

Summer 1– Lost and Found

<p>Literary Theme: Friendship & kindness Mixed Age Theme: Fantasy journeys</p>	<p>Recommended Age: Y1</p>	<p>Cross-curricular Coverage: Geography (Y1 Locational knowledge): Name and locate the world's seven continents and five oceans; Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geography (Y1 Human and physical geography): Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>
<p>Text(s): Lost and Found by Oliver Jeffers</p>	<p>Duration: 3 weeks, 15 sessions</p>	<p>Outcomes: Character descriptions, retellings, advice, instructions, non-chronological report Main outcome: Own version 'losing/finding' narrative</p>
<p>Overview and outcomes: This is a three-week planning sequence using Lost and Found by Oliver Jeffers. Create a situation, before introducing the author or text, where the penguin appears in the classroom with a sign hanging around his neck, saying 'I am lost'. Introduce Oliver Jeffers and display a collection of his books within the classroom and book area. Read several stories as part of Guided Reading and story time, particularly books containing the boy (Noah) from 'Lost and Found', e.g. 'How to Catch a Star', 'Up and Down' and 'The Way Back Home'. Encourage children to read more by the same author. Write a sequence of instructions using consistent tense, detailed diagrams and numbers or words indicating chronological order (marking and giving feedback against agreed success criteria).</p>		
<p>Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.</p>		
<p>Word Reading</p> <ul style="list-style-type: none"> Apply phonics knowledge and skills as the route to decode words Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read words with contractions [for example, I'm, I'll, we'll]; and understand that the apostrophe represents the omitted letter(s) 	<p>Reading Comprehension</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences Discussing word meanings, linking new meanings to those already known Discussing the sequence of events in books and how items of information are related (Y2) <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> 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 Participating in discussion about what is read to them, taking turns and listening to what others say Answering and asking questions (Y2) 	
<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> Using –ing, –ed, –er and –est where no change is needed in the spelling of root words Apply simple spelling rules and guidance, as listed in English Appendix 1 Learning to spell more words with contracted forms (Y2) Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less 		
<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives Expanded noun phrases to describe and specify, e.g. the blue butterfly Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Correct choice and consistent use of present tense and past tense throughout writing Commas to separate items in a list How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<p>Writing (Composition)</p> <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. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional) (Y2) <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> Planning or saying out loud what they are going to write about (Y2) Writing down ideas and/or key words, including new vocabulary (Y2) <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils (Y2) 	

Coverage for this Seed

Week	Objective	Phonics
1	Common exception words	✓
1	The sounds /l/, /r/, /z/ and /v/ split #, ll, ss, zz and ck	
1	The /r/ sound split in before k	
1	Division of words into syllables	
1	-ch	
1	The /l/ sound at the end of words	
1	Adding s and es to words	
1	Adding the endings -ing, -ed and -er to verbs	
1	Adding -er and -est to adjectives	
1	Words ending in -y (/z/ or /l/)	✓
1	New consonant spellings: ph and wh	
1	Using k for the /k/ sound	
1	Compound words	
1	ai, oi, oy, oy	✓
1	a-e, e-e, i-e, o-e, u-e	
1	ar, er, ea (/r/), or (/r/)	✓
1	er (/z/), er (/ə/), ir, ur	✓
1	oa (/o/), oa (/ə/), oa, oe	
1	ou, ow (/u/), ow (/ə/), ua, ew	
1	ie (/i/), ie (/i/), igh	
1	or, on, oo, oo	
1	ai, ea (/a/), ea (/ə/), ea (/ə/)	
1	adjacent consonants	
1	/ng/	
1	m using mb	
1	Non-words	
1	revision	
2		
3		

Common exception words coverage

once
one
ask
come
some

Summer 1 The Yeti and the Bird

Literary Theme: Friendship & kindness
Mixed Age Theme: Fictional worlds

Recommended Age: Y1

Cross-curricular Coverage: Geography (Y1 Locational knowledge): Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Text(s): Yeti and the Bird by Nadia Shireen

Duration: 3 weeks, 15 sessions

Outcomes: List of rules, letters, postcards, character descriptions
Main outcome: Own version narrative about an unlikely friendship

Overview and outcomes: This planning sequence would best be begun with a discussion about friendship. The children write a complete story about a two seemingly different characters, in the third person using past tense. Use adverbs to sequence and add cohesion, as well as conjunctions to write sentences using but and and.

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading

- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

Reading Comprehension
Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Being encouraged to link what they read or hear read to their own experiences
- Discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- Predicting what might happen on the basis of what has been read so far
- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Discussing the significance of the title and events
- Making inferences on the basis of what is being said and done
- Answering and asking questions (Y2)

Writing Transcription (Spelling and Handwriting)

- 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)
- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Learning the possessive apostrophe (singular) [for example, the girl's book] (Y2)

Vocabulary, Grammar & Punctuation

- How words can combine to make sentences
- Joining words and joining clauses using and
- Use expanded noun phrases to describe and specify, e.g. the blue butterfly
- Capital letters for names of people, places and the personal pronoun "I" etc
- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
- Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Use correct choice and consistent use of present tense and past tense throughout writing
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Writing (Composition)
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
- Discussing what they have written with the teacher or other pupils
- Reading aloud their writing clearly enough to be heard by their peers and the teacher.
- Writing narratives about personal experiences and those of others (real and fictional) (Y2)
- Planning or saying out loud what they are going to write about (Y2)
- Writing down ideas and/or key words, including new vocabulary (Y2)
- Encapsulating what they want to say, sentence by sentence (Y2)
- Evaluating their writing with the teacher and other pupils (Y2)

Week	Objective	Phonics
1	Common exception words	✓
2	The sounds /f/, /l/, /s/, /z/ and /k/ split ff, ll, ss, zz and ck	
3	The /j/ sound spelt n before k	
	Division of words into syllables	
	-tch	
	The /v/ sound at the end of words	
	Adding s and es to words	
	Adding the endings -ing, -ed and -er to verbs	
	Adding -er and -est to adjectives	✓
	Words ending in -y (/i:/ or /i/)	
	New consonant spellings ph and wh	
	Using k for the /k/ sound	
	Adding the prefix -un	
	Compound words	✓
	ai, oi, ay, oy	
	a-e, e-e, i-e, o-e, u-e	✓
	ar, er, ea (/i:/), ea (/e:/)	✓
	er (/z:/), er (/s:/), ir, ur	
	oo (/u:/), oo (/o:/), oa, oe	✓
	ou, ow (/au/), ow (/au/), us, ew	✓
	ie (/a:/), ie (/i:/), igh	
	or, ore, aw, au	✓
	air, ear (/eə/), earare (/eə/)	✓
	adjacent consonants	
	/ng/	
	m using -mb	
	Non-words	
	revision	

Common exception words coverage

- friend
- says
- your
- some

