

Summer 2 – Iggy Peck

<p>Literary Theme: Imagination & creativity Mixed Age Theme: Structures & materials</p>	<p>Recommended Age: Y1</p>	<p>Cross-curricular Coverage: History (Y1 Significant places): Significant historical events, people and places in their own locality; Science (Y1 Everyday Materials): Describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties</p>
<p>Text(s): Iggy Peck, Architect by Andrea Beaty and David Roberts</p>	<p>Duration: 2 weeks, 10 sessions</p>	<p>Outcomes: Labels, captions, character comparisons, thought and speech bubbles Main outcome: Fact file</p>
<p>Overview and outcomes: In this two-week planning sequence, the children develop reading skills of prediction and inference, have the opportunity to practise use of basic sentence- punctuation and creating compound sentences before exploring features of famous buildings, labeling the features and learning about apostrophes for omission and possession. Finally, the children create a fact file that is introduced by them where they incorporate the learning they have experienced over the course of the sequence. Phonics-based activities have been included to support the application of phase 5 knowledge into writing.</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"> 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 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 Explaining clearly their understanding of what is read to them. 	
<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught Apply simple spelling rules and guidance, as listed in English Appendix 1 Identify vowel digraphs which have been taught and the sounds which they represent. Form capital letters 	<p>Writing (Composition) 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 Discussing what they have written with the teacher or other pupils 	
<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> How words can combine to make sentences Separation of words with spaces Joining words and joining clauses using and Co-ordination (using or, and, but) Introduction to capital letters, full stops, question marks and exclamation marks Capital letters for names and for the personal pronoun / 		

Coverage for this Seed

Week	Objective	Phonics
1	Common exception words	✓
1	The sounds /f/, /l/, /z/ and /v/ spell ff, ll, ss, zz and ck	
1	The /y/ sound spell i before k	
1	Division of words into syllables	
1	-tch	
1	The /v/ 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 (/i:/ or /i/)	
1	New consonant spellings ph and wh	
1	Using k for the /k/sound	
1	Adding the prefix -in	
1	Compound words	✓
1	ai, oi, ay, oy	
1	a-e, e-a, i-a, o-a, u-e	✓
1	ar, er, ea (/i:/), ea (/i:/)	✓
1	er (/ɜ:/), er (/ə/), ir, ur	
1	oo (/u:/), oo (/o:/), oa, oe	✓
1	ou, ow (/aʊ/), ow, /oʊ/, ue, ew	✓
1	is (/a:/), ie (/i:/), igh	
1	oi, oe, aw, au	✓
1	air, ear (/aɪ/), eaare (/aɪ/)	
1	adjacent consonants	
1	/ng/	
1	m using -mb	
1	Non-words	
1	revision	
2		✓

Common exception words coverage

he
she
we
was
here
school

Summer 2 - Julian is a Mermaid

Literary Theme: Imagination & creativity	Mixed Age Theme: Fictional worlds	Recommended Age: Y1
Text(s): Julian is a Mermaid by Jessica Love and the poem, The River by Valerie Bloom	Duration: 2 weeks, 10 sessions	Outcomes: Instructions, writing in role, advertisements Main outcome: Three-verse poem
<p>Overview and outcomes: This is a two-week planning sequence using Julian is a Mermaid by Jessica Love. Children discover a letter that is about being yourself. They make statements about their dreams and wishes before sharing the text. They explore verbs and use these to write commands that form instructions for being a mermaid. As the story unfolds, they predict, write in role and sort inferential statements. They create and advertise carnival costumes before moving to music as the creature they've decided to become. Finally, they look at the features of a poem before writing their own poems based on the idea of movement, being who you want to be and using verbs in their infinitive and progressive forms. Phonics for reading and writing is embedded as is punctuation for KS1.</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"> Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings 		<p>Reading Comprehension 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 Explaining clearly their understanding of what is read to them.
<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught Apply simple spelling rules and guidance, as listed in English Appendix 1 Identify vowel digraphs which have been taught and the sounds which they represent. Form capital letters Using -ing, -ed, -er and -est where no change is needed in the spelling of root words 		
<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> How words can combine to make sentences Separation of words with spaces Joining words and joining clauses using and Co-ordination (using or, and, but) Introduction to capital letters, full stops, question marks and exclamation marks Capital letters for names and for the personal pronoun / 		<p>Writing (Composition) 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 Discussing what they have written with the teacher or other pupils

Coverage for this Seed

Week	Objective	Phonics
1	Common exception words	✓
2	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	
	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 (/iz/ 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 (/ə/), ir, ur	
	oo (/u:/), oo (/o:/), oa, oe	
	ou, ow (/aʊ/), ow, /əʊ/, ue, ew	
	ia (/aɪ/), ie (/i:/), igh	
	oi, oie, ai, au	
	air, ear (/ɛə/), earare (/ɛə/)	
	adjacent consonants	
	/ng/	
	m using -mb	
	Non-words	✓
	revision	✓

Common exception words coverage

you
put
push
are
to
of