

Spelling and handwriting practice to take place daily.

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p>Composition:</p> <p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about. • Composing a sentence orally before writing it. • Sequencing sentences to form short narratives. • Re-reading what they have written to check that it makes sense. • Discuss what they have written with the teacher or other pupils. • Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>VPG:</p> <p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • Leaving spaces between words. • Joining words and joining clauses using and. • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. 	<p>1</p>	<p>Write sentences by:</p> <p style="background-color: red; color: white;">Saying out loud what they are going to write about.</p> <p style="background-color: red; color: white;">Composing a sentence orally before writing it.</p> <p style="background-color: red; color: white;">Beginning to punctuate sentences using a capital letter and a full stop.</p> <p style="background-color: red; color: white;">Re-reading what they have written to check that it makes sense.</p>	<p>* I can sound out and write simple sentences. ** I can use capital letters and full stops. *** I can use appropriate adjectives <i>I can re-read my work to ensure it makes sense.</i></p>	<p>The Dinosaur that Pooped a Planet</p> <p>Character Description</p> <p>Show children a picture of Danny. What does he look like? Encourage children to use adjectives. Encourage better vocabulary than ‘big’, especially for HA children.</p> <p>Look at an example written by the teacher. Can they spot any adjectives? Can we write our own together? Plan ideas using Mighty Writer. Children to repeat after teacher to allow sentences to stick.</p> <p>Children to write up their planned work.</p> <p>Children to repeat the exercise and describe the Dinosaur, again using the Mighty Writer but no planning format. They are to write straight away.</p>
	<p>2</p>	<p>Write sentences by:</p> <p style="background-color: yellow;">Composing a sentence orally before writing it.</p> <p style="background-color: yellow;">Beginning to punctuate sentences using a capital letter and a full stop.</p> <p style="background-color: red; color: white;">Leaving spaces between words.</p> <p style="background-color: red; color: white;">Joining words and joining clauses using ‘and’</p> <p style="background-color: yellow;">Re-reading what they have written to check that it makes sense.</p>	<p>* I can use capital letter, full stops and finger spaces to demarcate sentences. ** I am beginning to use simple adjectives. *** I am beginning to include ‘and’. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>Tyrannosaurus Drip</p> <p>Setting Description</p> <p>Children to think about what the swamp is like. Talk to each other about what might they see/hear/feel and smell? Encourage good vocabulary.</p> <p>Look at an example, can they spot adjectives and ‘and’? Write an example sentence with the children. Plan ideas using MW with children repeating.</p> <p>Children to write up their planned work.</p>

Year 1 – Mid Term Plan

<ul style="list-style-type: none"> Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Learning the grammar for year 1 		<p>Discuss what they have written with the teacher or other pupils.</p> <p>Articulate and justify answers.</p>		<p>Repeat the exercise but children to write from the point of view of the T-Rex's home and not plan.</p>
<p>S&L</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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). 	<p>3</p>	<p>Write sentences by:</p> <p>Saying out loud what they are going to write about.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Leaving spaces between words.</p> <p>Joining words and joining clauses using 'and'.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>* I can write from memory sentences dictated by the teacher. ** I can use capital letter, full stops and finger spaces to demarcate sentences. *** I am beginning to use 'and'. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>Dinosaurs Love Underpants</p> <p>Narrative Writing and Retell</p> <p>Children to think about what happened in the first part of the story up to when the fighting begins. Using pictures, encourage the children to order the story and say what is happening.</p> <p>Explore the use of 'and'.</p> <p>Analyse a teacher example and attempt to write a 'so' sentence together (say they can still use 'and'). Plan a simple retell using the MW. Children to repeat the sentences.</p>
	<p>4</p>	<p>Writing sentences by:</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Joining words and joining clauses using 'and' and 'so'.</p> <p>Leaving spaces between words.</p> <p>Participate in discussions.</p>	<p>* I can use visuals to help me construct my narrative retell. ** I can use capital letters and full stops correctly. *** I am attempting to include 'so' <i>I can re-read my work to ensure it makes sense.</i></p>	<p>Harry and the Dinosaurs Make a Splash</p> <p>Diary Entry.</p> <p>Children to think about what happened at the pool and consider how Harry felt. Encourage better vocabulary than 'happy' or 'sad'.</p> <p>Explore the use of 'so'.</p> <p>Look at an example, can they spot the verbs? Write an example sentence with the children. Plan ideas using MW with children repeating.</p> <p>Children to write up their planned work.</p>

Year 1 – Mid Term Plan

<ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. 				<p>Repeat the exercise but children to write from the point of view of Stegosaurus and not plan.</p>
	5	<p>Write sentences by:</p> <p>Saying out loud what they are going to write about.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Leaving spaces between words.</p> <p>Joining words and joining clauses using 'and' and 'so'.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Participate in discussions.</p>	<p>*I can say out loud what I am going to write. ** I can use appropriate adjectives. *** I am attempting to include 'and' and 'so'. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>Harry and the Dinosaurs go to School</p> <p>Letter</p> <p>Discuss how Harry felt and what he did during his day. Encourage the use of better vocabulary than 'happy' or 'sad'. Encourage the children to justify their answers. He is going to write to his Mom.</p> <p>Explore the use of 'and' and 'so'.</p> <p>Analyse a teacher example and write an example together including 'and'. Plan a simple letter using MW. Children to repeat sentences after teacher.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children are to pretend they are 'T-Rex' writing.</p>
	6	<p>Write sentences by:</p> <p>Composing a sentence orally before writing it.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p>	<p>*I can punctuate my work using capital letters, full stops and finger spaces. ** I can use a conjunction in my work (and/so) *** I am attempting to include a verb. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>The Dinosaur Awards</p> <p>Fact file</p> <p>Children to be writing simple sentence facts on a Stegosaurus based upon what they have read. What do they remember from the book? Focus on using 'and' again and attempt to include a verb around an action the dinosaur does.</p>

Year 1 – Mid Term Plan

	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using 'and' and 'so'.</p> <p>Listen and respond appropriately to adults and their peers.</p>		<p>Analyse a teacher example and write an example together including 'and'. Plan a simple fact-file using the MW. Children to repeat sentences after teacher.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to write facts on a T-Rex.</p>
	<p>7</p> <p>Write sentences by:</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Leaving spaces between words.</p> <p>Joining words and joining clauses using 'and' and 'so'.</p> <p>Using the a capital letter for the personal pronoun 'I'</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Participate in discussions.</p>	<p>*I can punctuate my work using capital letters, full stops and finger spaces. ** I can use appropriate adjectives. *** I am attempting to include a verb. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>Dinosaurs at the Supermarket</p> <p>Who am I? poem</p> <p>Show children a picture of the Stegosaurus. What does he look like? Encourage children to use adjectives and verbs</p> <p>Look at an example written by the teacher. Can they spot any adjectives? Can we write our own together? Plan ideas using Mighty Writer. Children to repeat after teacher to allow sentences to stick.</p> <p>Children to write up their planned work.</p> <p>Children to repeat the exercise and describe the T-Rex, again using the Mighty Writer but no planning format. They are to write straight away.</p>
<p>Vocabulary:</p>	<p>NC terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, conjunction, prefix, suffix</p> <p>Text specific: dinosaur, supermarket, large, giant, upset, excited, swamp, planet, swimming pool, pants, school, swim, hoot</p>		

Spelling and handwriting practice to take place daily.

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
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	<p>2</p>	<p>Write sentences by:</p> <p>Composing a sentence orally before writing it.</p> <p>Saying aloud what they are going to write about.</p> <p>Using a capital letter for places</p> <p>Joining words and joining clauses using 'and' 'so' and 'but'.</p> <p>Leaving spaces between words.</p>	<p>* I can plan my sentences out loud before writing. ** I can use appropriate verbs. *** I am beginning to use the conjunction 'but'. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>A Walk in London</p> <p>Diary Entry</p> <p>Setting Description</p> <p>Show a picture/video of Buckingham Palace. What would they be able to see/hear/feel/smell?</p> <p>Recap the use of 'but' and verbs</p> <p>Look at an example, what can they spot? Plan a simple character description using the MW. Children to repeat sentences and offer ideas.</p>

Year 1 – Mid Term Plan

<ul style="list-style-type: none"> Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Learning the grammar for year 1 		<p>Listen and respond appropriately to adults and their peers.</p>		<p>Children to write up planned work.</p> <p>Repeat the exercise but children to write a description on St. Paul's Cathedral.</p>
<p>S&L</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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). 	<p>3</p>	<p>Write sentences by:</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Composing a sentence orally before writing it.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Leaving spaces between words.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>* I can demarcate my sentences correctly using capital letters, full stops and finger spaces.</p> <p>** I am beginning to use a variety of conjunctions (and/so/but)</p> <p>*** I am beginning to include verbs.</p> <p><i>I can re-read my work to ensure it makes sense.</i></p>	<p>A Christmas Carol</p> <p>Recount</p> <p>Show some visual pictures. Can the children put the start of the story in the correct order?</p> <p>Recap the use of conjunctions and verbs.</p> <p>Look at an example, what can they spot? Plan a recount using the MW. Children to repeat sentences and offer ideas.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to write the end of the story without planning</p>
	<p>4</p>	<p>Write sentences by:</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Joining words and joining clauses using 'and' 'so' and 'but'.</p> <p>Using a capital letter for names of people</p> <p>Articulate and justify answers.</p>	<p>* I can include verbs.</p> <p>** I can use the conjunction 'but' more consistently.</p> <p>*** I am attempting to include 'because'.</p> <p><i>I can re-read my work to ensure it makes sense.</i></p>	<p>Paddington at the Palace</p> <p>Narrative Writing</p> <p>Children to discuss ideas about what Paddington and Mr. Gruber do at the swimming pool. Can they come up with any?</p> <p>Explain how we use "because" and why. Still heavily focus on "but".</p> <p>Look at any example. Can they spot "because"? Write an example sentence together using "because". Plan the story on the MW with children's ideas.</p> <p>Children to write up planned work.</p>

Year 1 – Mid Term Plan

<ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. 				<p>Repeat the exercise but children to write about Paddington and Mr. Gruber’s adventures at school.</p>
	5	<p>Write sentences by:</p> <p>Composing a sentence orally before writing it.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Joining words and joining clauses using ‘and’ ‘so’ and ‘but’.</p> <p>Leaving spaces between words.</p> <p>Using a capital letter for places.</p> <p>Participate in discussions.</p>	<p>* I can punctuate my work correctly. ** I am beginning to include different conjunctions in my work. *** I am including verbs more consistently. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>Mr. Men in London</p> <p>Diary Entry</p> <p>Children to think about what the Mr. Men did in London and discuss how Mr. Busy would have been feeling. Encourage the use of good vocabulary.</p> <p>Explore how to use the different conjunctions and/but in a piece of writing.</p> <p>Look at an example and analyse. Can they spot the ‘but’ and ‘and’? Write two example sentences together. Plan a diary entry using the MW. Children to repeat and offer.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to write from the point of view of Little Miss Splendid.</p>
	6	<p>Write sentences by:</p> <p>Joining words and joining clauses using ‘and’ ‘so’ and ‘but’.</p> <p>Using a capital letter for the personal pronoun ‘I’.</p> <p>Leaving spaces between words.</p> <p>Give well-structured descriptions.</p>	<p>* I can punctuate my work correctly. ** I am beginning to include different conjunctions in my work. *** I including better vocabulary through adjectives. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>Topsy and Tim in London</p> <p>Letter Writing</p> <p>Children to discuss ideas about what Topsy and Tim go in London and how they feel. Encourage use of good vocabulary.</p> <p>Explain how to use different conjunctions (and/but/so) in one piece of work.</p>

Year 1 – Mid Term Plan

				<p>Look at any example. Can they spot the conjunctions? Write example sentences using the conjunctions. Plan the letter from Topsy and Tim to Boris on the MW.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to write about a letter as Boris the cat to Topsy and Tim.</p>
	7	<p>Write sentences by:</p> <p>Composing a sentence orally before writing it.</p> <p>Saying aloud what they are going to write about.</p> <p>Sequencing sentences to form short narratives</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Listen and respond appropriately to adults and their peers</p>	<p>* I can verbally retell a story. ** I can demarcate my sentences correctly. *** I am beginning to include a range of conjunctions, mainly and/so/but <i>I can re-read my work to ensure it makes sense.</i></p>	<p>The Queen’s Knickers</p> <p>Newspaper Article</p> <p>Children to think about how and why the knickers might have been stolen. Which pair was it? How would the police catch the criminal?</p> <p>Recap all learning.</p> <p>Look at an example newspaper article and analyse. What headlines can they come up with? Write some examples together. Plan an article using the MW. Children to contribute and repeat back.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to write about the Queen’s missing corgis.</p>
<p>Vocabulary:</p>	<p>NC terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, conjunction, prefix, suffix</p> <p>Text specific: London, Big Ben, Buckingham Palace, the London Eye, the Queen</p>			

Subject English – Year 1 Spring 1 MTP Covered once/ Covered twice/ Revisited/ S&LY1

Spelling and handwriting practice to take place daily.

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p>Composition:</p> <p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher. 	1	<p>Write sentences by:</p> <ul style="list-style-type: none"> Composing a sentence orally before writing it. Read aloud their writing clearly enough to be heard by their peers and the teacher. Joining words and joining clauses using 'and', 'so' and 'but'. Using a capital letter for the names of people. Learning the grammar for Year 1. Give well-structured descriptions. 	<p>* I can use appropriate adjectives. ** I am beginning to include 'because' as a sub-ordinating conjunction. *** I am attempting to include a word with the prefix un-. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>Puss in Boots</p> <p>Character Description</p> <p>Show a picture of Puss in Boots, what adjectives can they think of? Think of clothes, walking and talking.</p> <p>Explore using 'because' properly and prefix un- words</p> <p>Show an example, can the children spot them? Write an example sentence using 'because' and some example 'un-' words they could use. Plan their description on the MW with child input.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to describe the Third brother.</p>
<p>VPG:</p> <p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Leaving spaces between words. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. 	2	<p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about. Sequencing stories to form short narratives. Discuss what they have written with the teacher or other pupils. Joining words and joining clauses using 'and', 'so' and 'but'. Learning the grammar for Year 1. 	<p>* I can demarcate my sentences correctly using capital letters, full stops and finger spaces. ** I can use some different sentence openers. *** I am beginning to include a word with either the prefix '-s' or '-es'. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>The Gruffalo</p> <p>Setting Description</p> <p>Show a picture of the woods. What can the children see/hear/feel/smell?</p> <p>Explore using prepositions and different sentence openers.</p> <p>Show an example, can the children spot them? Write an example sentence using prepositions i.e. 'the mouse is on a hard rock'. Plan their description on the MW with child input.</p> <p>Children to write up planned work.</p>

Year 1 – Mid Term Plan

<ul style="list-style-type: none"> Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Learning the grammar for year 1 				<p>Repeat the exercise but children to describe the playground mid-transformation.</p>
<p>S&L</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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). 	<p>3</p>	<p>Write sentences by:</p> <p>Saying out loud what they are going to write about.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Using a capital letter for the personal pronoun 'I'.</p> <p>Beginning to punctuate sentences using an exclamation mark.</p> <p>Learning the grammar for Year 1.</p> <p>Listen and respond appropriately to adults and their peers.</p>	<p>* I can demarcate my sentences correctly using capital letters, full stops and finger spaces.</p> <p>** I can use 'because' in my work.</p> <p>*** I am beginning to include an exclamation mark.</p> <p><i>I can re-read my work to ensure it makes sense.</i></p>	<p>Just So Stories</p> <p>Retell</p> <p>Watch a video on How the elephant got his trunk. Using pictures, can the children order the story correctly?</p> <p>Explore using different sentence openers like in the story and suffix –es/-s words.</p> <p>Show examples of different sentence openers they could have per picture and list suffix –es/-s words. Plan their retell on the MW, being sure to include adjectives.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but retell How the camel got his hump.</p>
	<p>4</p>	<p>Write sentences by:</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a question mark.</p> <p>Articulate and justify answers.</p>	<p>* I can include appropriate adjectives.</p> <p>** I can use a variety of conjunctions in my work (and/so/but) and some sub-ordination.</p> <p>*** I am beginning to use an exclamation mark.</p> <p><i>I can re-read my work to ensure it makes sense.</i></p>	<p>The Tiger who Came to Tea</p> <p>Diary entry</p> <p>Children to discuss how young Sophie would feel and why? They are to write from her point of view.</p> <p>Explore using exclamation marks. Recap 'because' and the prefixes/suffixes.</p> <p>Show an example, can the children spot them? Write an example using an exclamation mark. How was it used? Plan their diary on the MW with child input.</p> <p>Children to write up planned work.</p>

Year 1 – Mid Term Plan

<ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. 				<p>Repeat the exercise but children to write their diary as the tiger.</p>
	5	<p>Write sentences by:</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Composing a sentence orally before writing it.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>* I can include appropriate adjectives. ** I can include more than one conjunction within my work. *** I am attempting to include a question mark. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>Dear Zoo</p> <p>Letter</p> <p>Children to discuss why a giraffe would make a good pet but an elephant wouldn't.</p> <p>Explore question marks and go over exclamation marks.</p> <p>Show an example, can the children spot them? What questions could we ask the zoo about a giraffe? Plan their letter on the MW with child input.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to ask for a lion and say why a giraffe did not work out.</p>
	6	<p>Write sentences by:</p> <p>Composing a sentence orally before writing it.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Joining words and joining clauses using 'and', 'so' and 'but'.</p>	<p>* I can say repeated phrases. ** I can speak audibly and in good English. *** I can take part in a class performance of a well-known book.</p>	<p>We're Going on a Bear Hunt</p> <p>Poetry</p> <p>Re-watch Michael Rosen performing. Can the children come up with some of their own actions ready to perform?</p> <p>Explore using alliteration and repeated phrases.</p> <p>Show an example, can the children spot them? Write some example alliteration about 'bears'. Plan their poem on the MW with child input.</p> <p>Children to perform their 'We're Going on a Bear Hunt'.</p>

Year 1 – Mid Term Plan

				Repeat the exercise but children to write an acrostic poem on bears.
	7			
Vocabulary:	<p>NC terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, conjunction, prefix, suffix</p> <p>Text specific: London, Big Ben, Buckingham Palace, the London Eye, the Queen</p>			

Subject English – Year 1 Spring 2 MTP Covered once/ Covered twice / Revisited/ S&LY1

Spelling and handwriting practice to take place daily.

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p>Composition:</p> <p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher. 	1	<p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about. Composing a sentence orally before writing it. Joining words and joining clauses using 'and', 'so' and 'but' Using a capital letter for the names of people. Give well-structured descriptions. Listen and respond appropriately to adults and peers. 	<p>* I can use appropriate adjectives. ** I can use a variety of conjunctions. *** I am beginning to use a preposition. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>Chicken Licken</p> <p>Setting Description</p> <p>Show a picture of the farm, what adjectives can they think of? Think of where things are.</p> <p>Recap what prepositions are and how we use them.</p> <p>Show an example, can the children spot them? Write an example sentence that uses prepositions. Plan their description on the MW with child input.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to describe the henhouse.</p>
<p>VPG:</p> <p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Leaving spaces between words. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. 	2	<p>Write sentences by:</p> <ul style="list-style-type: none"> Discussing what they have written with the teacher or other pupils. Beginning to punctuate sentences using a question mark. Beginning to punctuate sentences using a capital letter and full stop. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. 	<p>* I can use sub-ordination in 'because'. ** I am beginning to vary my sentence openers. *** I can include a question mark. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>My Friend the Weather Monster</p> <p>Character Description</p> <p>Show a picture of Ron, what adjectives can they think of? Think of the way he talks and the way he behaves.</p> <p>Recap question marks and different sentence openers.</p> <p>Show an example, can the children spot them? Together, come up with and write some questions as an example. Plan their description on the MW with child input.</p> <p>Children to write up planned work.</p>

Year 1 – Mid Term Plan

<ul style="list-style-type: none"> Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Learning the grammar for year 1 				Repeat the exercise but children to describe Tom.
<p>S&L</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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). 	3	<p>Write sentences by:</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Composing a sentence orally before writing it.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>* I can use capital letters, full stops and finger spaces. ** I can use a variety of conjunctions (and/so/but) *** I am attempting to include speech marks. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>Lila and the Secret of Rain</p> <p>Narrative Writing</p> <p>Can the children put images from the story into the correct order?</p> <p>Explore speech marks for the first time. How do they look?</p> <p>Show an example, can the children spot them? Write an example of Lila speaking to demonstrate. Plan their retell on the MW with child input.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to write their own story called 'Lila and the Secret of the Rainbow'.</p>
	4	<p>Write sentences by:</p> <p>Composing a sentence orally before writing it.</p> <p>Joining words and joining clauses using 'and' 'so' and 'but'</p> <p>Begin to punctuate sentences using an exclamation mark.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>* I can use appropriate adjectives. ** I am using a variety of adjectives (and/so/but) *** I am attempting to include an exclamation mark. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>The Boy who Lost His Bumble</p> <p>Diary Entry</p> <p>Children to discuss how the boy would feel in the Summer and what they would do.</p> <p>Recap exclamation marks and how they are used.</p> <p>Show an example, can the children spot them? Why has an exclamation mark been used? Write an example sentence using exclamation marks. Plan their diary entry on the MW with child input.</p> <p>Children to write up planned work.</p>

Year 1 – Mid Term Plan

<ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. 				<p>Repeat the exercise but children to describe write as the boy in Winter.</p>
	5	<p>Write sentences by:</p> <p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Beginning to punctuate sentences using a capital letter and full stop.</p> <p>Listen and respond appropriately to adults and peers.</p>	<p>* I can say repeated phrases. ** I can speak audibly and in good English. *** I can take part in a class performance of a well-known book.</p>	<p>Who Has Seen the Wind?</p> <p>Poetry</p> <p>Show a video clip of the poem. Can the children think of any actions they could use?</p> <p>Explore using alliteration and repeated phrases.</p> <p>Show an example, can the children spot them? Write some example alliteration about thunder. Plan their poem on the MW with child input.</p> <p>Children to perform their 'Who Has Seen the Wind?' poem.</p> <p>Repeat the exercise but children to write an acrostic poem on thunder.</p>
	6	<p>Write sentences by:</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Sequencing sentences to form short narratives.</p> <p>Beginning to punctuate sentences using a capital letter and full stop.</p> <p>Using a capital letter for places.</p> <p>Articulate and justify answers.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>* I can verbally construct my sentences. ** I can use capital letters, full stops and finger spaces. *** I am beginning to use imperative verbs. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>Rain Cloud in a jar instructions</p> <p>Instruction Writing</p> <p>Discuss the equipment needed to make the rain cloud in a jar.</p> <p>Explore imperative/bossy verbs</p> <p>Show an example, what bossy verbs can they spot? Write an example sentence using them. Plan their recipe on the MW with child input.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to make a recipe for how to create a rainbow.</p>

Year 1 – Mid Term Plan

Vocabulary:	NC terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, conjunction, prefix, suffix Text specific: monster, wind, thunder, Summer, Winter, sky, pour, mix			

Subject English – Year 1 Summer 1 MTP Covered once / Covered twice / Revisited / S&LY1

Spelling and handwriting practice to take place daily.

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
Composition: Pupils should be taught to: write sentences by: <ul style="list-style-type: none"> • Saying out loud what they are going to write about. • Composing a sentence orally before writing it. • Sequencing sentences to form short narratives. • Re-reading what they have written to check that it makes sense. • Discuss what they have written with the teacher or other pupils. • Read aloud their writing clearly enough to be heard by their peers and the teacher. 	1	Write sentences by: <ul style="list-style-type: none"> Composing a sentence orally before writing it. Beginning to punctuate sentences using a question mark. Begin to punctuate sentences using an exclamation mark. Joining words and joining clauses using 'and', 'so', 'but' and 'because' Learning the grammar for Year 1. Discuss what they have written with the teacher or other pupils. 	* I can use a variety of conjunctions and subordinations (and/so/but/because). ** I can use a variety of punctuation (. ! ?) *** I am beginning to include different suffixes. <i>I can re-read my work to ensure it makes sense.</i>	Hansel and Gretel Setting Description Show a picture of the witch's house. Can they think of some adjectives and what the furniture is like inside? Recap the grammar of Year 1 (suffixes –es, -s, -ing, -ed) and the use of question/exclamation marks. Show an example, what suffixes can they spot? Write a sentence together showing suffixes at work. Plan their description on the MW with child input. Children to write up planned work. Repeat the exercise but children to describe the woods.

Year 1 – Mid Term Plan

<p>VPG:</p> <p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p>		<p>Participate in discussions.</p>		
<ul style="list-style-type: none"> Leaving spaces between words. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Learning the grammar for year 1 <p>S&L</p> <p>Pupils should be taught to:</p>	<p>2</p>	<p>Write sentences by:</p> <p>Saying out loud what they are going to write about.</p> <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Listen and respond appropriately to adults and peers.</p>	<p>* I can use pictures to help me construct my sentences. ** I can use capital letters, full stops and finger spaces. *** I can use imperative verbs. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>Goldilocks and the three Bears</p> <p>Instruction Writing</p> <p>Discuss the ingredients needed to make a porridge. Use pictures to help create the instructions.</p> <p>Explore imperative/bossy verbs</p> <p>Show an example, can they spot the bossy verbs? Write an example sentence using them. Plan their recipe on the MW with child input.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to create a set of instructions on how to grow a plant.</p>
<ul style="list-style-type: none"> 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. 	<p>3</p>	<p>Write sentences by:</p> <p>Composing a sentence orally before writing it.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>* I can use a variety of conjunctions and subordinations (and/so/but/because). ** I can use a variety of punctuation (. ! ?) *** I am beginning to include different suffixes. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>The Tale of Peter Rabbit</p> <p>Letter Writing</p> <p>Discuss why Peter would want his coat and shoes back.</p> <p>Explore using a variety of punctuation and conjunctions throughout.</p> <p>Show an example for the children to spot. Demonstrate writing a couple of sentences together. Plan their letter on the MW.</p> <p>Children to write up planned work.</p>

Year 1 – Mid Term Plan

<ul style="list-style-type: none"> • 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. 	<p>4</p>	<p>Write sentences by:</p> <p>Saying out loud what they are going to write about.</p> <p>Beginning to punctuate sentences using a question mark.</p> <p>Begin to punctuate sentences using an exclamation mark.</p> <p>Joining words and joining clauses using 'and', 'so', 'but' and 'because'</p> <p>Using a capital letter for the personal pronoun 'I'</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>* I can demarcate my sentences using capital letters, full stops and finger spaces. ** I can use appropriate adjectives. *** I am beginning to use a sub-heading. <i>I can re-read my work to ensure it makes sense.</i></p>	<p>Repeat the exercise but children to write a letter as Mr. McGregor saying no.</p> <p>Fox Fact file</p> <p>Non-Chronological Report</p> <p>Can the children answer simple questions based on what they have read on foxes.</p> <p>Explore sub-headings.</p> <p>Show an example, why are sub-headings used? Demonstrate how to use them. Children to have a go turning facts into sentences. Plan their writing on the MW and children to contribute.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to write a non-chronological report on a wolves.</p>
<p>Vocabulary:</p>	<p>NC terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, conjunction, prefix, suffix</p> <p>Text specific: monster, gingerbread, sweets, quietest, pour, mix, please, thank you, brightest</p>			

Subject English – Year 1 Summer 2 MTP Covered once / Covered twice / Revisited / S&LY1

Spelling and handwriting practice to take place daily.

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p>Composition:</p> <p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about. • Composing a sentence orally before writing it. • Sequencing sentences to form short narratives. • Re-reading what they have written to check that it makes sense. • Discuss what they have written with the teacher or other pupils. • Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>VPG:</p> <p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • Leaving spaces between words. 	1	Phonics all week	Phonics all week	Phonics all week
	2	<p>Write sentences by:</p> <p style="background-color: green;">Re-reading what they have written to check that it makes sense.</p> <p style="background-color: green;">Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p style="background-color: green;">Learning the grammar for year 1.</p> <p style="background-color: green;">Joining words and joining clauses using 'and', 'so', 'but' and 'because'</p> <p style="background-color: cyan;">Speak audibly and fluently with an increasing command of Standard English.</p> <p style="background-color: cyan;">Give well-structured descriptions.</p>	<p>* I can use a variety of conjunctions and sub-ordinations (and/so/but/because).</p> <p>** I can use a variety of punctuation (. ! ?)</p> <p>*** I am beginning to include Year 1 grammar.</p> <p><i>I can re-read my work to ensure it makes sense.</i></p>	<p>Character Description</p> <p>Show children an image of a Superhero. Can they think of any adjectives to describe their special power?</p> <p>Explore using suffixes and prefixes in greater detail.</p> <p>Show an example, what suffixes can they spot? Write a sentence together showing suffixes at work. Plan their description on the MW with child input.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to describe a supervillain.</p>

Year 1 – Mid Term Plan

<ul style="list-style-type: none"> • Joining words and joining clauses using and. • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Learning the grammar for year 1 <p>S&L</p> <p>Pupils should be taught to:</p>	<p>3</p>	<p>Write sentences by:</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Learning the grammar for year 1.</p> <p>Use relevant strategies to build their vocabulary.</p>	<p>* I can use a variety of conjunctions and sub-ordinations (and/so/but/because/if).</p> <p>** I can use prepositions.</p> <p>*** I can use Year 1 grammar confidently.</p> <p><i>I can re-read my work to ensure it makes sense.</i></p>	<p>Supertato</p> <p>Descriptions</p> <p>Children to see a picture of a supermarket. What adjectives and verbs would they use to describe it and the people's movements?</p> <p>Re-cap prepositions and Year 1 grammar.</p> <p>Show children an example, how have the prepositions been used? Write an example sentence together. Plan their descriptions on the MW.</p> <p>Children to write up planned work.</p>
<ul style="list-style-type: none"> • 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. 	<p>4</p>	<p>Write sentences by:</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Saying out loud what they are going to write about.</p> <p>Using a capital letter for names of people.</p> <p>Leaving spaces between words.</p> <p>Using a capital letter for the days of the week.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>* I can verbally retell a story.</p> <p>** I am beginning to use different sentence openers.</p> <p>*** I am attempting to use a comma.</p> <p><i>I can re-read my work to ensure it makes sense.</i></p>	<p>Charlie's Superhero Underpants</p> <p>Narrative Writing</p> <p>Children to order the pictures and verbally re-tell the story.</p> <p>Explore the use of commas and different sentence openers.</p> <p>Show an example that uses commas. Why have they been used? Write example sentence together using commas. Plan the retell on the MW.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children are going to write their own Charlie adventure story.</p>

Year 1 – Mid Term Plan

<ul style="list-style-type: none"> • 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. 		<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>		
	5	<p>Write sentences by:</p> <p>Sequencing sentences to form short narratives.</p> <p>Joining words and joining clauses using 'and', 'so', 'but' and 'because'</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Using a capital letter for the days of the week.</p> <p>Participate in discussions.</p>	<p>* I can use a variety of conjunctions and subordinations (and/so/but/because).</p> <p>** I can use different sentence openers.</p> <p>*** I can use commas more consistently.</p> <p><i>I can re-read my work to ensure it makes sense.</i></p>	<p>Spy Fox</p> <p>Retell</p> <p>Children to re-watch the video of Spy-Fox. What happens?</p> <p>Re-cap the use of commas.</p> <p>Show an example and discuss where the commas are, Plan their retell on the MW.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to write a new Spy Fox thriller using a different villain.</p>
	6	<p>Write sentences by:</p> <p>Saying out loud what they are going to write about.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Learning the grammar for Year 1.</p> <p>Joining words and joining clauses using 'and', 'so', 'but' and 'because'</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Articulate and justify answers</p>	<p>* I can correctly punctuate my sentences using a variety of punctuation (. ! ?)</p> <p>** I can include a range of Year 1 grammar.</p> <p>*** I am beginning to up-level my vocabulary more fluently.</p> <p><i>I can re-read my work to ensure it makes sense.</i></p>	<p>Zippo the Super Hippo</p> <p>Diary Entry</p> <p>Children to discuss how Zippo feels at not having a superpower and his failed attempts.</p> <p>Explore using different vocabulary and up-levelling it.</p> <p>Show an example that uses some poor vocabulary. Can they children improve it? Write a good example together. Plan their diary entry on the MW.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to write about how Zippo feels about having a superpower and what it is. Repeat the</p>

Year 1 – Mid Term Plan

		<p>Write sentences by:</p> <p>Sequencing sentences to form short narratives.</p> <p>Using a capital letter for the days of the week.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Participate in discussions.</p> <p>Listen and respond appropriately to adults and their peers.</p>	<p>* I can discuss what a comic strip is.</p> <p>** I can use a variety of punctuation (. ! ?)</p> <p>*** I am beginning to use a thought or speech bubble.</p> <p><i>I can re-read my work to ensure it makes sense.</i></p>	<p>exercise but children to draw their own super vegetable and describe it.</p> <p>Superhero Bunny League Saves the World</p> <p>Comic Strip</p> <p>Children to discuss what adventures Stumpy could have got up to next.</p> <p>Explore thought and speech bubbles.</p> <p>Show children an example comic strip. What features can they spot? How is it different to a novel/story? Write an example section together using either a speech or thought bubble. Plan their comic strip on the MW.</p> <p>Children to write up planned work.</p> <p>Repeat the exercise but children to write a different adventure involving Stumpy.</p>
<p>Vocabulary:</p>	<p>NC terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, conjunction, prefix, suffix</p> <p>Text specific: hero, villain, super, fastest, quickest, upset, distraught, unhappy, devastated, saves</p>			