



Subject	Genre for Text focus	Year Group	Term	Time Allocation
English	Summer 1 – Fantasy Fiction/Letters and Information Texts/	1	Summer	14 weeks
Spring 1				
<p>NC skills explored linked to topic.</p> <p>Spoken language:</p> <ul style="list-style-type: none"> • Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Link what is read or heard to own experiences • Retell stories and consider their characteristics • Discuss word meanings, linking new meanings to those already known • Draw on what they already know • 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 • Explain clearly understanding of what is read to them <p>Writing composition:</p> <ul style="list-style-type: none"> • Say out loud what is going to be written about • 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 has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words 				
Duration	Resource, Genre and Purpose	Learning intentions.		
2 weeks 45 min lesson	<p style="text-align: center;">Toys in Space Fantasy Fiction</p> <p>Resources - Pathways (Narrative)</p>	<p>Unit Overview A very silly (not-too-scary) story about losing a beloved toy. That summer night, the toys were left outside. . . (Link well with Animal topics in science)</p>		

	<p>Purpose: To entertain</p>	<p>Writing outcome 1. To write a fantasy story about toys that are taken into a Spaceship.</p> <p>Greater Depth Writing Outcome: To write a fantasy story about toys that are taken into a Spaceship. Change characters and setting.</p>
<p>NC spellings linked to topic.</p> <p>I house, he, she, was, were, be, one.</p>		<p>Ambitious Vocabulary Linked to topic.</p> <p>Grew, quiet, scared, resourceful, clever, helpful, thoughtful, beam, probe, summer, damp, spaceship, statues, medal, float, dawn, reptile.</p>

**Cycle 1,
week 1**

Viper reading focus (Build vocabulary and infer) (Session 1)

Explore vocabulary. Introduce a pile of lost toys, similar to those lost in the book. Make sure toys have a luggage label attached. These can be adapted to reflect the phonic phase the pupils are on. Introduce them to the class. How did they come to be lost? How could they be re-united with their owners? Have pupils ever lost their toys? Encourage discussion.

Skill: To use the prefix un. (Session 2)

The toys are unlucky to have been left outside. The toys feel unloved. Discuss how the meaning of the words have changed by adding the prefix un-. Change words and then write some sentences using these words – See examples in Pathways.

Skill: To use the conjunction 'and' (Session 3)

Shared write sentences of what one of the toys could see. Recap on the use of 'and' to join words and clauses. Encourage use of words with the prefix un-. Horse could see the tiny stars above him and he felt cold. He saw shooting stars and bright lights. He could hear a dog barking and an owl hooting. Horse felt unsafe and he thought he might be left on the grass forever.

Skill: To use correct punctuation. (Session 4)

Look at the text and discuss how the full stops have been decorated. What does this tell us about the sentence? e.g. ?- a question, ! -an expression of excitement, being frightened, showing a strong emotion, when you really feel something. Pupils use speech bubbles to write questions and statements in. Ask a buddy to check punctuation.

Skill: To use the prefix 'the suffix ed' (Session 6)

What has happened to the toys? Orally caption each image (focusing on -ed endings) and model write the first 2 together as a connected narrative using, first, next, then etc. Get pupils to be -ed spotters as you continue with the story. Pupils write their own connected narrative using the images.

**Cycle 1,
week 2**

Viper reading focus (Build vocabulary and predict) (session 7)

Use the silhouette image of the space creature to make predictions on what he might look like and describe it together. Ask pupils for predictions: what might happen next? Pupils to then create their own space monster and describe it. Create a list of descriptive words that could be used during the sentence writing. With a focus on ambitious vocabulary.

Skill: To use the suffix 'ing' (Session 9)

Ask the pupils to look closely at the image of the toys getting ready for the party. What are they doing? Focus on the verbs (present tense)-adding -ing where no change is needed to the root word- and make a list e.g. talking,

standing, climbing, cooking, singing, pushing, rolling. Ask the pupils what they notice about all the verbs. Explain that we are going to use the verbs and some of the words that we spelt correctly to invite pupils to the party. Pupils write their own invite using some of the verbs on the list.

Skill: To plan a story (Session 11/12)

Use images from the text to support oral retelling. When retelling the story, ensure pupils sequence the narrative accurately. Use the shortened version of the text to support (see resources). Model planning the story of Metal Mickey and the new toys. Pupils use the model to plan their own fantasy creature stories. Orally rehearse stories to a friend. Greater depth: Include the descriptions of the new settings.

Skill: To write a story (Session 13/14)

Pupils write their fantasy story about some toys who are taken into space by a strange creature. They will be changing some of the characters in the story. Greater depth: Change the characters and the settings in the story.

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.

Have they used:

- Can they use and to join words and clauses?
- Can they punctuate some sentences accurately?
- Can they sequence their written work clearly?

NC skills explored linked to topic.**Spoken language:**

- Ask relevant questions
- Build vocabulary
- Articulate and justify answer
- Use spoken language: speculating, hypothesising, imagining and exploring ideas

Reading comprehension:

- Retell stories and consider their particular characteristics
- Learn to appreciate rhymes and poems
- Recite some rhymes and poems by heart
- Draw on what they already know
- Check that the text makes sense
- Make inferences on the basis on what is being said and done
- Predict what might happen on the basis of what has been read so far

Writing composition:

- Say out loud what is going to be written about
- 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 has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher
- Spell words containing phonemes already taught
- Spell common exception words

Duration	Resource, Genre and Purpose	Learning intentions.
2 weeks	<p data-bbox="389 1290 655 1323">Dear Greenpeace</p> <p data-bbox="320 1379 708 1480">Letters: Dear Greenpeace Year 1 English Hamilton Brookes (hamilton-trust.org.uk)</p> <p data-bbox="320 1536 632 1570">Purpose – To Inform</p>	<p data-bbox="756 1290 903 1323">Overview</p> <p data-bbox="756 1335 1374 1413">Read and write letters inspired by Simon James’s <i>Dear Greenpeace</i>.</p> <p data-bbox="756 1469 1031 1503">Writing outcome:</p> <p data-bbox="756 1514 1485 1637">Write a letter to WWF about an animal of choice using the same story structure as in <i>Dear Greenpeace</i>.</p> <p data-bbox="756 1693 1238 1727">Greater depth writing outcome</p>
<p data-bbox="108 1749 539 1783">NC spellings linked to topic.</p> <p data-bbox="108 1839 719 2007">was, a, he, they, some, there, were, my, his, where, come ,so, to, said, push,(ed), have, house, our, love, today, me.</p>		<p data-bbox="756 1749 1350 1783">Ambitious Vocabulary Linked to topic.</p> <p data-bbox="756 1794 1477 2051">Seize, ferocious, vicious, traditional, gratitude, cunning, alternative, gnaw, commotion, scurry, fortunate, environment, nocturnal, endangered, species, Threatened, extinct, deforestation, conserve, habitat.</p>

**Cycle 1
Week 3**

Viper reading focus (Build vocabulary and retrieve) Unit 1 day 1/2

Before Day 1, collect or prepare a range of letters for the children to discuss, e.g. *party invitation, postcard, birthday card, thank you letter, get well soon card, official letters, bills*. Say that you have been thinking about sending your friend a message. Identify different methods of communication, e.g. *text message, email, letter*. Children work in ability pairs, with the first six letters from **Dear Greenpeace**. They discuss the purpose of each letter and record their ideas as words/phrases.

Skill: To use full stops (Unit 2, Day 1)

Show the first letter from Emily, in **Dear Greenpeace** (*resources*). Read it aloud and pause, in an exaggerated way, at each full stop. Highlight how each sentence begins with capital letter and ends with a full stop. Children work in ability pairs; each child has a range of unpunctuated sentences (*resources*). The children read each sentence and agree on the missing punctuation marks. Children use a purple pen to edit the writing to include the missing punctuation marks. Tell children to read through each sentence, after it's been punctuated, to check it makes sense. Write correctly punctuated statements about blue whales (*resources*).

Skill: To use question marks (Unit 2, Day 2)

Children work in mixed ability pairs, with a factsheet (*resources*) between them. Children read through the statements and discuss how they can be converted into question sentences. The children orally rehearse each question sentence, ensuring it makes sense. When confident, children write a correctly punctuated question sentence in their book. **Extension:** Keep the questions from the Plenary and use the internet to find information that could answer each one. Write each answer as a correctly punctuated statement.

Skill: To use correct punctuation. (Unit 2 Day 3)

Show the final letter from **Dear Greenpeace** (*resources*). Notice the punctuation marks used to end each sentence, i.e. *full stop, exclamation mark, question mark*. Read the letter aloud, using appropriate intonation. Explain that exclamation marks are used to show strong feeling, surprise or a loud voice. Find each exclamation mark and consider why the author has chosen to use it. Read a range of sentences where the final punctuation marks are missing (*resources*). They add the missing punctuation marks and group the sentences together by type. Children select a sea-life animal and use it as inspiration to write examples of correctly punctuated questions, statements and exclamations, into their books.

**Cycle 1,
week 4**

Skill: To use correct punctuation (Unit 2 Day 4)

Display a range of sentences (*resources*). Read them carefully and add the missing punctuation marks. Re-read each sentence with appropriate

intonation. Explore different ways of arranging the sentences, to create an effective letter.

Viper reading focus (Build vocabulary and predict) (Unit 3 day 1)

Children will discuss going on holiday and visiting the beach. Be mindful that some children will not have experienced this. Help them to join the discussion by sharing their experiences of reading or watching television programmes about going on holiday and visiting the beach. Gather vocabulary linked to the beach and provide opportunities for discussion with partners. Children can predict the next part of the story.

Skill: To use correct punctuation (Unit 3, Day 2)

Discuss how Boris and Sid could share these fun experiences with their friends and family, e.g. *photographs, text message, email, letter, postcard*. Say that Boris and Sid will write a postcard. Display the postcard template (*resources*). Notice the address has already been completed.

Skill: To plan a letter

Read and enjoy **Dear Greenpeace**. Discuss what Emily learns about the whale, from the letters she is sent, e.g. *it is a blue whale, it lives in the ocean, it is migratory, it eats tiny shrimp like creatures*. Say that we will be imagining that an animal has come to visit us, just like it does with Emily. Children will write a series of letters asking for and sharing information about the animal, similar to **Dear Greenpeace**. Explain that the children will begin preparing by selecting a different animal that comes to live in their home, garden or pond.

Skill: To write a letter

Tell the children they will write a letter to the World Wildlife Fund (WWF) asking for information about the animal they have chosen for their story. Demonstrate how to write a letter to the WWF, explaining what has happened and asking for more information about the animal (*example in resources*).

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.

Have they used:

- Brilliant basics?
- The conjunction 'and' to join some sentences?
- To use correct punctuation.
- To use the correct layout.

NC skills explored linked to topic.

Spoken language:

- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Participate in discussions, presentations, performances, role play, improvisations and debates

Reading comprehension:

- Link what is read or heard to own experiences
- Retell stories and consider their particular characteristics
- Discuss word meanings, linking new meanings to those already known
- Draw on what they already know
- 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
- Explain clearly understanding of what is read to them

Writing composition:

- Say out loud what is going to be written about
- 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 has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher
- Spell words containing phonemes already taught
- Spell common exception words

Duration	Resource, Genre and Purpose	Learning intentions.
2 weeks	<p>Hamilton (Non-Fiction)</p> <p>Information Texts: Comparing Non-fiction and Fiction Year 1 English Hamilton Brookes (hamilton-trust.org.uk)</p> <p>Purpose – To Inform</p> <p>Tiger who came to Tea Theres a Tiger in the Garden. The Rainbow Bear.</p>	<p>Overview: Read amazing books about Tiger and Polar Bears. Using a fictional text for comparison.</p> <p>Writing outcome: To produce a fact file about a Tiger or Polar Bear.</p> <p>Greater depth writing outcome: To focus on both creatures.</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>Feline, carnivore, man-eater, animal, beast, valiant, wild beast, Sumatran, Siberian. paw</p>

leg mouth ear fur eye tail nose
teeth.

**Cycle 1,
week 5**

Viper reading focus (Build vocabulary and explain)

Introduce and read **There's a Tiger in the Garden by Lizzie Stewart or other texts** to the children. Do they think there really were a grumpy polar bear and a tiger in the garden? Ask the children why the little girl Nora didn't believe her grandma at first. *What changed as the story went on?* She began to use her imagination! Draw out that it is a great story but not very factual. What could they see in the garden? Write down ideas. Draw out vocabulary as to what they might see and how they could describe the different animals. **(Tiger Resources)**

Skill: To identify fiction and non-fiction information

Show children the **key terms of fiction and non-fiction** (*see resources*). Read the definition of each word. What do they think our text is? the events in the text are pretend, i.e. it is fiction. Talk with a partner to think of facts about tigers that are not made-up. Give children a selection of pre-cut out **Fact and Fiction sentences**. Children sort sentences into fiction and non-fiction groups. **(LA may use pictures of book covers).**

Skill: To punctuate accurately.

Children to listen to the non-fiction text and look at a picture of a tiger. What real facts can they add to help them with their work tomorrow. Write simple facts around the tiger outline. **(see resources)**. They can also use some information from yesterday. Can they think of any other information to add?

Skill: To read for understanding.

Children use their facts to select appropriate sentences for each page of the booklet, making sure the facts they choose relate to the heading! They write out the question heading copied from the **Steps to Success!** (*see resources*) or some children will be given a template for adaptation, plus one sentence from their tiger outline to answer that question. Remind them to use their best handwriting and presentation skills.

Skill: To read for understanding.

Introduce a polar bear today using an appropriate text. Look briefly and them and where they live what they eat. Look at the similarities and differences table. Read the facts –**(resources)** who am talking about the Polar bear or the Tiger? Cut and organise facts or write.

**Cycle 1,
week 6.**

Viper reading focus (Build vocabulary and retrieve)

Read the Rainbow Bear and answer questions – Adapt where needed.

Skill: To use adjectives

Let's look at a polar bears diet and think of adjectives to describe it's prey. Eg: Slippery, slimy and fluffy. Write simple sentences polar bears eat crusty crabs and slippery seals. Adapt to simple sentences if required. – see resources

Skill: To plan a fact file

To decide upon what headings to focus upon and label parts of the chosen animal.

Skill: To create a fact file or booklet.

Create a simple fact file for their chosen creature with simple headings. Using the steps to success model from previous lessons.

Skill: To edit and improve a fact file

Did they use?

- Brilliant basics?
- Adjectives?
- Facts?
- Correct punctuation and layout?

Summer 2

NC skills explored linked to topic.

Spoken language:

- Ask relevant questions
- Build vocabulary
- Articulate and justify answer
- Use spoken language: speculating, hypothesising, imagining and exploring ideas

Reading comprehension:

- Retell stories and consider their particular characteristics
- Learn to appreciate rhymes and poems
- Recite some rhymes and poems by heart
- Draw on what they already know
- Check that the text makes sense
- Make inferences on the basis on what is being said and done
- Predict what might happen on the basis of what has been read so far

Writing composition:

- Say out loud what is going to be written about
- 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 has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher
- Spell words containing phonemes already taught
- Spell common exception words

Duration	Resource, Genre and Purpose	Learning intentions.
2 weeks	<p>Goldilocks and Just one Bear</p> <p>Pathways to Writing (Narrative)</p> <p>Purpose – To inform</p>	<p>Overview A traditional story.</p> <p>Writing outcome. To write a new version of the story with a new character or a new setting.</p> <p>Greater depth writing outcome. To write a new version of the story with a new character and a new setting.</p>
<p>NC spellings linked to topic. a, was, once, he, one, the, where, said, ask, some, here, there, so, to, of, has, my, me.</p>		<p>Ambitious Vocabulary Linked to topic. Lolloping, nip, peeked, pleasant, frothy, nodded, off, pottering, familiar, penny. Dropped, plonked, bear, wood, minute, twigs, leaves, cactus, duvet.</p>
<p>Cycle 1, week 7.</p>	<p>Viper reading focus (Build vocabulary and predict) (Session 1 and 2) The pupils should return with 3 different sized jumpers for cuddly toys, 3 different sized bowls, gold hair/thread, 3 dolls house beds and chairs. Place in a box on each table. Each choose an object or an image from the box and independently consider what story this could come from. Look at the front cover of Goldilocks and Just the One Bear. What do we think is going on? Why is it 'just the one bear'? Use knowledge of the original traditional tale to compare to. Draw pupils' attention to the background on the front cover.</p> <p>Skill: To use the suffix 'ing' (Session 2) Look at the image of the city scene with Snooty Towers (Princess Avenue) and consider all of the sounds Bear can hear when he is there. Ensure the pupils look closely at all of the shops as sounds will be heard coming from there too e.g. a hairdryer from the Ugly Sister's Beauty Parlour. Work in a small group and add sounds to the image. Teacher to model this before groups start the task e.g. beeping horns, hairdryers blowing, people talking in the cars.</p> <p>Skill: To punctuate correctly (Session 4) Discuss some of the names of the places in the book e.g. Snooty Towers, Dizzy Heights, Princess Avenue, Fairy Godmother Theatre, Ugly Sister Beauty Parlour. Discuss why they have capital letters at the start and explain that this is for proper nouns – names of people and places. Pupils label their city using</p>	

Cycle 1,
Week 8.

capital letter for proper nouns. Write a sentence or two about which fairy tale characters lives there remembering a capital letter for a proper noun. Describe what these characters do in this city.

Skill: To use the suffix 'ed' (Session 4)

Model how to compose short descriptive sentences from the boy's point of view. The dinosaur skeleton **peered** through the arch. The elegant pelican **listened** to music. The knight **twisted** to the music.

Skill: To punctuate accurately. (Session 5)

Introduce an image of a new part of the museum: underwater scene. Ask the pupils to describe what they can see. Label the image together e.g. a huge whale, swirly seaweed, shiny shells, happy mermaid. Encourage the application of phonics to segment and spell each word. Model write an exclamation sentence to describe the scene and emphasise the shock and feelings e.g. What a wild place this is! How lovely this place is! Write a short diary entry.

Viper reading focus (Build vocabulary and sequence) (Session 7)

Read up to 'They'll gobble him up and we've got to stop him'. Discuss baby mammoth's behaviour and his character. Discuss how a timeline works, explaining that it sequences events through history. Introduce a timeline of clocks and discuss which one comes first. Using the resources, ask pupils to order the clocks. Sequence the images so far and write sentences to accompany each, using past tense verbs (-ed). Model joining clauses with and. e.g. First Teddy crashed and he banged into the bins.

Skill: To use the conjunction 'and'. (Session 10)

Complete the story. Choose one of the animals to describe. Do this orally together and introduce new vocabulary. As in session 8 with the mammoth, create descriptive sentences about the chosen animal. Use the information read on the museum page to add to the description. e.g. The golden toad is small and it lives in the mountains. It likes to eat bugs and it has large bulging eyes. It has long and strong legs. Pupils choose one of the extinct or endangered animals and write a description using and to join clauses and words.

Skill: To plan a story (Session 12)

Why is the book called The Case of the Missing Mammoth? What will happen now? What do you think they are saying to each other? How do they feel? How does Oscar feel? Why does he feel like that? Do some shared writing as a class to model ideas.

Skill: To write a story (Session 13/14)

Why is the book called The Case of the Missing Mammoth? What will happen now? What do you think they are saying to each other? How do they feel? How does Oscar feel? Why does he feel like that? Do some shared writing as a class to model ideas.

Skill: To edit and improve

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

- Brilliant basics.
- Phonic knowledge
- Use the conjunction 'and'.
- Used capital letters for names.

NC skills explored linked to topic.**Spoken language:**

- Ask relevant questions
- Build vocabulary
- Articulate and justify answer
- Use spoken language: speculating, hypothesising, imagining and exploring ideas

Reading comprehension:

- Retell stories and consider their particular characteristics
- Learn to appreciate rhymes and poems
- Recite some rhymes and poems by heart
- Draw on what they already know
- Check that the text makes sense
- Make inferences on the basis on what is being said and done
- Predict what might happen on the basis of what has been read so far

Writing composition:

- Say out loud what is going to be written about
- 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 has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher
- Spell words containing phonemes already taught
- Spell common exception words

Duration	Resource, Genre and Purpose	Learning intentions.
2 Weeks	Ed De Vere Stories – Max the Brave. Hamilton (Narrative) Ed Vere Stories Hamilton Brookes (hamilton-trust.org.uk) Purpose: To entertain	Overview A variety of stories about Max the cat. Writing Outcome To write a simple story. Greater Depth Writing Outcome To write a simple story extending sentences using ‘and’.
NC spellings linked to topic. was, a, he, they, some, there, were, my, his, where, come, so, to, said, push, have, house, our, love, today, me.		Ambitious Vocabulary Linked to topic. brave, thoughtful, scornful, meek, tasteless, fearless, confident, proud, bellowed.
Cycle 1, week 9	Viper reading focus (Build vocabulary and predict) Unit 1, Day 1. Display the front cover of Max the Brave . Read the title. Look at and discuss the appearance of the main character. <i>He is called Max.</i> Define brave, i.e. <i>show courage when something is frightening, not running away, etc.</i> Discuss when children have been brave, e.g. <i>speaking in assembly when they felt frightened.</i> Predict the end of the story (template). Skill: To use the conjunction ‘and’ (Unit 2, Day 1) Use Max at Night: Show the pictures of Max climbing to reach the moon, i.e. <i>over the sleeping dog, up the tall tree, up the tallest building, up the high hill.</i> With each picture identify the descriptive vocabulary the author has used, i.e. <i>sleeping dog; tall tree;</i> Explain that children will use ‘and’ to add another descriptive phrases. (Use animal resources) Skill: To use the conjunction ‘and’ (Unit 2, Day 3) Flick through Max at Night . Explain children will imagine an alternative plot to the story. Say one morning the clouds hide the sun and that Max searches for the sun. Discuss the places where Max may look for the sun; be sensible and humorous. Write ideas as a list, e.g. <i>across the garden; through the gate; over the bridge.</i> Demonstrate how to use ‘and’ to combine two ideas into a single sentence, e.g. <i>Max walks across the garden <u>and</u> goes through the gate.</i> Notice how some sentences. Skill: To use adjectives (Unit 4) Read and enjoy Bedtime for Monsters . Display a selection of pages from the book and briefly describe the monster, e.g. <i>green body, pink fingers, huge</i>	

**Cycle 2
Week 10**

white eyes, wide mouth, wet tongue, two tiny legs. Remind children that using descriptive vocabulary can create a strong picture in our heads. Display pages 2 – 3. Notice it is full of different types of monsters. Draw and describe a how their monster looks.

Skill: To use verbs (Unit 4)

Explain the meaning of a verb. Think about the monster from yesterday. Describe how their monsters moves. The monster stomps, the monster smiles, the monster sneaks, the monster tiptoes, the monster trudges, the monster gallops. Write sentences My monster can sneak. Provide a variety of movement verbs for the children to use. Connect with 'and' for children that are able. My monster can slip and slide.

Viper reading focus (Build vocabulary and sequence)

Think about where their monster could go and all the things he will do their use the ideas they have created already. What order will he do these thing in. **Use vocabulary list in resources.**

Skill: To used past tense verbs (Unit 4)

Practice add ing 'ed' to words demonstrating past tense. Change some of your verbs to Past tense. Stomps – Stomped. Think about all the things Max could do in your story if he met your monster. How brave would he be? Max met a Monster, Max jumped on the Monster, Max tricked the monster etc. The monster stomped, the Monster roared, the Monster shouted.

Skill: To plan a simple narrative (Unit 5)

Now he is off on his travels Max meets your Monster choose your best ideas and add to your plan thinking about past tense verbs. **See resource for plan.**

Skill: To write a simple story (Unit 5)

Put your story together using your sequencing vocabulary to help you. Use the vocabulary provided in earlier. **Unit 4 resources.**

Skill: To edit and improve (Unit 5)

Reflect on all skills taught throughout the unit:

- Have used brilliant basics?
- Have they used adjectives?
- Have they used the conjunction 'and'?
- Have you used past tense verbs?

NC skills explored linked to topic.

Spoken language:

- Ask relevant questions
- Build vocabulary
- Articulate and justify answer
- Use spoken language: speculating, hypothesising, imagining and exploring ideas

Reading comprehension:

- Retell stories and consider their particular characteristics
- Learn to appreciate rhymes and poems
- Recite some rhymes and poems by heart
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Writing composition:

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Duration	Resource, Genre and Purpose	Learning intentions.
2 Weeks	Nature Poems (Poetry) Resources – See Resource pack Purpose – To Entertain	Overview A unit all about poetry in Nature. Writing Outcome Simple nature poem. Greater Depth Outcome Simple nature poem with questions.
NC spellings linked to topic was, a, he, they, some, there, were, my, his, where, come, so, to, said, push, have, house, our, love, today, me.		Ambitious Vocabulary Linked to topic. senses, daffodils, stanza late, nightly, overnight, breezy, stargazing, starling, habitat, talons, plumage, prey, owlet, wingspan, emerald.

Cycle 1,
Week 11

Viper reading focus (Build vocabulary and explain) – Day 1

Display **The Secret Song** (*resources*) and read aloud. Notice each stanza begins with a question. Emphasise the question mark. Say that we often ask questions to discover new information. Reread the poem, with the children reading each question and the adult reading each response. Help the children to use an appropriate pitch, tone and cadence.

Skill: To use question marks correctly (Day 2)

Display and reread **The Secret Song** (*resources*). Notice each question begins with a capital letter and ends with a question mark. Discuss some alternative questions. Use correct punctuation to write them.

Skill: To use adjectives (Day 3)

Display and read **In My Garden** (*resources*). Notice that the poet has structured each stanza around one of their senses. Reread and identify each sense. Discuss the ideas the poet has included. Which senses has she not used? touch and taste. Consider how each description could be developed, using a range of descriptive vocabulary, e.g. sticky, black slug; wrinkled, old snails; stripy, hairy caterpillars. These are all useful adjectives to describe things in nature...

Skill: To write sentences correctly (Day 4 and 5)

Go on a nature walk as children to list what they hear in nature, see in nature, smell in nature and repeat for all the senses. A bird tweeting. A bird collecting. A bee buzzing.

Skill: To use adjectives

Today we will use our plan to develop our ideas. A bird tweeting might become a small brown bird tweeting. A big blackbird chirping. A green duck quacking. Pictures of animals in nature might help.

Cycle 1,
week 12

Viper reading focus (Build vocabulary and retrieve)

Read the being with nature poem spot some of questions, find the adjectives and nouns that make the poem interesting. Practise how it might be read to be most effective and exciting. What story does the poem tell? Answer resource questions to help children unpick and understand it.

Skill: To organise information

Look at the being with nature poem. It talks about seeing, hearing, etc. How can we organise our ideas to help us to write our own poem. What will we use, and how many will we use? What order will we put them in?

Skill: To plan a simple nature poem

Plan a simple nature poem. – Create a template for adaptation.

Skill: To write a simple nature poem

Write a simple nature poem using the information collected in the nature garden and reflection are. Explain we are writing the poem for the new parents about our school grounds.

Skill: To edit and improve a simple poem

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

- Is the layout correct?
- Is there a title?
- Have they organised information correctly?
- Has descriptive language been used?