

Term 1.1 – 7 weeks						
Spellings :				Handwriting :		
Unit	Time (Wks )	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<p><b>R.1a</b></p> <p><b>Label and lists - Ourselves &amp; Our Families</b></p> <p><b>Required text:</b> It's ok to be different by Todd Parr, Peace at Last by Jill Murphy, The Great Big Book of Families by Mary Hoffman</p>	3	<p><b>Week 1 – settling in and beginning phonics</b></p> <p><b>Week 2</b> L1 – Share and enjoy Do you like? looking at illustrations. (Show on IWB.) Do chn share any of the likes/dislikes of the children in the story? - Talk to children about what makes them special. L2 - Share Do you like? Again, asking chn to predict the second page in each pair: 'Yes but... Discuss ideas for new pages in the book. What do chn like? What do they like better? L3- Reread Do you like? encouraging chn to join in and read it with you. Ask chn what they dislike? What do they dislike even more?! Brainstorm ideas for dislikes as well as likes. Each child has their own page and they will write their name beautifully on it! - Model writing chn's names L4 – Introduce It's Okay to be Different. Read the first half of the book (up to It's okay to say no to bad things). As you read, pause to discuss each page in relation to specific chn's experiences. L5- Which other names in our family could we write? Model writing 'Mummy', 'Nana', 'Dad' etc.</p> <p><b>Week 3</b> L1 – Share the story Peace at Last. What sort of family are the Larges? Are there more children than in yours? Or fewer? More adults? Or fewer? What's different? They're elephants L2 –Read The Great Big Book of Families up to Holidays. Pause to discuss each page. Then turn back to Spreads 2 &amp; 3 and point out that families can be two or twenty people! L3 - Share The Great Big Book of Families. Each page gives us a different way of being different! Discuss Food. How do our families differ? Which families eat spicy food? Which prefer plain? Look at hobbies. What things do we like doing as a family? Discuss celebrations L4 - Look through The Great Big Book of Families. Pause at the last page. Point out that we learned last week that each child is special and now we see that each family is special too. Say that each child can choose one to focus to write about – model orally constructing sentence L5 - Model writing a sentence about your own family. Choose a topic, e.g. pets. In my family we love animals. We have a dog and three cats. My dad loves his dog best! Read back each sentence as you write it, pointing out that we must leave spaces between words!</p>	<ul style="list-style-type: none"> <li>- Begin to read and understand simple sentences</li> <li>-Demonstrate understanding when talking with others about what they have read</li> <li>- Use phonic knowledge to decode simple familiar words (e.g. mummy, daddy).</li> <li>- Answer 'how' and 'why' questions about experiences.</li> <li>-Develop their own narratives</li> </ul>	<ul style="list-style-type: none"> <li>- To handle equipment and tools effectively, including pencils for writing.</li> <li>- -Use phonic knowledge to write words in ways that match their spoken language.</li> <li>-Write own name and labels and captions</li> <li>-Write simple sentences that can be read by themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear.</li> <li>-Listen and respond to ideas expressed in conversation.</li> <li>-Use talk to organise, sequence and clarify feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- colourful semantics</li> <li>- WCT</li> <li>-topic language bags</li> </ul>

<p><b>R.1a</b> <b>Songs and repetitive poems</b></p> <p><b>Required texts: We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury, Little Rabbit Foo Foo by Michael Rosen</b></p>	<p>4</p>	<p><b>Week 4 We're Going on a bear hunt Talk for write</b> Week 1 Imitation</p> <p>L1 – Hook: set the class as a cave – put bear prints , make it dark, put out obstacles chn have to go through and under to get to the cave - give torches L2 - practice orally learning the text with story map , using actions and gestures L3- learn the story map with actions – text talk the story using only the pictures, chn then sequence the story using only pictures from the text L4 – Talk the text from story map with actions – give each group part of the text, role play a part of the text with the narrative L5- Talk the text - grammar focus on preposition - set out activities that children can go over, under and through – explain that these are called prepositions - model segmenting the words for writing - Write prepositions on cards; arrange around the room to hide a bear!</p> <p><b>Week 5</b> Reading as a Reader L1 –. Read 'We're all going on a ___ hunt' – missing out key words for chn to fill in – chn write key words on missing sentence – model blending and segmenting/provide missing words L2 – read the whole book and ask comprehension questions - chn write simple facts about bear using pictures - L3 – Talk the text - discuss the problems they face in the book – grass, river, mud, forest - have the pictures of those scenes and talk about the repetitive language ' oh no' – chn act out each problem</p> <p>Reading as a writer L4 - Take one scene from the book (grass) and talk about the descriptive words, (long, wavy, deep, cold) – shared writing - pictures of outdoor and magpie descriptive words chn suggest – (put on a washing line) -give pictures and chn use magpie words to write their own words/caption L5- Talk the text - go over repeated words in the book We, Going, on, big, bear, one – chn out the cut-up phrases and add words to stick in its place – go over HFW</p> <p><b>Week 6</b> Week 3 Imitate L1 - Explain that we shall write our own class version of this story. Ask what animal shall we hunt? (Remember it must be scary!) – provide different scary animal pictures - chn discuss with partner different places they might go through and the sounds they might hear to get the anima;- magpie the problems/places on the board to help generate ideas L2- chn orally make up a story in groups using the class chosen animal – TA scribe – (shared writing using suggestions for beginning using box it up or story map - chn write one sentence or draw for the beginning section of the story in the plan L3 - each group write about going through a different place. Point out what 'position' word' to use. Do we go 'along' it? Or 'up' it? Or 'down' it? – provide word bank (shared writing for middle - chn write one sentence or draw for the beginning section of the story in the plan L4 - Show chn two blank template pages Explain that we will write the place and the noise it makes going through or over or along it. We will also have to decide whether</p>	<p>40-60 &amp; 30-50</p> <ul style="list-style-type: none"> <li>- Listen attentively to stories; accurately anticipating key events, responding with relevant actions.</li> <li>- Begin to read words and simple sentences;</li> <li>-Use vocab influenced by experience of books</li> <li>- To read some common irregular words.</li> <li>- Reading a repetitive phrase</li> <li>-- Re-telling or acting out a familiar story with a repeating pattern</li> <li>-- To read some common irregular words.</li> </ul>	<ul style="list-style-type: none"> <li>- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly &amp; in sequence.</li> <li>-Attempt to write short sentences in meaningful contexts.</li> <li>- To use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>- To handle equipment and tools effectively, including pencils for writing.</li> <li>To introduce a storyline or narrative</li> <li>- To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly &amp; in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen attentively to stories; accurately anticipating key events, responding with relevant actions.</li> <li>-Join in with repeated refrains;</li> <li>-Use talk to sequence events.</li> <li>-- To express themselves effectively, showing awareness of listeners' needs. – <b>Story map, discussion, talk partner</b></li> </ul>	<ul style="list-style-type: none"> <li>– colourful semantics</li> <li>- WCT</li> <li>-topic language bags</li> </ul>
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		<p>we go up it or down.                      L5 - Discuss how our version of the story will end? Will we all get back home safe? Or will we get eaten? -chn draw the ending of the story with words/captions. – shared writing end - chn write one sentence or draw for the beginning section of the story in the plan</p> <p><b>week 7</b>                      Week 4 – implementation                      L1- Go over HFW and how to write - children look at their plan and draw story map                      L2- children act out their story with gestures and Write the story in sections. Approximately 1 sentence for each stage – or more! – model sentence writing, segmenting – provide vocabulary and magpie words and phrases                      L3 - Read little rabbit foo - Read and enjoy the story, look at illustrations, enjoy how funny the pictures are – Chn Write the story in sections. Approximately 1 sentence for each stage – or more!                      L4 - Read The Elephant and the Bad Baby encouraging chn to join in with the repetitive phrase. Compare with Little Rabbit Foo Foo. Which do they prefer? - - Chn Write the story in sections. Approximately 1 sentence for each stage – or more!                      L5 – children finish their story and perform to the class</p>				
<b>Term 1.2 – 7 weeks</b>						
<b>Spellings:</b>					<b>Handwriting:</b>	
<b>Unit</b>	<b>Time (Wks )</b>	<b>Activities</b>	<b>Reading Outcomes</b>	<b>Writing Outcomes inc. Grammar</b>	<b>Speaking &amp; Listening/Oracy</b>	<b>Differentiation</b>

<p><b>R.1b</b> <b>Traditional Tales about Homes (T4W)</b></p> <p><b>Required texts: The Three Billy Goats Gruff, Billy Dogs Gruff</b></p>	<p>5</p>	<p><b>Imitation – week1</b> L1 – Create a river and bridge using chalk outside or carpet tiles inside provide opportunities for children to create puppets of goats. L2 – practice orally learning the text with story map , using actions and gestures - Chn can use their masks while performing. L3- learn the story map with actions – text talk the story using only the pictures, chn then sequence the story using only pictures from the text L4 – talk the text - Chn roleplay the characters. Use percussion instruments to represent how each character moves. L5– Talk the text - repetitive rhyming words, “Who goes trip trap, trip trap over my bridge?” - with chn using phonic skills and repetitive phrases to read the text-chn make up their own walking movements -stomp – chomp, jump - bump and using phonics</p> <p><b>Week 2</b> <b>Reading as a Reader</b> L1– Role play using mask/ puppets - changing voices of characters - chn ask questions to the troll – hot seating L2 – read the text showing chn the text and pictures - Comprehension questions: Why were the goats different sizes? Why did the Troll let the first 2 goats pass? Why did the goats need to use the bridge? — look at adjectives the troll uses to speak – growled, roared – chn come up different loud voices L3- Display &amp; read three little pigs. What do chn think of this version? Compare and discuss – repetition (huff and puff). - Think of places which could be a new home for the troll – write suggestions on magpie – Sound out the words to help to write them</p> <p><b>Reading as a Writer</b> L4 – Walk through the text shared making a flow chart - chn rearrange the pictures and sentences in order of what happens in the story – and stick on the box it up –write short captions linked to story L5 - read goldilocks and the three bears -discuss repetition and ask are there goodie/baddie characters? – time connectives focus on First, Next, Finally</p> <p><b>Week 3 -Innovation</b> L1 – Explain that we shall write our own class version of the three billy goats gruff – show box it up of all three stories so far – three good animals and one bad animal/person, where is it set (home), middle and how the story ended.</p> <p>L2- Change the bare bones to match the new story through shared writing - Make changes to the map using post its so that it tells a new story as a class. L3 -bring out the box up chn did last week – and shared writing add alternative character, toy lost, where and how it was found – chn use ideas from drama to add their ideas. Provide pictures of setting and magpie emotion words chn suggest. L4 - box up the story adding up alternative versions of the story - Innovate at</p>	<p>- Develop pleasure in reading and motivation to read by: -being encouraged to link what they read or hear read to their own experiences -checking that the book makes sense to them as they read and correcting inaccurate reading – <b>reading as a reader</b> - discussing the significance of the title and events - <b>reader as reader/writer</b> -making inferences on the basis of what is being said and done -predicting what might happen on the basis of what has been read so far</p> <p>Word: respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Guided treading MTP for objectives and strategies</p>	<p>-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 – <b>imitation, reading as reader</b> -saying out loud what they are going to write about – <b>implementation, reading as writer, box it up, shared writing</b> -sequencing sentences to form short narratives – <b>reading as a writer</b> -composing a sentence orally before writing it – drama, story map -re-reading what they have written to check it makes sense.</p> <p>Grammar -using a capital letter for names of people and the personal pronoun ‘I’ - leaving spaces between words Pupils should be taught to: a. sit correctly at a table - beginning to punctuate sentences using a capital letter and a full stop</p>	<p>Pupils should be taught to: - listen and respond appropriately to their peers -give well-structured descriptions -speak audibly and fluently in English -maintain attention, participate in conversations -Participate in discussions -Ask relevant questions to extend their understanding and knowledge -Give well-structured descriptions</p>	<p>-colourful semantics, -graphic organiser - topic language bags -ELKLAN questions Modelling -drama -visuals - now/ next sequencing</p>
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		<p>word or sentence level by write an incomplete sentence from an imaginary 'lost toy' story, using correct punctuation -</p> <p>L5 - box up the story adding up alternative versions of the story - Innovate at word or sentence level</p> <p><b>Week 4-5</b>                      – chn talk the plan with partner and draw a story map to record their ideas from the plan                      - Shared writing of the beginning of teacher’s version using the plan- chn write 1<sup>st</sup> draft of their beginning using magpie words and phrases                      – Shared writing of the beginning/middle/end of teacher’s version using the plan- chn write 1st draft of their story using magpie words and phrases and story plan, <b>follow success criteria , peer and self-assessment</b> - Display a child’s text for reading as a writer activity and highlight good parts - 2<sup>nd</sup> draft, perform their final version</p>				
<p><b>1.1b Information text</b></p> <p><b>Required texts: The Dancing Tiger, Tigress, Surprising Sharks, Ice Bear</b></p>	2	<p>Week 1                      L1 - Show chn the book The Dancing Tiger. Read it with chn without stopping. Identifying and generating rhyming words from the text - rhyming language                      L2- Show chn first double page spread of the story. Ask them to imagine they are the little girl - Writing a conversation (questions and answers)                      L3 – Explain definition of fiction and non-fiction. : Recognising and writing Tiger facts - leaving spaces between word, beginning to punctuate                      L4 - Show chn Tigress. Explain to chn that this is a book that also has facts about tigers. Reading, understanding and sorting facts                      L5 - make a 4 page booklet. Explain that today they will use their Facts About Tigers resource sheet to create a small non-fiction text about Tigers. Publishing a non-fiction text</p> <p>Week2                      L1 - Show chn Ice Bear - compare the two fierce animals, finding similarities and differences between them.                      L2- Show chn Surprising Sharks-Read the book through with chn, noticing the question marks and exclamation mark- Labelling a picture                      L3- Return to Surprising Sharks and draw attention to captions - child will write a sentence about each part of the animal that has been labelled                      L4 - Explain that over the next two days each group will be publishing a non-fiction text called Fierce Animals - Writing questions and answers – punctuate using capital letter, full stop and question mark                      L5 - Chn to design a front cover for their group’s book. Include writing a blurb, numbering the pages of the book and writing a contents page.</p>	<p>- Pupils should be taught to:                      -drawing on what they already know or on background information and vocabulary provided by the teacher                      - discussing the significance of the title and events                      -drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Word: Pupils read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings                      -re-read books to build up their fluency and confidence in word reading</p>	<p>- Pupils should be taught to:                      Write sentences by:                      -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 it makes sense                      -Discuss what they have written with the teacher or other pupils</p> <p>Grammar                      - <b>leaving spaces between words</b>                      -<b>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</b>                      -<b>Use grammatical terminology</b></p>	<p>- ask relevant questions to extend understanding                      - use relevant strategies to build vocabulary</p> <p>-use relevant strategies to build vocabulary                      -give well-structured explanations                      -consider different viewpoints</p>	<p>- <b>graphic organiser</b></p> <p>-<b>visuals</b></p> <p>-<b>colourful semantics</b></p> <p>-<b>Topic language bags</b></p>
<b>Term 2.1 – 6 weeks</b>						
<b>Spellings:</b>				<b>Handwriting:</b>		

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<p><b>R.3a</b></p> <p>Captions, Labels, Non-Fiction Writing (T4W)</p>	<p>5</p>	<p><b>Imitation</b>                      L1 – Hook: egg treasure hunt and chn decorate eggs – begin weather diary                      L2 - practice orally learning the text (Wakey, WAKEY) with story map , using actions and gestures - .Discuss hibernation Identify other animals that hibernate.– chn complte weather diary                      L3- learn the story map with actions – show chn pictures of spring Say there are many signs that spring has arrived - Generate descriptive vocabulary, write captions                      L4 - Talk the text from story map with actions - chn then sequence the story using only pictures from the text                      L4 — give each group part of the text, role play a part of the text with the narrative                      L5- Talk the text - grammar focus on preposition - set out activities that children can go over, under and through –</p> <p><b>Reading as a Reader</b>                      L4 – Comprehension activity/learning words and vocab/word level/phonics</p> <p><b>Reading as a Writer</b>                      L5 –</p> <p><b>Innovation</b>                      L6                      L7</p> <p><b>Implementation</b></p>	<p>- Interpret simple data                      - Name an event or occasion which happens in each season                      - Describe how day length varies between two seasons                      - Make a more detailed comparison between two seasons</p>			<p>- Modelling                      - Pair work.                      - Field Trip                      - Learning journal template</p>

3.3b Performance Poetry	2					
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**Term 2.2 – X weeks**

Spellings:						
Revision year 1 -tch	consonant spellings ph and wh (year 1)	Revision of work from years 1 and 2 Revisit/review suffixes from Year 2: -s, -es, , -er.	Revision of work from years 1 and 2 Revisit/review suffixes from Year 2: -ed, ing	The /n/ sound spelt kn and The /r/ sound spelt wr	Contractions	Homophones
catch	dolphin	Shops	played	knock	can't	hear
fetch	alphabet	cats	stayed	know	won't	here
kitchen	phonics	parks	hoped	knee	didn't	there
notch	elephant	rats	hopping	gnat	shouldnt	their
hutch	when	bushes,	playing	wrap	Couldn't	they're
blotch	where	catches	hoping	write	I'll	past
clutch	which	matches	swimming	wrote	Wouldn't	path
dutch	wheel	runner	biggest	wrong	Wouldn't	won
hatch	while	reader	slowest	written	Hasn't	one
hitch	why	writer	tallest	hidden	Mustn't	

**Handwriting:**  
 Week 1 – Revise year 2 - diagonal join to ascender: joining at, all, th  
 Week 2 - diagonal join no ascender: joining in, im, cr.  
 Week 3 - diagonal join, no ascender to an anti clockwise letter: id, ig, nd  
 Week 4- horizontal join, no ascender to an anti clockwise letter: og, oa  
 Week 4- - Practising diagonal join to an anticlockwise letter: ea, ed  
 Week 5– Practising horizontal letter to the letter e: oe, re  
 Week 6 – Practising joining to and from the letter a (diagonal and horizontal):

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oacy	Differentiation
3.4a Instructions & Explanations T4W	5	<p><b>Text: Who Wants to be a Millionaire Instructions</b></p> <p><b>Imitation</b>                      L1 – Hook: fake money scattered in classroom,                      play WWtbaM game                      L2 - Learn text from story map                      L3 - Draw own story map</p> <p><b>Reading as a Reader</b>                      L4 – Comprehension activity/learning words and                      vocab/word level/phonics</p> <p><b>Reading as a Writer</b>                      L5 –</p> <p><b>Innovation</b>                      L6                      L7</p> <p><b>Implementation</b></p>	<p>- Interpret simple data                      - Name an event or occasion which happens in                      each season                      - Describe how day length varies between                      two seasons                      - Make a more detailed comparison between                      two seasons</p>			<p>- Modelling                      - Pair work.                      - Field Trip                      - Learning journal                      template</p>

3.4b Performance Poetry	2					
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**Term 3.1 – X weeks**

Spellings:						
Revision year 1 -tch	consonant spellings ph and wh (year 1)	Revision of work from years 1 and 2 Revisit/review suffixes from Year 2: -s, -es, , -er.	Revision of work from years 1 and 2 Revisit/review suffixes from Year 2: -ed, ing	The /n/ sound spelt kn and The /r/ sound spelt wr	Contractions	Homophones
catch	dolphin	Shops	played	knock	can't	hear
fetch	alphabet	cats	stayed	know	won't	here
kitchen	phonics	parks	hoped	knee	didn't	there
notch	elephant	rats	hopping	gnat	shouldnt	their
hutch	when	bushes,	playing	wrap	Couldn't	they're
blotch	where	catches	hoping	write	I'll	past
clutch	which	matches	swimming	wrote	Wouldn't	path
dutch	wheel	runner	biggest	wrong	Wouldn't	won
hatch	while	reader	slowest	written	Hasn't	one
hitch	why	writer	tallest	hidden	Mustn't	

**Handwriting:**  
 Week 1 – Revise year 2 - diagonal join to ascender: joining at, all, th  
 Week 2 - diagonal join no ascender: joining in, im, cr.  
 Week 3 - diagonal join, no ascender to an anti clockwise letter: id, ig, nd  
 Week 4- horizontal join, no ascender to an anti clockwise letter: og, oa  
 Week 4- - Practising diagonal join to an anticlockwise letter: ea, ed  
 Week 5– Practising horizontal letter to the letter e: oe, re  
 Week 6 – Practising joining to and from the letter a (diagonal and horizontal):

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oacy	Differentiation
3.5a Instructions & Explanations T4W	5	<p><b>Text: Who Wants to be a Millionaire Instructions</b></p> <p><b>Imitation</b>                      L1 – Hook: fake money scattered in classroom,                      play WWtbM game                      L2 - Learn text from story map                      L3 - Draw own story map</p> <p><b>Reading as a Reader</b>                      L4 – Comprehension activity/learning words and                      vocab/word level/phonics</p> <p><b>Reading as a Writer</b>                      L5 –</p> <p><b>Innovation</b>                      L6                      L7</p> <p><b>Implementation</b></p>	<p>- Interpret simple data                      - Name an event or occasion which happens in                      each season                      - Describe how day length varies between                      two seasons                      - Make a more detailed comparison between                      two seasons</p>			<p>- Modelling                      - Pair work.                      - Field Trip                      - Learning journal                      template</p>



3.5b Performance Poetry	2					
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**Term 3.2 – 7 weeks**

Spellings:						
Revision year 1 -tch	consonant spellings ph and wh (year 1)	Revision of work from years 1 and 2 Revisit/review suffixes from Year 2: -s, -es, , -er.	Revision of work from years 1 and 2 Revisit/review suffixes from Year 2: -ed, ing	The /n/ sound spelt kn and The /r/ sound spelt wr	Contractions	Homophones
catch	dolphin	Shops	played	knock	can't	hear
fetch	alphabet	cats	stayed	know	won't	here
kitchen	phonics	parks	hoped	knee	didn't	there
notch	elephant	rats	hopping	gnat	shouldnt	their
hutch	when	bushes,	playing	wrap	Couldn't	they're
blotch	where	catches	hoping	write	I'll	past
clutch	which	matches	swimming	wrote	Wouldn't	path
dutch	wheel	runner	biggest	wrong	Wouldn't	won
hatch	while	reader	slowest	written	Hasn't	one
hitch	why	writer	tallest	hidden	Mustn't	

**Handwriting:**  
 Week 1 – Revise year 2 - diagonal join to ascender: joining at, all, th  
 Week 2 - diagonal join no ascender: joining in, im, cr.  
 Week 3 - diagonal join, no ascender to an anti clockwise letter: id, ig, nd  
 Week 4- horizontal join, no ascender to an anti clockwise letter: og, oa  
 Week 4- - Practising diagonal join to an anticlockwise letter: ea, ed  
 Week 5– Practising horizontal letter to the letter e: oe, re  
 Week 6 – Practising joining to and from the letter a (diagonal and horizontal):

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
3.6a Instructions & Explanations T4W	5	<p><b>Text: Who Wants to be a Millionaire Instructions</b></p> <p><b>Imitation</b>                      L1 – Hook: fake money scattered in classroom, play WWtbM game                      L2 - Learn text from story map                      L3 - Draw own story map</p> <p><b>Reading as a Reader</b>                      L4 – Comprehension activity/learning words and vocab/word level/phonics</p> <p><b>Reading as a Writer</b>                      L5 –</p> <p><b>Innovation</b>                      L6                      L7</p> <p><b>Implementation</b></p>	<ul style="list-style-type: none"> <li>- Interpret simple data</li> <li>- Name an event or occasion which happens in each season</li> <li>- Describe how day length varies between two seasons</li> <li>- Make a more detailed comparison between two seasons</li> </ul>			<ul style="list-style-type: none"> <li>- Modelling</li> <li>- Pair work.</li> <li>- Field Trip</li> <li>- Learning journal template</li> </ul>

<b>3.6b</b> Performance Poetry	2					
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