

<p><b>Word Reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>Reading Comprehension</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>
<p><b>Writing Transcription</b></p> <ul style="list-style-type: none"> <li>• Spelling (see English Appendix 1)</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• spell:</li> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet:</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes:</li> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p><b>Writing Composition</b></p> <p>Pupils should be taught to:</p> <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>
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to:</li> </ul>	<p><b>Vocabulary, Punctuation and Grammar</b></p> <p>Pupils should be taught to:</p>

<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• learning the grammar for year 1 in English Appendix 2</li> <li>• use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
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**Spoken Language**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**Appendix 1: Spelling** See separate document.

**Appendix 2: Vocabulary, Punctuation and Grammar**

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Word Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun  
 Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)  
 How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]  
 Sentence How words can combine to make sentences  
 Joining words and joining clauses using and  
 Text Sequencing sentences to form short narratives  
 Punctuation Separation of words with spaces  
 Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences  
 Capital letters for names and for the personal pronoun I  
 Terminology for pupils letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

## Cursive Fonts

### Cursive Lower-Case Letters

a b c d e

f g h i j k

l m n o p



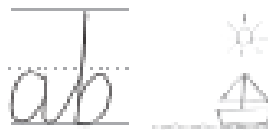



q r s t u

v w x y z

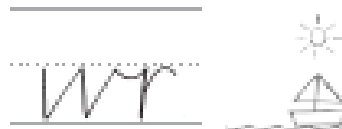

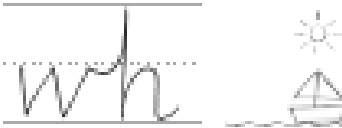



Explain to children that there are two basic joins:

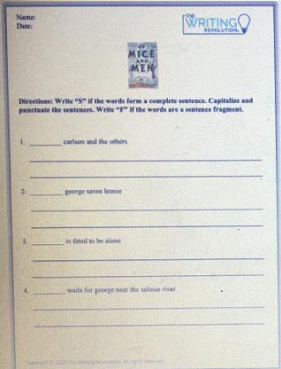
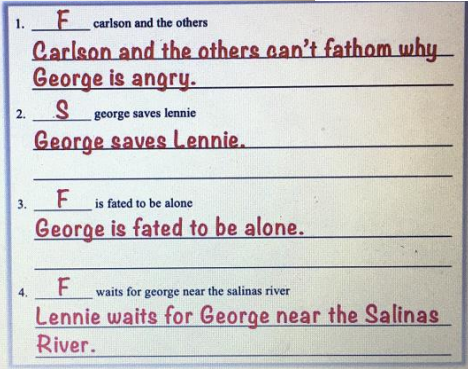
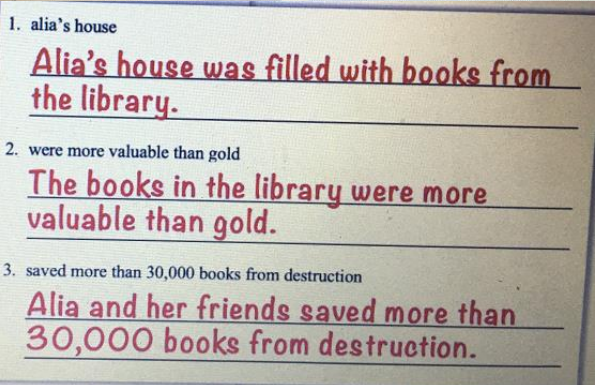
- the arm join (diagonal)
- the washing line join (horizontal).

The arm join has three variations:

- **a. arm to boat**  
- **b. arm to sun**  
- **c. arm to sister.**  

The washing line join has three variations:



- **d. washing line to boat**  
- **e. washing line to sun**  
- **f. washing line to sister.**  

Week/Focus	Day	Learning Intention (Focusing on approximately one book every two weeks)
<b>Week 1</b>		
<p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u> I can form lower case letters of the correct size and in the right place on the line.</p> <p>I can form capital letters and digits of the correct size on the line.</p> <p>I can begin to join my letters neatly.</p> <p>I can use finger spaces between words most of the time.</p> <p>I can add subordinate clauses using when, if, that, because to extend sentences</p> <p>I can use coordinating clauses using or, and, but</p>	<p>1</p> <p>2</p>	<ul style="list-style-type: none"> <li>Handwriting (20mins) -cursive letter formation (responsive teaching from Aut.1)</li> <li>Read a story/part of a story</li> <li>Orally retell the story/part of story</li> <li>Participate in role play activities</li> <li>Orally discuss the story, focusing on <b>'who, when, where, why' questions</b>. Progress to developing inference skills during this discussion.</li> </ul> <ul style="list-style-type: none"> <li>Handwriting (20mins) -cursive letter formation (responsive teaching from Aut. 1)</li> <li>Read a story/part of a story</li> <li>Orally retell the story/part of story</li> <li><b>Orally converting fragments to sentences</b> (in the context of gathering sentences to retell the story/part of the story).</li> </ul> <p>A <b>fragment</b> is a group of words that is not a grammatically complete sentence. Usually a fragment lacks a subject, verb, or both, or is a dependent clause that is not attached to an independent clause.</p>   

I can punctuate most of my writing with:  
 \*full stops  
 \*capital letters  
 \*question marks

I can use the present and past tenses correctly and consistently most of the time

(predicates= verb+object OR verb and information about the subject)

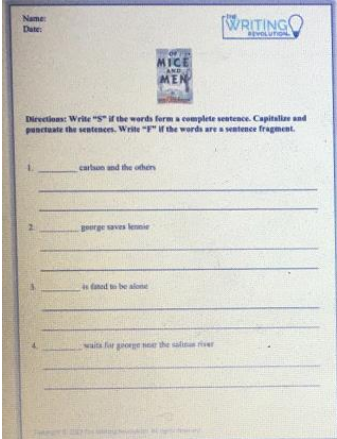
 <b>Begin with:</b>	 <b>Hold off on:</b>
<b>Subjects</b> the younger family massachusetts bay colony a group of cells	<b>Prepositional Phrases</b> on the ship between britain and france during the 1600s
<b>Predicates</b> were prepared founded providence closed the door	<b>Dependent Clauses</b> although the article is persuasive if the treaty was signed after the study was published

*Finishing activity: Dictated sentence based on story and lesson's learning.*

3

- Handwriting (20mins)  
 -cursive letter formation (responsive teaching from Aut.1)
- Read a story/part of a story
- Orally retell the story/part of story
- **Converting fragments to sentences orally and in books** (in the context of gathering sentences to retell the story/part of the story).

A **fragment** is a group of words that is not a grammatically complete sentence. Usually a fragment lacks a subject, verb, or both, or is a dependent clause that is not attached to an independent clause.

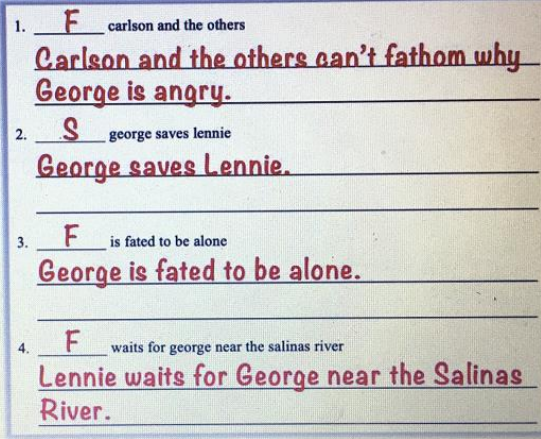


Name: \_\_\_\_\_ Date: \_\_\_\_\_

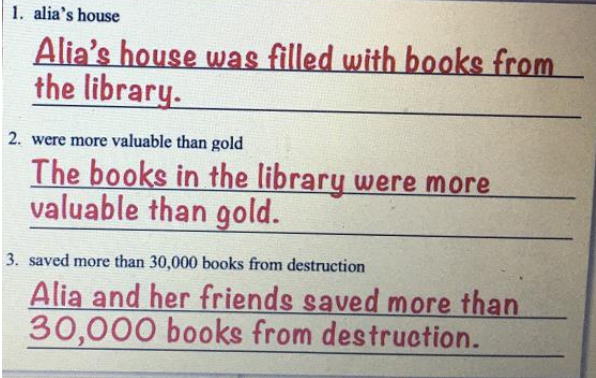
**WRITING**

Directions: Write "S" if the words form a complete sentence. Capitalize and punctuate the sentences. Write "F" if the words are a sentence fragment.

- \_\_\_\_\_ carlson and the others
- \_\_\_\_\_ george saves lennie
- \_\_\_\_\_ is fated to be alone
- \_\_\_\_\_ waits for george near the salinas river





- F** carlson and the others  
**Carlson and the others can't fathom why George is angry.**
- S** george saves lennie  
**George saves Lennie.**
- F** is fated to be alone  
**George is fated to be alone.**
- F** waits for george near the salinas river  
**Lennie waits for George near the Salinas River.**



- alia's house  
**Alia's house was filled with books from the library.**
- were more valuable than gold  
**The books in the library were more valuable than gold.**
- saved more than 30,000 books from destruction  
**Alia and her friends saved more than 30,000 books from destruction.**


(predicates=  
verb+object OR verb  
and information about  
the subject)

 <p><b>Begin with:</b></p> <p><b>Subjects</b> the younger family massachusetts bay colony a group of cells</p> <p><b>Predicates</b> were prepared founded providence closed the door</p>	 <p><b>Hold off on:</b></p> <p><b>Prepositional Phrases</b> on the ship between britain and france during the 1600s</p> <p><b>Dependent Clauses</b> although the article is persuasive if the treaty was signed after the study was published</p>
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*Finishing activity: Dictated sentence based on story and lesson's learning.*

4

- Handwriting (20mins)  
-cursive letter formation (responsive teaching from Aut.1)
- Read a story/part of a story
- Participate in role play activities



**Whoosh!**  
This activity is a combination of drama and storytelling. The class sits in a large circle as the teacher tells a story. As the story unfolds, the teacher signals to individuals, pairs or groups of children at different points, to get up, enter the circle and represent that part of the story. This can include becoming objects and scenery as well as characters. When the circle becomes overcrowded, the teacher can shout "Whoosh! Whoosh! Whoosh!" which is the signal for everyone to clear the acting space and go back to the circle. The story can continue and further children can be called to enact the scenes. This is very similar to the 'Helicopter Stories' ideas used with young children.

- **Oral sentence expansion** (extending sentences to tell their reader where/when/why something happens in the context of gathering sentences to retell the story/part of the story).

Esperanza's family decides to move.


When? after house burns down

Where? U.S.

Why? don't want to live under control of Tío Luis

Expanded Sentence:  
After their house burns down, Esperanza's family decides to move to the United States because they don't want to live under the control of Tío Luis.

Buck wants to lead.



When? after Spitz is killed

Why? believes superior to other dogs


Expanded sentence:  
After Spitz is killed, Buck wants to lead because he believes he is superior to the other dogs.

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**Begin with:**

When  
Where  
Why

**Who ?**  
**What ?**  
**When ?**  
**Where ?**  
**Why ?**  
**How ?**



**Directions: Expand the kernel sentences.**

Esperanza's family decides to move.

When? .....

Where? .....

Why? .....

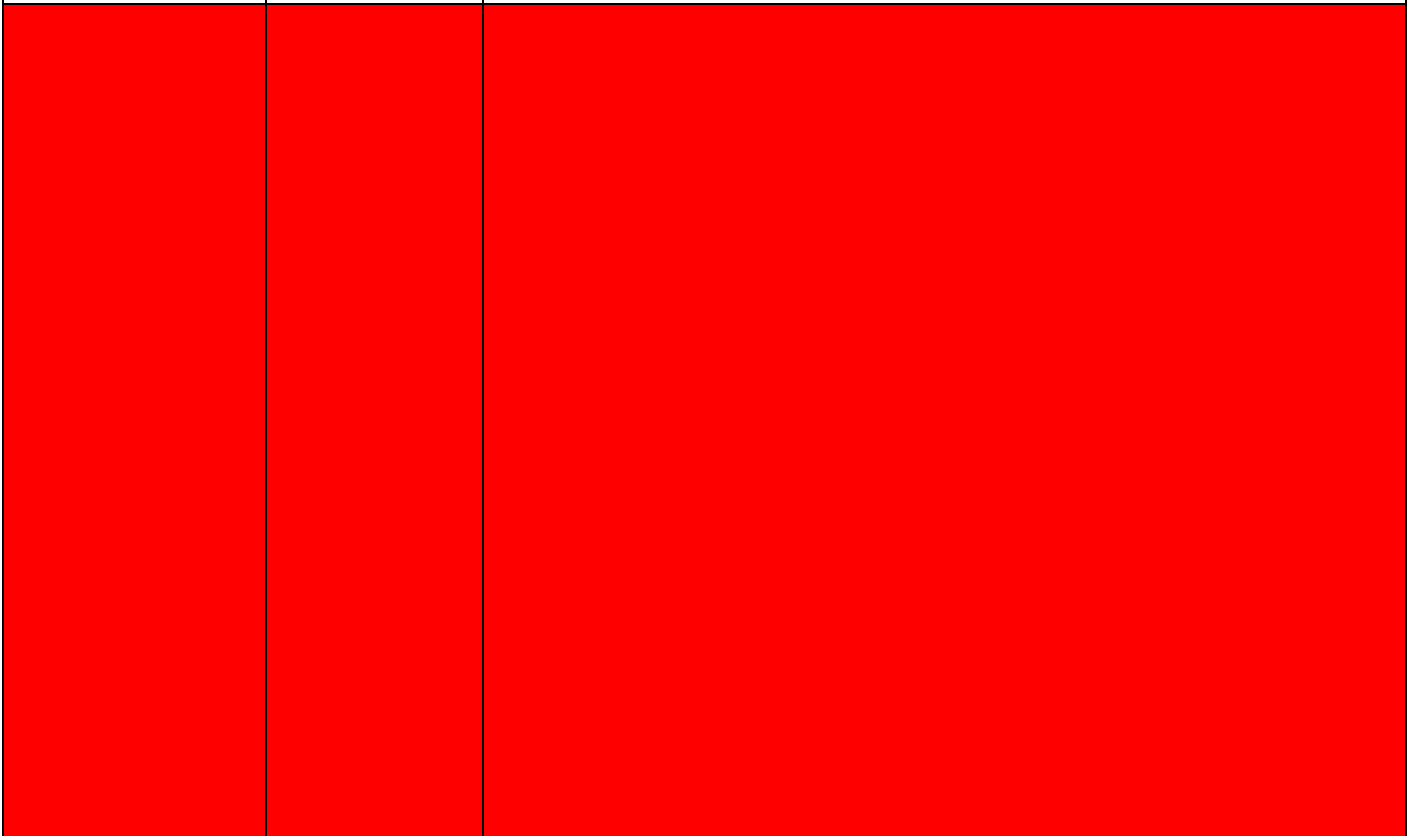
Expanded Sentence:

\_\_\_\_\_


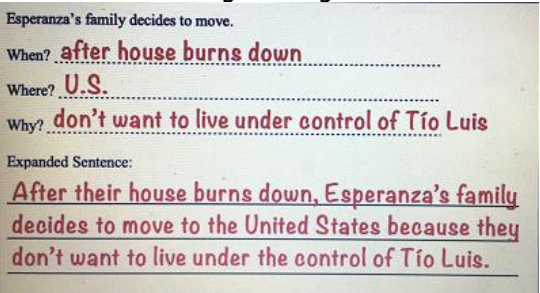
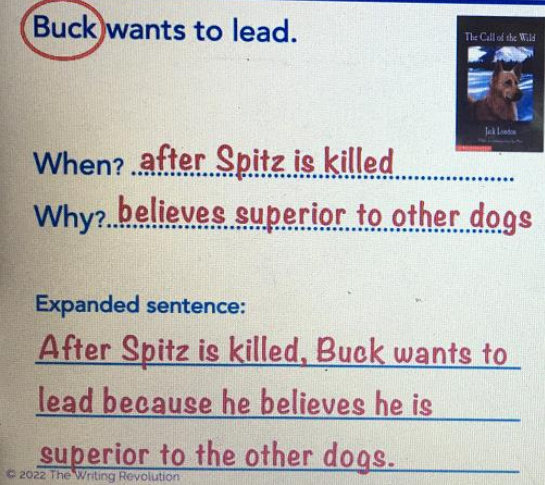
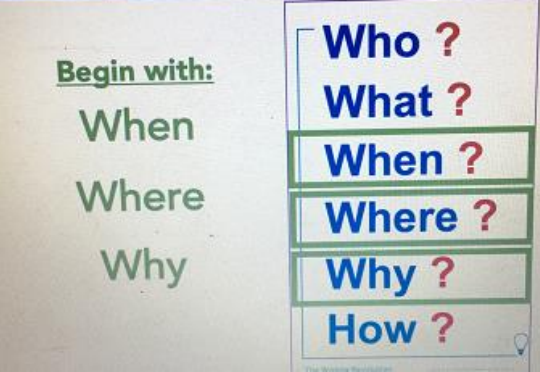
\_\_\_\_\_

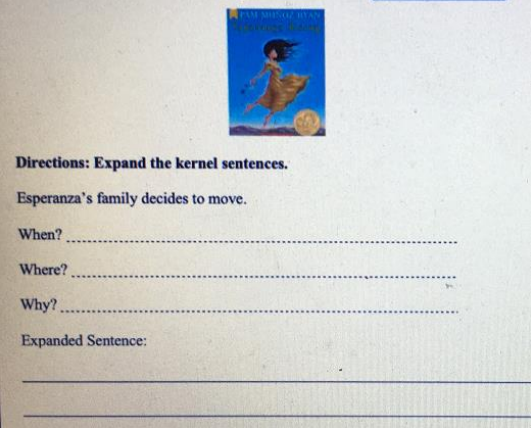

*Finishing activity: Dictated sentence based on story and lesson's learning.*

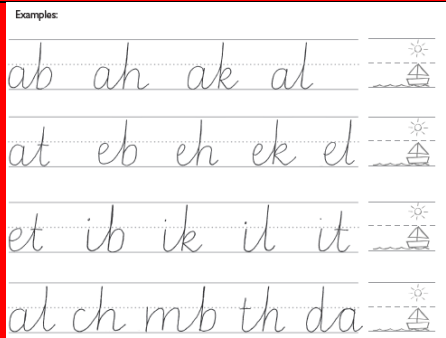
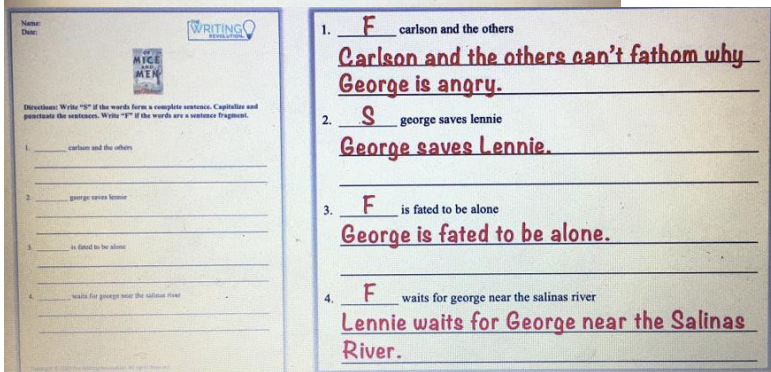
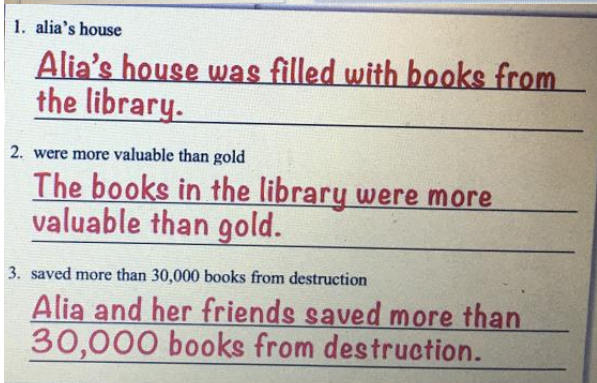
Spelling and Handwriting





<p><b>Week 2</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u> I can form lower case letters of the correct size and in the right place on the line.</p> <p>I can form capital letters and digits of the correct size on the line.</p> <p>I can begin to join my letters neatly.</p> <p>I can use finger spaces between words most of the time.</p> <p>I can add subordinate clauses using when, if, that, because to extend sentences</p> <p>I can use coordinating clauses using or, and, but</p> <p>I can punctuate most of my writing with: *full stops *capital letters *question marks</p> <p>I can use the present and past</p>	<p><u>Handwriting for week:</u></p> <p>1)Ensure that basic/cursive letter formation is secure for single letters.</p> <p>2)For children who are ready, practise joining.</p>	<p><b>a. The arm to boat join</b></p> <p>The arm join should not be too straight or too curly. (This depends on the school's adopted style.)</p> <p>Phrase: 'Sweep up your arm to touch... (say letter).'</p> <p>Checklist</p> <ul style="list-style-type: none"> <li>✓ write the first letter carefully</li> <li>✓ make the curl gentle – not too round, not too spiky</li> <li>✓ make the 'arm' sweep up in a gentle curve</li> <li>✓ write the downstroke of the second letter very straight</li> </ul> <p>Use for joining: a c d e h i k l m n t u to: e i j m n p r u v w x y z</p> 
	<p>1</p>	<ul style="list-style-type: none"> <li>• Handwriting (20mins)</li> <li>• Read a story/part of a story</li> <li>• Orally retell the story/part of story</li> <li>• <b>Oral and written sentence expansion</b> (extending sentences to tell there leader where/when/why something happens in the context of gathering sentences to retell the story/part of the story).</li> </ul>   

<p>tenses correctly and consistently most of the time</p>		 <p><i>Finishing activity: Dictated sentence based on story and lesson's learning.</i></p>
2		<ul style="list-style-type: none"> <li>• Handwriting (20mins)</li> <li>• Read a story</li> <li>• Orally retell the story</li> <li>• <b>Oral and written sentence completion</b> with 'because' (subordinating conjunction) and 'but' (coordinating conjunction) in the context of gathering sentences to retell a story/part of a story. Children will understand the difference between 'because' and 'but' and know when to use them.</li> </ul> <p><i>Finishing activity: Dictated sentence based on story and lesson's learning.</i></p>
3		<ul style="list-style-type: none"> <li>• Handwriting (20mins)</li> <li>• Read a story</li> <li>• Participate in role play activity:</li> </ul> <div data-bbox="678 1160 1228 1305" style="border: 1px solid black; padding: 5px;">  <p><b>Teacher in Role</b> Here, the teacher enters the drama as a character in the text or a possible character that could arrive in the story. They interact with the children in the role and can enhance the drama, support the children's ideas and extend thinking.</p> </div> <ul style="list-style-type: none"> <li>• <b>Oral and written use of statements and questions</b> with correct punctuation in the context of gathering sentences to retell a story/part of a story. Use of correct punctuation for statements and questions.</li> </ul> <p><i>Finishing activity: Dictated sentence based on story and lesson's learning.</i></p>
4		<ul style="list-style-type: none"> <li>• Handwriting (20mins)</li> <li>• Read a story</li> <li>• Orally retell the story</li> <li>• Single Paragraph Outline: Teacher gathers ideas using SPO template in IWB (using sentences gathered over preceding lessons). Teacher will model writing a topic sentence (that introduces the main topic of the paragraph), sentences for the main points of the paragraph and a concluding sentence.</li> </ul> <p>T.S. _____ 1. _____ 2. _____ 3. _____ 4. _____ C.S. _____</p> <ul style="list-style-type: none"> <li>• Children write a paragraph to retell story.</li> </ul>
Spelling and Handwriting		

<p><b>Week 3</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u> I can form lower case letters of the correct size and in the right place on the line.</p>	<p><u>Handwriting for week:</u></p> <p>1) Ensure that basic/cursive letter formation is secure for single letters.</p> <p>2) For children who are ready, practise joining.</p>	<p><b>b. The arm to sun join</b></p> <p>The arm should meet the next letter just over halfway up. It should sweep smoothly into the sun letter.</p> <p>Phrase: 'Sweep up your arm to touch... (say letter) and shoot up to the top.'</p> <p>Checklist</p> <ul style="list-style-type: none"> <li>✓ write the first letter carefully</li> <li>✓ make the join like an arm - not too straight, not too round</li> <li>✓ continue the line up to the top of the next letter</li> <li>✓ write the second letter carefully</li> </ul> <p>Use for joining: a e i d h k l m n t u c</p> <p>to: b h k l t</p> <p>Examples:</p> 
<p>I can form capital letters and digits of the correct size on the line.</p>	<p>1</p>	<ul style="list-style-type: none"> <li>• Handwriting (20mins)</li> <li>• Read a story/part of a story</li> <li>• Orally retell the story/part of story</li> <li>• Participate in role play activities</li> </ul> <p>Orally discuss the story, focusing on <b>'who, when, where, why' questions</b>. Progress to developing inference skills during this discussion.</p>
<p>I can begin to join my letters neatly.</p> <p>I can use finger spaces between words most of the time.</p> <p>I can add subordinate clauses using when, if, that, because to extend sentences</p> <p>I can use coordinating clauses using or, and, but</p> <p>I can punctuate most of my writing with:</p> <ul style="list-style-type: none"> <li>*full stops</li> <li>*capital letters</li> <li>*questions marks</li> </ul>	<p>2</p>	<ul style="list-style-type: none"> <li>• Handwriting (20mins)</li> <li>• Read a story/part of a story</li> <li>• Orally retell the story/part of story</li> <li>• <b>Orally converting fragments to sentences</b> (in the context of gathering sentences to retell the story/part of the story).</li> </ul> <p>A <b>fragment</b> is a group of words that is not a grammatically complete sentence. Usually a fragment lacks a subject, verb, or both, or is a dependent clause that is not attached to an independent clause.</p>  

I can use the present and past tenses correctly and consistently most of the time

(predicates=  
verb+object OR verb  
and information about  
the subject)



*Finishing activity: Dictated sentence based on story and lesson's learning.*

3

- Handwriting (20mins)
- Read a story/part of a story
- Orally retell the story/part of story
- **Converting fragments to sentences orally and in books** (in the context of gathering sentences to retell the story/part of the story).

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(predicates=  
verb+object OR verb  
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<p> <b>Begin with:</b></p> <p><b>Subjects</b> the younger family massachusetts bay colony a group of cells</p> <p><b>Predicates</b> were prepared founded providence closed the door</p>	<p> <b>Hold off on:</b></p> <p><b>Prepositional Phrases</b> on the ship between britain and france during the 1600s</p> <p><b>Dependent Clauses</b> although the article is persuasive if the treaty was signed after the study was published</p>
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*Finishing activity: Dictated sentence based on story and lesson's learning.*

4

- Handwriting (20mins)
- Read a story/part of a story
- Role play activities:

	<p><b>Eye witness report</b></p> <p>An eye witness can watch a scene without other characters being aware of them. They can report back afterwards on what they have witnessed and they can also answer questions put to them by the other children, in or out of role. This could also be played out as part of a <b>TV news report</b> where children report on an event that has occurred, incorporating eye witness statements or interviews.</p>
	<p><b>Talking Objects</b></p> <p>This is where objects within a story can speak in role. They can talk about what they have seen or experienced. They can talk to each other, they can talk to themselves and also, they can be questioned by the children directly or by the children as other characters in role. What would the trees say in <i>The Gruffalo</i>? What would the objects on the shelf in the opening pictures of <i>The Arrival</i> (by Shaun Tan) say about the situation that's unfolding? Objects can also talk directly to characters in a scene and even talk about them between themselves. They can also be interviewed as eyewitnesses to whatever unfolded in the story. For example, the objects in granny's bedroom could report back on how the wolf was defeated by the woodcutter in <i>Little Red Riding Hood</i>.</p>

- **Oral sentence expansion** (extending sentences to tell their reader where/when/why something happens in the context of gathering sentences to retell the story/part of the story).

Esperanza's family decides to move.

When? after house burns down

Where? U.S.

Why? don't want to live under control of Tío Luis

Expanded Sentence:

After their house burns down, Esperanza's family decides to move to the United States because they don't want to live under the control of Tío Luis.

**Buck** wants to lead.



When? after Spitz is killed

Why? believes superior to other dogs

Expanded sentence:

After Spitz is killed, Buck wants to lead because he believes he is superior to the other dogs.

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**Begin with:**

When

Where

Why

**Who ?**

**What ?**

**When ?**

**Where ?**

**Why ?**

**How ?**



**Directions: Expand the kernel sentences.**

Esperanza's family decides to move.

When? .....

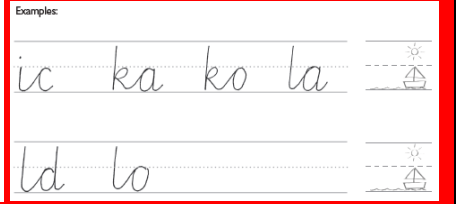

Where? .....

Why? .....

Expanded Sentence:

*Finishing activity: Dictated sentence based on story and lesson's learning.*

Spelling and Handwriting

<p><b>Week 4</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><b>Assessment focus targets:</b> I can form lower case letters of the correct size and in the right place on the line.</p>	<p><b>Handwriting for week:</b></p> <p>1) Ensure that basic/cursive letter formation is secure for single letters.</p> <p>2) For children who are ready, practise joining.</p>	<p><b>c. The arm to sister join</b></p> <p>The arm should touch the sister letter's forehead and then go to the back of the head as though resting a hand.</p> <p>Phrase: 'Sweep up your arm to touch... (say letter) and stroke the sister's head.'</p> <p>Checklist:</p> <ul style="list-style-type: none"> <li>✓ write the first letter carefully</li> <li>✓ make the join like an arm – not too straight, not too round</li> <li>✓ continue the arm join over the head of the 'sister' letter – as though a hand is stroking back her hair</li> <li>✓ go back along the head</li> <li>✓ write the second letter carefully</li> </ul> <p>Use for joining: a c d e h i k l m n t u</p> <p>to: a d g c o q</p>	<p>Examples:</p> 
<p>I can form capital letters and digits of the correct size on the line.</p> <p>I can begin to join my letters neatly.</p> <p>I can use finger spaces between words most of the time.</p> <p>I can add subordinate clauses using when, if, that, because to extend sentences</p> <p>I can use coordinating clauses using or, and, but</p> <p>I can punctuate most of my writing with:</p> <ul style="list-style-type: none"> <li>*full stops</li> <li>*capital letters</li> <li>*questions marks</li> </ul> <p>I can use the present and past tenses correctly and consistently most of the time</p>	<p>1</p>	<ul style="list-style-type: none"> <li>• Handwriting (20mins)</li> <li>• Read a story/part of a story</li> <li>• Orally retell the story/part of story</li> <li>• <b>Oral and written sentence expansion</b> (extending sentences to tell their reader where/when/why something happens in the context of gathering sentences to retell the story/part of the story).</li> </ul> <p><b>Use apostrophes for singular possession.</b></p> <p>Esperanza's family decides to move.</p> <p>When? <u>after house burns down</u></p> <p>Where? <u>U.S.</u></p> <p>Why? <u>don't want to live under control of Tío Luis</u></p> <p>Expanded Sentence: <u>After their house burns down, Esperanza's family decides to move to the United States because they don't want to live under the control of Tío Luis.</u></p> <hr/> <p><b>Buck wants to lead.</b></p> <p>When? <u>after Spitz is killed</u></p> <p>Why? <u>believes superior to other dogs</u></p> <p>Expanded sentence: <u>After Spitz is killed, Buck wants to lead because he believes he is superior to the other dogs.</u></p> <p>© 2022 The Writing Revolution</p>	



**Directions: Expand the kernel sentences.**

Esperanza's family decides to move.

When? .....

Where? .....

Why? .....

Expanded Sentence:  
.....

*Finishing activity: Dictated sentence based on story and lesson's learning.*

2

- Handwriting (20mins)
- Read a story
- Orally retell the story
- **Oral and written sentence completion** with 'because' (subordinating conjunction) and 'but' (coordinating conjunction) in the context of gathering sentences to retell a story/part of a story. Children will understand the difference between 'because' and 'but' and know when to use them.

*Finishing activity: Dictated sentence based on story and lesson's learning.*

3

- Handwriting (20mins)
- Read a story
- Participate in roleplay activity:

**Hot seating:**



Hot seating is where a character or characters from a text can be interviewed by the class. The character can be played by the teacher or by the children. Before interviewing, it's good to discuss what the class want to ask the character and help them to reframe questions if necessary, so they are clear and workable. It is also good to model asking and answering questions beforehand.

- **Oral and written use of statements, questions and commands** with correct punctuation in the context of gathering sentences to retell a story/part of a story. Use of correct punctuation for statements and questions.

*Finishing activity: Dictated sentence based on story and lesson's learning.*

4

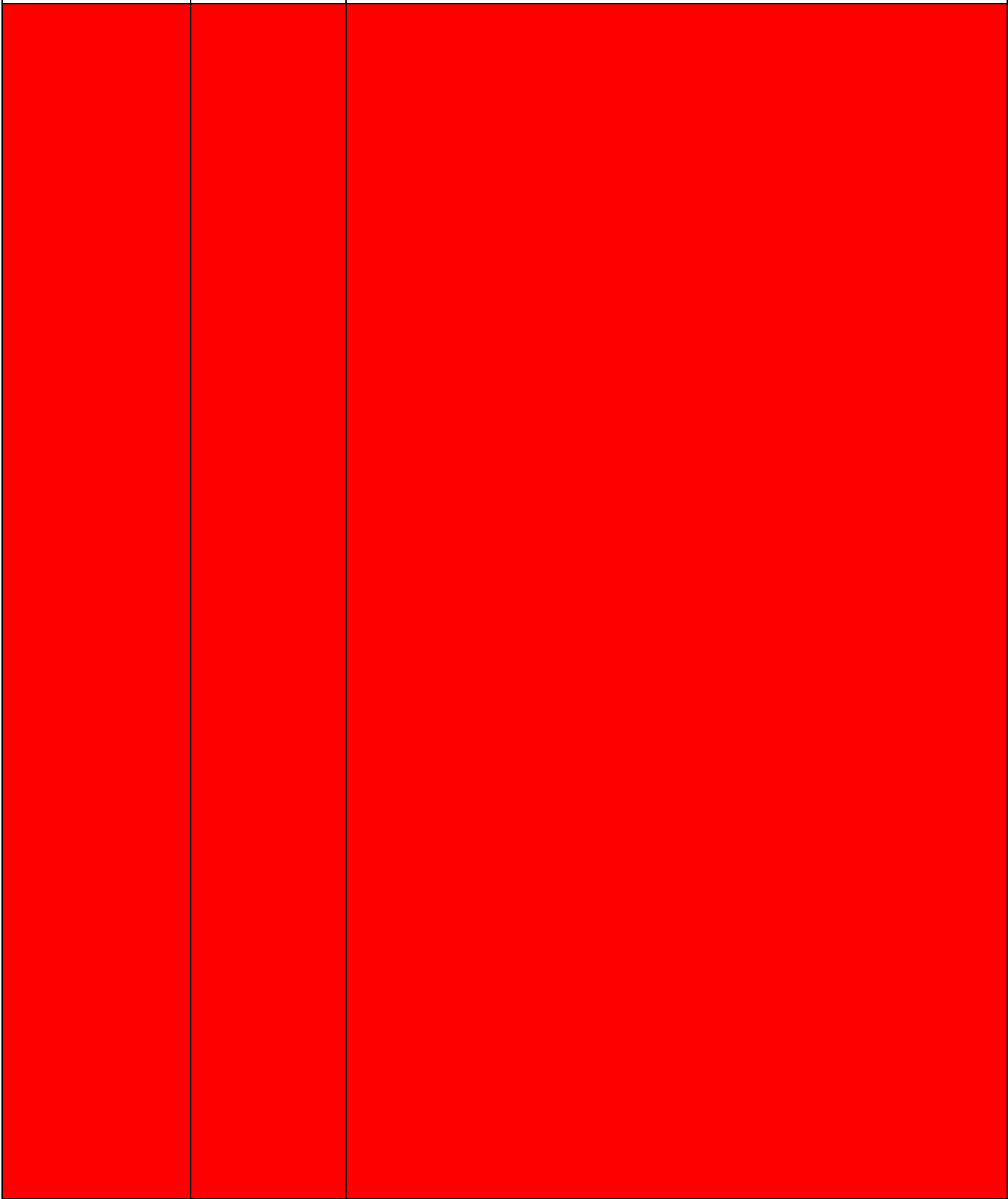
- Handwriting (20mins)
- Read a story
- Orally retell the story
- Single Paragraph Outline: Teacher gathers ideas using SPO template in IWB (using sentences gathered over preceding lessons). Teacher will model writing a topic sentence (that introduces the main topic of the paragraph), sentences for the main points of the paragraph and a concluding sentence.

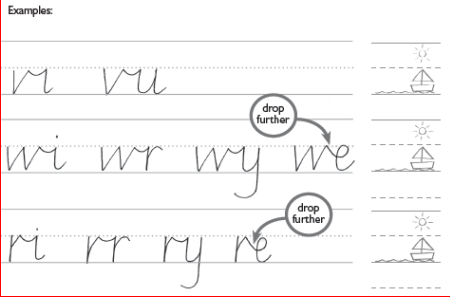
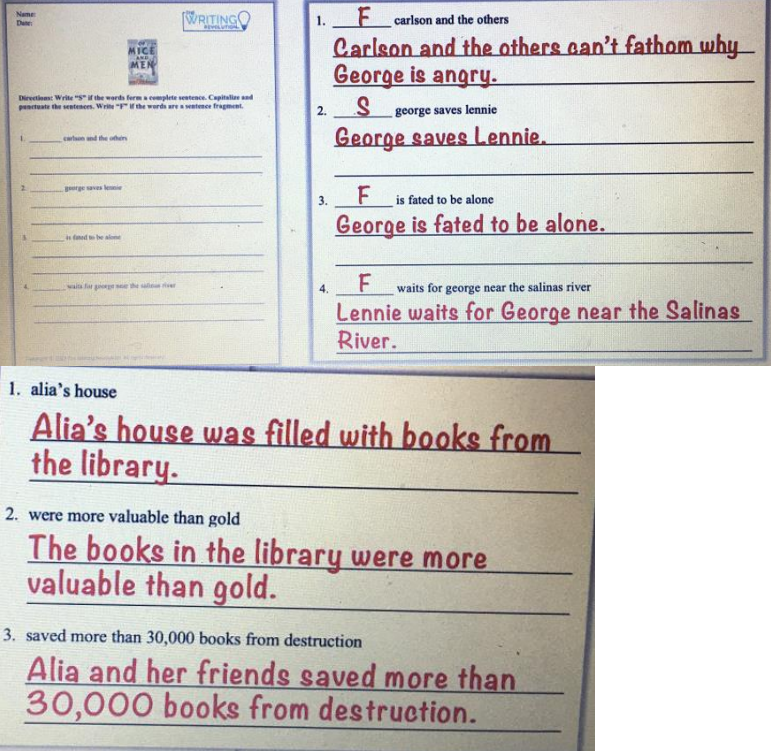


- T.S. \_\_\_\_\_
- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- C.S. \_\_\_\_\_

Children write a paragraph to retell story.

Spelling and  
Handwriting



<p><b>Week 5</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u></p> <p>I can form lower case letters of the correct size and in the right place on the line.</p> <p>I can form capital letters and digits of the correct size on the line.</p>	<p><u>Handwriting for week:</u></p> <p>1) Ensure that basic/cursive letter formation is secure for single letters.</p> <p>2) For children who are ready, practise joining.</p>	<p><b>d. The washing line to boat join</b></p> <p>The washing line should not be too droopy (the clothes get dirty) or too tight (the line breaks in the wind).</p> <p>Phrase: 'Not too droopy, not too tight.'</p> <p>Checklist</p> <ul style="list-style-type: none"> <li>✓ write the first letter carefully</li> <li>✓ make the join like a washing line – not too droopy or too tight</li> <li>✓ write the second letter carefully</li> </ul> <p>Use for joining: v w r f o</p> <p>to: i j m n p r u v w x y z e</p> <p>Examples:</p> 
<p>I can begin to join my letters neatly.</p> <p>I can use finger spaces between words most of the time.</p>	<p>1</p>	<ul style="list-style-type: none"> <li>• Handwriting (20mins)</li> <li>• Read a story/part of a story</li> <li>• Orally retell the story/part of story</li> <li>• Participate in role play activities</li> </ul> <p>Orally discuss the story, focusing on <b>'who, when, where, why' questions</b>. Progress to developing inference skills during this discussion.</p>
<p>I can add subordinate clauses using when, if, that, because to extend sentences</p> <p>I can use coordinating clauses using or, and, but</p> <p>I can punctuate most of my writing with:</p> <ul style="list-style-type: none"> <li>*full stops</li> <li>*capital letters</li> </ul>	<p>2</p>	<ul style="list-style-type: none"> <li>• Handwriting (20mins)</li> <li>• Read a story/part of a story</li> <li>• Orally retell the story/part of story</li> <li>• <b>Orally converting fragments to sentences</b> (in the context of gathering sentences to retell the story/part of the story).</li> </ul> <p>A <b>fragment</b> is a group of words that is not a grammatically complete sentence. Usually a fragment lacks a subject, verb, or both, or is a dependent clause that is not attached to an independent clause.</p>  <p>1. <u>alia's house</u> <b>Alia's house was filled with books from the library.</b></p> <p>2. <u>were more valuable than gold</u> <b>The books in the library were more valuable than gold.</b></p> <p>3. <u>saved more than 30,000 books from destruction</u> <b>Alia and her friends saved more than 30,000 books from destruction.</b></p> <p>1. <u>F carlson and the others</u> <b>Carlson and the others can't fathom why George is angry.</b></p> <p>2. <u>S george saves lennie</u> <b>George saves Lennie.</b></p> <p>3. <u>F is fated to be alone</u> <b>George is fated to be alone.</b></p> <p>4. <u>F waits for george near the salinas river</u> <b>Lennie waits for George near the Salinas River.</b></p>

\*question  
s marks

I can use the  
present and past  
tenses correctly  
and consistently  
most of the time

(predicates=  
verb+object OR verb  
and information about  
the subject)

*Finishing activity: Dictated sentence based on story and lesson's learning.*

3



- Handwriting (20mins)
- Read a story/part of a story
- Orally retell the story/part of story
- **Converting fragments to sentences orally and in books** (in the context of gathering sentences to retell the story/part of the story).

A **fragment** is a group of words that is not a grammatically complete sentence. Usually a fragment lacks a subject, verb, or both, or is a dependent clause that is not attached to an independent clause.

1. F carlson and the others  
**Carlson and the others can't fathom why George is angry.**
2. S george saves lennie  
**George saves Lennie.**
3. F is fated to be alone  
**George is fated to be alone.**
4. F waits for george near the salinas river  
**Lennie waits for George near the Salinas River.**

1. alia's house  
**Alia's house was filled with books from the library.**
2. were more valuable than gold  
**The books in the library were more valuable than gold.**
3. saved more than 30,000 books from destruction  
**Alia and her friends saved more than 30,000 books from destruction.**

(predicates=  
verb+object OR verb  
and information about  
the subject)

<p> <b>Begin with:</b></p> <p><b>Subjects</b> the younger family massachusetts bay colony a group of cells</p> <p><b>Predicates</b> were prepared founded providence closed the door</p>	<p> <b>Hold off on:</b></p> <p><b>Prepositional Phrases</b> on the ship between britain and france during the 1600s</p> <p><b>Dependent Clauses</b> although the article is persuasive if the treaty was signed after the study was published</p>
---	--

*Finishing activity: Dictated sentence based on story and lesson's learning.*

4

- Handwriting (20mins)
- Read a story/part of a story
- Orally retell the story/part of story
- **Oral sentence expansion** (extending sentences to tell their reader where/when/why something happens in the context of gathering sentences to retell the story/part of the story). **Use apostrophes for contraction.**

Esperanza's family decides to move.

When? after house burns down

Where? U.S.

Why? don't want to live under control of Tío Luis


Expanded Sentence:  
After their house burns down, Esperanza's family decides to move to the United States because they don't want to live under the control of Tío Luis.

**Buck** wants to lead.

When? after Spitz is killed

Why? believes superior to other dogs


Expanded sentence:  
After Spitz is killed, Buck wants to lead because he believes he is superior to the other dogs.



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**Begin with:**  
When  
Where  
Why

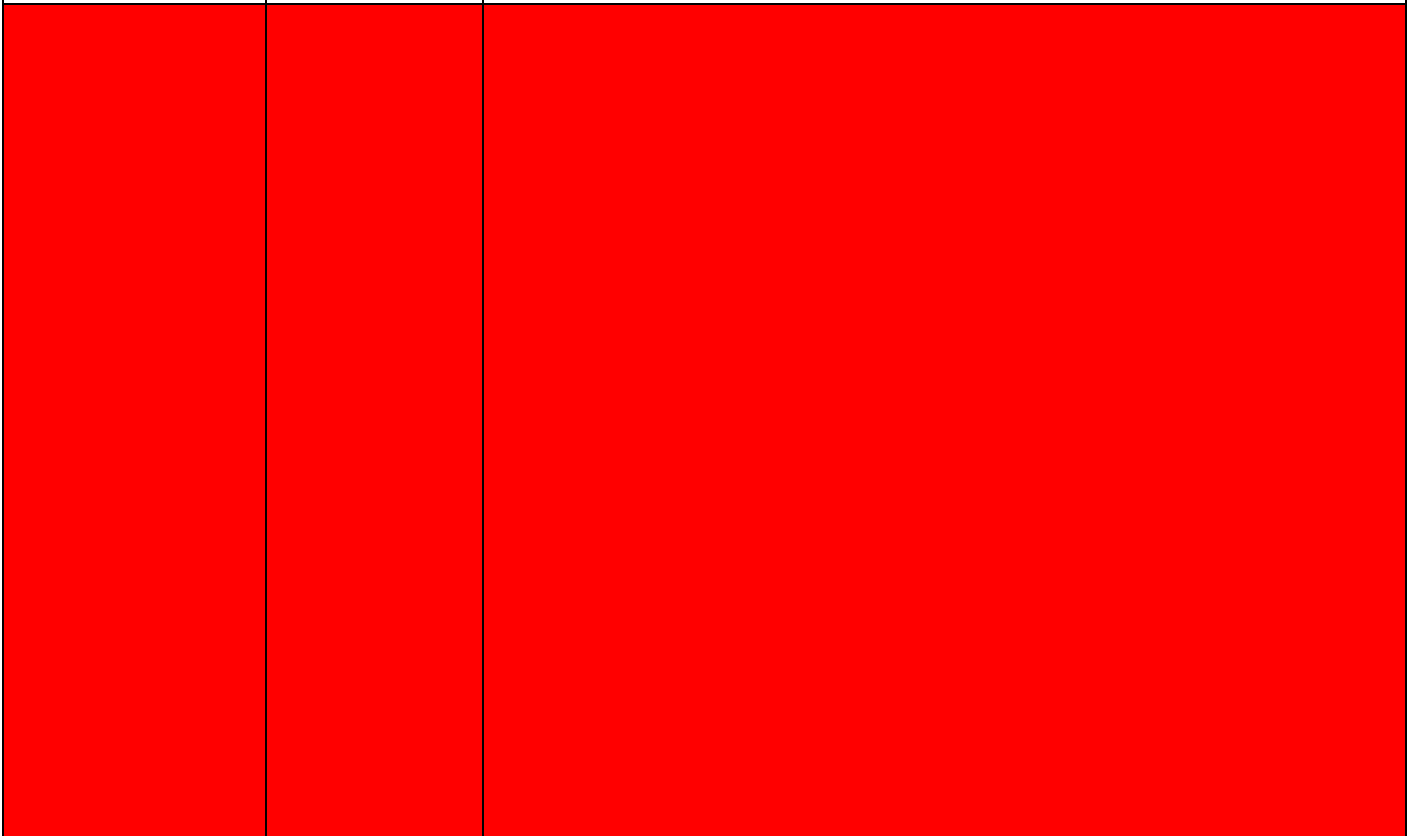
Who ?  
What ?  
When ?  
Where ?  
Why ?  
How ?

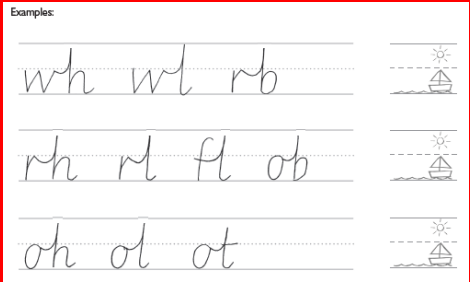


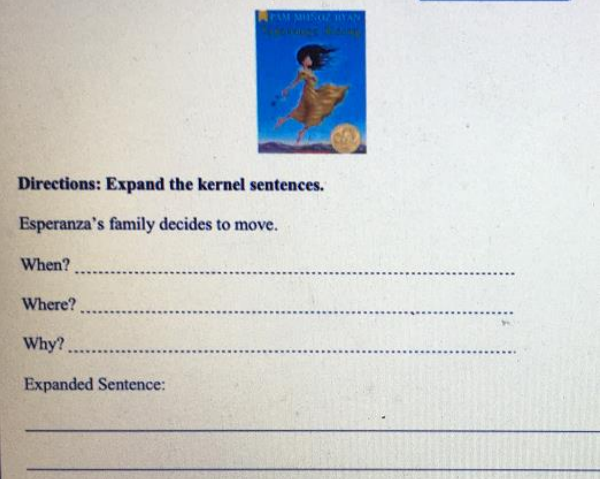

**Directions: Expand the kernel sentences.**  
Esperanza's family decides to move.  
When? .....  
Where? .....  
Why? .....  
Expanded Sentence:  
.....  
.....

*Finishing activity: Dictated sentence based on story and lesson's learning.*

Spelling and Handwriting



<p><b>Week 6</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><b>Assessment focus targets:</b> I can form lower case letters of the correct size and in the right place on the line.</p> <p>I can form capital letters and digits of the correct size on the line.</p> <p>I can begin to join my letters neatly.</p> <p>I can use finger spaces between words most of the time.</p> <p>I can add subordinate clauses using when, if, that, because to extend sentences</p> <p>I can use coordinating clauses using or, and, but</p> <p>I can punctuate most of my writing with: *full stops *capital letters *question marks</p> <p>I can use the present and past tenses correctly and consistently most of the time</p>	<p><b>Handwriting for week:</b></p> <p>1) Ensure that basic/cursive letter formation is secure for single letters.</p> <p>2) For children who are ready, practise joining.</p>	<p><b>e. The washing line to sun join</b></p> <p>The washing line should meet the next letter just over halfway up. It should sweep smoothly into the tall letter.</p> <p>Phrase: 'Not too droopy, not too tight – and shoot up the next letter.'</p> <p>Checklist</p> <ul style="list-style-type: none"> <li>✓ write the first letter carefully</li> <li>✓ make the join like a washing line – not too droopy or too tight</li> <li>✓ continue the washing line up to the top of the next letter</li> <li>✓ write the second letter carefully</li> </ul> <p>Use for joining: v w r f o to: b h k l t</p> <p>Examples:</p> 
	<p>1</p>	<ul style="list-style-type: none"> <li>• Handwriting (20mins)</li> <li>• Read a story/part of a story</li> <li>• Orally retell the story/part of story</li> <li>• <b>Oral and written sentence expansion</b> (extending sentences to tell their reader where/when/why something happens in the context of gathering sentences to retell the story/part of the story). <b>Use the progressive verb form (-ing) correctly</b></li> </ul> <div data-bbox="582 761 1189 1086"> <p>Esperanza's family decides to move.</p> <p>When? <u>after house burns down</u></p> <p>Where? <u>U.S.</u></p> <p>Why? <u>don't want to live under control of Tío Luis</u></p> <p>Expanded Sentence: <u>After their house burns down, Esperanza's family decides to move to the United States because they don't want to live under the control of Tío Luis.</u></p> </div> <div data-bbox="582 1086 1173 1612"> <p><b>Buck</b> wants to lead.</p> <p>When? <u>after Spitz is killed</u></p> <p>Why? <u>believes superior to other dogs</u></p> <p>Expanded sentence: <u>After Spitz is killed, Buck wants to lead because he believes he is superior to the other dogs.</u></p> <p>© 2022 The Writing Revolution</p> </div> <div data-bbox="582 1612 1173 2027"> <p><b>Begin with:</b></p> <p>When</p> <p>Where</p> <p>Why</p> <p>Who ?</p> <p>What ?</p> <p>When ?</p> <p>Where ?</p> <p>Why ?</p> <p>How ?</p> </div>

<p>I can use the progressive verb form (-ing) correctly</p> <p>I can use sentences with different forms (statement, command, question, exclamation)</p>		 <p><i>Finishing activity: Dictated sentence based on story and lesson's learning.</i></p>
2		<ul style="list-style-type: none"> <li>• Handwriting (20mins)</li> <li>• Read a story</li> <li>• Orally retell the story</li> <li>• <b>Oral and written sentence completion</b> with 'because' (subordinating conjunction) and 'but' (coordinating conjunction) in the context of gathering sentences to retell a story/part of a story. Children will understand the difference between 'because' and 'but' and know when to use them.</li> </ul> <p><i>Finishing activity: Dictated sentence based on story and lesson's learning.</i></p>
3		<ul style="list-style-type: none"> <li>• Handwriting (20mins)</li> <li>• Read a story</li> <li>• Role play activity:</li> </ul> <div data-bbox="635 1265 1348 1460" style="border: 1px solid black; padding: 5px;">  <p><b>Back-to-back mobile phone</b> In pairs, the children sit back-to-back and enact a scenario where they are on the phone to each other. They can be talking about and discussing what they have seen or what the character has experienced or gossiping about the character and what they have been doing.</p> </div> <ul style="list-style-type: none"> <li>• <b>Oral and written use of statements, questions, commands and exclamations</b> with correct punctuation in the context of gathering sentences to retell a story/part of a story. Use of correct punctuation for statements and questions.</li> </ul> <p><i>Finishing activity: Dictated sentence based on story and lesson's learning.</i></p>
4		<ul style="list-style-type: none"> <li>• Handwriting (20mins)</li> <li>• Read a story</li> <li>• Orally retell the story</li> <li>• Single Paragraph Outline: Teacher gathers ideas using SPO template in IWB (using sentences gathered over preceding lessons). Teacher will model writing a topic sentence (that introduces the main topic of the paragraph), sentences for the main points of the paragraph and a concluding sentence.</li> </ul>

		<p>T.S. _____ 1. _____ 2. _____ 3. _____ 4. _____ C.S. _____</p> <p>Children write a paragraph to retell story.</p>
	<p>Spelling and Handwriting</p>	



## Drama Activities for Story Writing



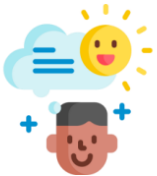
### Mime

This activity allows children to engage with the text individually and mime particular aspects of it. Children take a certain action of a character or a certain part of a scene and think carefully about what they are miming and how they will mime it, in order to recreate the action.



### Freeze frames





A quick and easy drama technique where children recreate scenes, actions or consequences in a story. They freeze in position (no moving about), creating a still image of what they are trying to portray. You could sequence freeze frames to represent the flow of a story or significant events that unfold. Freeze frames can be made by individuals, small groups or the whole class.



### Thought Tracking

With this strategy, you can consider characters at various points of your text and then pause to voice or explore their thoughts. You could consider: *What are they thinking at this point of the story? What would they be thinking after this event?* and so on. An interactive way to do this is to have a child freeze frame a character's reaction to part of the story and then have other children take turns to stand behind the child and voice their thoughts. They keep going until they exhaust all ideas.

You could also try **Passing Thoughts** where children pass by a character and speak their thoughts about the character.

	<p><b>Teacher in Role</b></p> <p>Here, the teacher enters the drama as a character in the text or a possible character that could arrive in the story. They interact with the children in the role and can enhance the drama, support the children's ideas and extend thinking.</p>
	<p><b>Hot seating into Role on the Wall</b></p> <p>Hot seating is where a character or characters from a text can be interviewed by the class. The character can be played by the teacher or by the children. Before interviewing, it's good to discuss what the class want to ask the character and help them to reframe questions if necessary, so they are clear and workable. It is also good to model asking and answering questions beforehand.</p> <p>Once you have gained a better insight into your character, you can summarise what you now know and what you think you know about them, using <b>Role on the Wall</b>. Here, you draw an outline of the character onto a large piece of paper. Around the outside of the character, you can write words and phrases to show what you have actually found out and know about the character. Inside, you can write</p>
	<p>ideas about what you think you know (what you have inferred) about the character. You can also use it to collect words to describe the character's appearance on the outside and then list their thoughts and feelings on the inside.</p>
	<p><b>Back-to-back mobile phone</b></p> <p>In pairs, the children sit back-to-back and enact a scenario where they are on the phone to each other. They can be talking about and discussing what they have seen or what the character has experienced or gossiping about the character and what they have been doing.</p>
	<p><b>Flashback and Flashforward</b></p> <p>These techniques allow children to focus on the consequences of events in a story. We can get them to consider what has happened before, or what might happen later, as a result of an action or decision. For example, we could consider what would happen if the woodcutter had let the wolf go in <i>Little Red Riding Hood</i>. Flashforward a week and what could be the consequences of the wolf still being around? Let's flashback to the moment where Skellig decided to hide in Michael's garage. What had happened leading up to this? You can use freeze frames to create flashbacks or flashforwards from the perspective of different characters in the story also.</p>



### Eye witness report

An eye witness can watch a scene without other characters being aware of them. They can report back afterwards on what they have witnessed and they can also answer questions put to them by the other children, in or out of role. This could also be played out as part of a **TV news report** where children report on an event that has occurred, incorporating eye witness statements or interviews.



### Talking Objects

This is where objects within a story can speak in role. They can talk about what they have seen or experienced. They can talk to each other, they can talk to themselves and also, they can be questioned by the children directly or by the children as other characters in role. What would the trees say in *The Gruffalo*? What would the objects on the shelf in the opening pictures of *The Arrival* (by Shaun Tan) say about the situation that's unfolding? Objects can also talk directly to characters in a scene and even talk about them between themselves. They can also be interviewed as eyewitnesses to whatever unfolded in the story. For example, the objects in granny's bedroom could report back on how the wolf was defeated by the woodcutter in *Little Red Riding Hood*.



### Talking Scene

A great way to explore the setting of a story or the make-up of a scene. Children sit around a large circle or rectangle. They can recreate a setting from a story by building it up bit by bit. In turn, they step into the circle and voice who they are and give details. They can choose how they present themselves and on what level. Some may stand tall; others crouch or sit. They can describe themselves in any way but should start by saying what they are. For example, in a forest scene you might say *"I am the mighty oak tree that grows on the edge of the forest. My leaves unfurl when the sun shines."* The children can be features of a landscape or objects within a setting. *"I am the cauldron that the Big Bad Wolf fell into. The pigs hung*

**Wait until you get home ...**

This is simply where we improvise what happens when a main character gets home after a particular event in a story. Who's there? What did their parents/other family members say or do? Were they punished or rewarded? The possibilities are endless!

**Conscience alley**

Here we can explore the inner thoughts and decisions a character may have to make or investigate the dilemma they are facing. The class stand in two lines facing each other. One child takes on the role as the main character and when they walk down the 'alley' between the lines, the other children voice the character's thoughts, both for and against a particular decision or action that the character is facing. This gives the impression of the character's conscience, mulling over the pros and cons. The child in role listens to their conscience before making a final decision about the dilemma in hand.

**Whoosh!**

This activity is a combination of drama and storytelling. The class sits in a large circle as the teacher tells a story. As the story unfolds, the teacher signals to individuals, pairs or groups of children at different points, to get up, enter the circle and represent that part of the story. This can include becoming objects and scenery as well as characters. When the circle becomes overcrowded, the teacher can shout "Whoosh! Whoosh! Whoosh!" which is the signal for everyone to clear the acting space and go back to the circle. The story can continue and further children can be called to enact the scenes. This is very similar to the 'Helicopter Stories' ideas used with young children.