letters for names.

I have found some books from our book corner that we know really well but Nibbles has nibbled the title. What books could they be? Match the book to the title.

Skill: To plan a diary entry. (Session 13/14)

Choose your favourite story from the ones we have explored in Year 1 so far and think about all the things that Nibbles has nibbled in your story. Plan and organise your ideas in order.

Skill: to write a simple diary entry. (Session 13/14)

Use the model in Session 11 to help write a simple diary entry.

	<p>Skill: To edit and improve Reflect on all skills taught throughout the unit with an emphasis on brilliant basics.</p> <ul style="list-style-type: none"> ➤ Have they used 'and' to join words? ➤ Can they add 's' or 'es' to indicate a plural? ➤ Have they used a pronoun to link ideas? ➤ Can they punctuate sentences accurately with a capital letter and full stop? 	
Duration	Resource, Genre and Purpose	Learning intentions.
2 Weeks	<p>Big Machines Resources - Hamilton Trust. (Y1 Autumn) (Non-Fiction)</p> <p>https://www.hamilton-trust.org.uk/english/year-1-english/big-machines/</p> <p>Purpose: To inform</p>	<p>Overview Explore differences between fiction and non-fiction using fantastic books about machines.</p> <p>Writing Outcome Children plan and produce their own simple class information text about small machines or a robot.</p> <p>Greater Depth Writing Outcome They write labels and captions, produce a cover and a glossary and use the features they have learned about in this unit.</p>
<p>NC spellings linked to topic.</p> <p>was, a, he, they, some, there, were, my, his, where, come, so, to, said, push,(ed), have, house, our, love, today, me.</p>		<p>Ambitious Vocabulary Linked to topic.</p> <p><i>tractors, diggers, aeroplanes, trains, crawler, baler, combine harvester, powerful, rough, trimmers, harrow, lumpy, quad bike, hedge, break, ground, soil, robots, glossary, facts, captions, information.</i></p>
Cycle 1, week 13	<p>Viper reading focus (Build vocabulary and explain) (Unit 1. Day 1) Read and enjoy the humour of No Bot. Explain that storybooks are fiction. Display and read Robots (resources). Say that information books are non-fiction. Give each group a jumbled collection of fiction and non-fiction books. look at each book and sort them into two groups: fiction and non-fiction. They discuss whether they personally prefer reading fiction or non-fiction. Help the children to use because to explain or justify their opinion.</p> <p>Skill: To combine words to write sentences (Unit 1, Day 2) Give each group a copy of the pages on 'Building Site Machines', from Big Book of Machines. They look at the pictures and read the information about each machine. Children discuss which machine is the most useful/helpful This machine is useful because: Children then write simple sentences such as It picks up hay. It turns the soil.</p>	

Cycle 1,
week 14.

Skill: To use question marks (Unit 1, Day 3)

Have picture of their favourite machine. What do they want to know about it? To ask questions about their favourite machine.

Skill: To punctuate sentences correctly.

Give each pair a copy of the double page spread on 'Farm Machines', from Big Book of Machines. Remind children to select and read the specific information they need.

Ask children to work together and orally compose a suitable response to one of their questions. Children write a correctly punctuated sentence, in their book. They repeat for another question. To make the task easier simplify sentences on a sheet for children to choose from)

Skill: To write captions and labels (Unit 3, Day 2)

Children work in mixed ability pairs. Give each pair a copy of the pages on 'Flying Machines', from **Big Book of Machines**. Together, children select a flying machine and read the information about it. They identify and highlight each label and caption. They could use farm machines also.

Viper reading focus (Build vocabulary and sequence) (Unit 4. Day 1)

Look at the glossary and explain why they are used in non-fiction texts explore vocabulary with the children in the Robot presentation. Look at the different robots and the job they do can they organise the robot names to write a simple glossary under the correct heading?

Skill: Write captions and labels (Unit 4, Day 1)

Use the robot resources from can the children design their own robot and label it? Using the skills they have acquired.

Skill: To plan an information text (Unit 4, resources).

Consider and discuss all the things the robot can do. Make a simple list with the children of facts. It can talk, it can fetch things. Give as many facts as possible. Use the question words to help us to consider facts.

Skill: To write an information text. (Unit 5, Day 4)

Complete the proforma about their robot. Children discuss facts they know about the small robot they have created. They select the best ideas, convert them into sentences and orally rehearse each one. They use correct

	<p>punctuation to write each sentence. Encourage the children to re-read each sentence to check it makes sense and is correctly punctuated.</p> <p>Encourage children to produce a sequence of sentences for their caption. Finally they write a ‘fun fact’ – this is a short ‘Did you know...’ question.</p> <p>Skill: To edit and improve</p> <p>Reflect on all skills taught throughout the unit with an emphasis on brilliant basics.</p> <ul style="list-style-type: none"> ➤ Have they written clear facts? ➤ Have used captions and labels? ➤ Have they used a heading? ➤ Have they punctuated correctly? 	
Duration	Resource, Genre and Purpose	Learning intentions.
2 Weeks	<p>The Jolly Christmas Postman (Narrative)</p> <p>Resources - Twinkl/TES/Hamilton</p> <p>Purpose – To Inform</p>	<p>Overview A story about a postman delivering letters and parcels doing at Christmas time linked to traditional tales.</p> <p>Writing Outcome To write an informal short letter to Santa asking for a Christmas gift.</p> <p>Greater Depth Outcome To write an informal short letter to Santa asking for a Christmas gift for more descriptive details and features of a letter evident.</p>
NC spellings linked to topic.	<p>was, a, he, they, some, there, were, my, his, where, come, so, to, said, push,(ed), have, house, our, love, today, me.</p>	<p>Ambitious Vocabulary Linked to topic.</p> <p>Postman, blue, jolly, read, letter, address, palace, giant, uniform, garage cackle bicycle, wicked, champagne, gingerbread, cottage, postcard, greeting, glee.</p>
Cycle 1, Week 15	<p>Viper reading focus (Build vocabulary and sequence) Read the story and then retell discuss his journey. Write down the people he visited in order. Use a story map to help you to track his journey.</p> <p>Skill: To combine words to write sentences. Look at this jumbled sentence. Explain we need to unjumble it to help the postman. What does it say can I use the pictures to help me to decode and</p>	

Cycle 1,
week 16

write the sentences correctly. for Post Three Bears the. card A for Red Riding Hood. gift A for Jack.

Skill: To use capital letters for names.

Can we use the picture clues to guess who this post is for. Discuss the importance of writing names with capital letters. Use clues to guess who the post is for. Red Riding Hood.

Skill: To use capital letters and full stops correctly.

Can you look at the sentences that have been given to the postman they are in a mess, re-write them with the correct punctuation.

Skill: To combine words to write sentences.

Think about the characters in the story what do think they would all want for Christmas? The bears want Red Riding Hood wants

Viper reading focus (Build vocabulary and retrieve)

Recap the story and explore rhyming words vocabulary. Create a simple comprehension mat for the children to retrieve facts.

Skill: To write sentences using a verb and a noun

Discuss what the children would like to ask Santa for at Christmas and encourage them to make a list. Look at verbs and nouns. I would like...

A dancing doll.

A Jumping rabbit.

Skill: To plan a letter to Santa.

What must a letter have, look at simple features of an informal letter or note. What must my letter have? Complete the table to show what my letter must have at the beginning, in the middle and at the end.

Skill: To write a simple letter

Write a letter to Santa combining all the skills learnt and consider layout also, capital letters for names etc. we can put it in a box for Bilston's Jolly Postman to collect.

Skill: To edit and improve

	<p>Reflect on all skills taught throughout the unit with an emphasis on brilliant basics.</p> <ul style="list-style-type: none"> ➤ Is the layout correct? ➤ Is there a date? ➤ A greeting? ➤ More information? ➤ Names punctuated correctly? 	
Duration	Resource, Genre and Purpose	Learning intentions.
<p>2 Weeks (Use as part of Poetry week or World Book Day)</p> <p>Option to do Christmas poems rather than Jolly Postman.</p>	<p>Poems with Repeating Patterns and Rhymes</p> <p>Resources – Hamilton Trust</p> <p><u>Poems with repeating patterns and rhymes Hamilton Trust (hamilton-trust.org.uk)</u></p> <p>Purpose – To entertain</p>	<p>Overview</p> <p>Pattern and rhyme help children memorise and write poetry. Develop comprehension skills and rehearse end of sentence punctuation and present and past tense verbs.</p> <p>Writing Outcome</p> <p>To write a new version of a poem using the same structure just changing the animal.</p> <p>Writing Outcome Greater Depth</p> <p>To write a new version of the poem using the same structure but changing the animal and place.</p>
NC spellings linked to topic.	Ambitious Vocabulary Linked to topic.	
<p>was, a, he, they, some, there, were, my, his, where, come, so, to, said, push,(ed), have, house, our, love, today, me.</p>	<p>Poet, couplet, verse, rhyme, pattern, rhythm, alliteration, verb, adverb, noun, repeating pattern.</p>	
Cycle 1	<p>Viper reading focus (Build vocabulary and retrieve) (Unit 1, Day 1)</p> <p>To look at a variety of traditional rhymes with the children have fun with actions and explain some of the older vocabulary we may not recognise. TRetrieve rhyming words and groups them.</p> <p>Skill: Understand rhythm and rhyme (Unit 1, Day 4)</p> <p>Look at the rhyme A Sailor Went to Sea (see resources). Discuss rhyming patterns and regular rhythm. Look at the first part of the video to see children using this as a clapping rhyme: https://www.bl.uk/playtimes/articles/clapping-games In pairs clap out the clapping along with the actions, keeping the rhythm regular. Watch the rest</p>	

of the video. Discuss how the children are changing it to make their own versions. What are they doing? They are changing the end word and repeating a new word three times e.g. pick/tree/key. Children use more rhymes, e.g. A cleaner went to clean... to make the kitchen gleam...but all that she could clean... was the dog that was so mean....

Skill: To use verbs and nouns (Unit 2, Day 2)

Draw out that a verb is an action word that tells us what is happening in a sentence. Tell them that they created verbs yesterday maybe without even knowing it! E.g. What did their creatures do at when the clock stuck? Flew, counted, crawled, etc. Provide the children with an enlarged copy of **Creature Verbs** (*see resources*), which is a set of 8 pictures of different creatures. Children look at each creature in turn and write it with two action words underneath the picture, e.g. Monkey climbing. Monkey swinging.

Skill: To add suffixes 'ing' and 'ed' (Unit 2, Day 3)

What do these suffixes do? Discuss this with the children. Now discuss how verbs can change depending on the tense the sentence is written in. If we wanted to use the verb 'crawl' then we change it to 'is crawling' if the creature is doing it now, in the present, e.g. *The worm is crawling*. Show children how we do this by adding -ing to the end of the verb and using 'is'.

Skill: To combine words to write a sentence

Look at the work from yesterday can we write sentences in the correct context using these verbs?

Viper reading focus (Build vocabulary and retrieve) (Unit 5 Day 1)

To look at a variety of traditional rhymes with the children have fun with actions and explain some of the older vocabulary we may not recognise: Read down behind the dustbin and answer questions.

Skill: To Identify rhyming words (Unit 5, Day 2)

Explain to children that it is easy to make up our own verse that can be added on to the end of the original. Explain that we can keep most of it the same but just change small parts of the poem. Look at how the name is changed, e.g. Down behind the dustbin/I met a dog called Sid and explore what happens to the rest of the poem because of the change i.e. the last line has to rhyme with Sid. Look at this for the other verses e.g. Jim/him, Joe/Know.

Cycle 2

Skill: To plan a simple poem (Unit 5, Day 3)

Discuss how in Day 2 we thought about changing the name of the dog and rhyming words, but today we are going to change it from a dog to another creature, and we are also going to change the last line to create a new verse! Give children the **Poem Planner** (*see resources*) and their completed **Rhyming Planner** (*see resources*) from Day 2. They first choose a new creature for their poem. They then choose one of the names that had the most rhyming words.

Skill: To write a simple poem (Unit 5, Day 4)

Model how to layout their new lines in their verse by using the class example and re-writing this on the board, emphasising using neat handwriting, capital letters for the name and either a full stop, question or exclamation mark at the end of the line.

Skill: To edit and improve

Reflect on all skills taught throughout the unit with an emphasis on brilliant basics.