

<b>Half-term plan for topic/book</b>	<i>Autumn 1 - Treasures of the Sea</i>			
<b>Book to read to the class</b>	<i>The Rainbow Fish / Commotion in the Ocean by Giles Andreae</i> <i>Poems: 'Sand' poem by John Foster / 'If I could travel the ocean blue' by Jennifer Tweedie / Pirates</i>			
<b>Reading INTENT</b>	<i>Stories / Poetry</i>			
<b>Writing IMPACT</b>	<i>Fictional writing, sequencing events, describing a character, identifying rhyming words</i>			
<b>Year group</b>	<b>Reading: decoding and comprehension</b> <i>These can be oral outcomes. They do not have to be written</i>	<b>Writing: composition</b> <i>You should break down the writing process of longer pieces into stages, and include editing to improve the proofreading process</i>	<b>Writing: grammar, vocabulary and punctuation</b> <i>Grammar can be taught either within reading/writing or as a stand-alone activity</i>	<b>Writing transcription: spelling and handwriting</b> <i>Handwriting should be taught daily until correct letter formation is embedded. It should then be taught regularly to ensure accurate joining. Spelling is cumulative and needs to be taught daily</i>
Week 1	<b>Phonic assessments</b> Recap & assess individual phonic ability.			Hand-writitng & fine motor skills activities
Week 2	Pupils become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.  <b>Tricky words</b> come, some, said, have, any, many <ul style="list-style-type: none"> <li>• Long vowel digraph</li> <li>• *All previously taught phonemes are revised every week in addition to those being introduced for the first time.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• write sentences by:</li> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<b>Fictional Narrative</b> <b>The Rainbow Fish</b> by Michael Pfister Writing to Recount- <ul style="list-style-type: none"> <li>• Language linked to time - First...Then..Next..</li> <li>• Writing a sentence</li> <li>• Capital letters/finger spaces/full stops</li> </ul>	Hand-writitng & fine motor skills activities
Week 3	Pupils become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.  <b>Phonic focus:</b> ay, ai, a-e		<b>Fiction focus:</b> <b>Rainbow Fish by Michael Pfister</b> Writing to Recount- <ul style="list-style-type: none"> <li>• Retell the story using a story-board</li> <li>• Finger puppets</li> </ul> <b>Fictional Narrative</b> <b>Rainbow Fish by Michael Pfister</b> Add sentences to story- boards	Hand-writitng & fine motor skills activities
Week 4	Pupils learn to appreciate rhymes and poems, and to recite some by heart/recognising and joining in with predictable phrases.  <b>Phonic focus:</b> ee, ea, e-e		<b>Literacy:</b> <b>Fiction focus:</b> <b>(Literacy Plan 2)</b> Commotion in the Ocean by Giles Andreae <ul style="list-style-type: none"> <li>• Write a short description about one of the creatures in the book.</li> <li>• Identify rhyming words used within the book as a class.</li> </ul> In groups rewrite first two lines of a poem for each creature. Create a class book. <b>Rhyming words:</b> Commotion in the Ocean by Giles Andreae <ul style="list-style-type: none"> <li>• Identify rhyming words</li> <li>• create own poem stanza in groups</li> <li>• Create rhyming word bank using words linked to under the sea theme</li> </ul>	Hand-writitng & fine motor skills activities

HERON WAY PRIMARY SCHOOL ENGLISH MTP

<p>Week 5</p>	<p>Pupils learn to appreciate rhymes and poems, and to recite some by heart/recognising and joining in with predictable phrases.</p> <p><b>Phonic focus:</b> igh, ie, i-e</p>		<p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• Can I use describing words to describe shells?</li> <li>• Can I the suffix 'ing'?</li> <li>• Can I create and identify rhyming patterns?</li> </ul> <p>E.g.</p> <ul style="list-style-type: none"> <li>• A spiky striped shell.</li> <li>• A smooth shiny shell. Etc</li> <li>• What do the shells feel like, smell like, look like?</li> </ul>	<p>Hand-writitng &amp; fine motor skills activities</p>
<p>Week 6</p>	<p>Pupils learn to appreciate rhymes and poems, and to recite some by heart/recognising and joining in with predictable phrases.</p> <p><b>Phonic focus:</b> ow, oa, o-e</p>		<p><b>Suffix 'ing'</b></p> <p>LO: Can I use verbs ending in 'ing'?</p> <ul style="list-style-type: none"> <li>• To write a poem about what they like doing at the beach using verbs ending in 'ing'.</li> <li>• What do you like to do at the beach?</li> <li>• What pattern do you notice in the words?</li> </ul>	<p>Hand-writitng &amp; fine motor skills activities</p>
<p>Week 7</p>	<p>Pupils learn to appreciate rhymes and poems, and to recite some by heart/recognising and joining in with predictable phrases.</p> <p><b>Phonic focus:</b> oo, ew, u-e</p>		<p><b>Phrases &amp; rhyme patterns</b></p> <p>LO: Can I write a poem based on one I have listened to?</p> <p><b>Read:</b> 'Sand' poem by John Foster. Describe how sand feels, smells and looks. Write a patterned sentence. Write a poem about sand following the model and using a stanza to help.</p> <p><b>Share poem:</b> 'If I could travel the ocean blue' by Jennifer Tweedie. All children to create a zig-zag book following the model of the poem.</p>	<p>Hand-writitng &amp; fine motor skills activities</p>
<p>Week 8</p>	<p>Pupils learn to appreciate rhymes and poems, and to recite some by heart/recognising and joining in with predictable phrases.</p> <p><b>Phonic Focus:</b> Tricky words come, some, said, have, any, many</p>		<p><b>Fiction focus:</b></p> <p><b>Ten Little Pirates:</b></p> <ul style="list-style-type: none"> <li>• Wow words</li> </ul> <p><b>Non - Fiction focus:</b> What is a pirate? Facts about pirates?</p> <ul style="list-style-type: none"> <li>• Wanted posters-pirates</li> <li>• Pirate passports</li> </ul>	<p>Hand-writitng &amp; fine motor skills activities</p>