

KS1 Reading and Writing Parent/ Carer Workshop









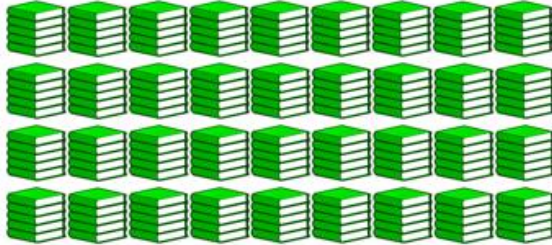



Reading

- What is phonics and how can I support with learning new sounds?
- How is reading taught at school?
- What do the colour bands mean?
- How can I support with reading at home?
- What should my child be able to do by the end of Year 1/2?

Why is it important to read at home?

- Hearing your child read every day helps them with their decoding and fluency skills.
- Reading stories to your children helps develop their love of reading and increases their vocabulary significantly.



Child A reads for 20 minutes per night, 5 times a week		Child B reads for 4 minutes per night...or not at all	
In one week: 100 minutes of reading		In one week: 20 minutes of reading	
In one month: 400 minutes of reading		In one month: 80 minutes of reading	
In one school year (9 months): 3,600 minutes of reading		In one school year (9 months): 720 minutes of reading	
By the end of year 6: 28,800 minutes of reading (80 school days)		By the end of year 6: 5,760 minutes of reading (16 school days)	


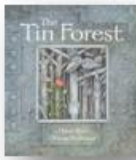


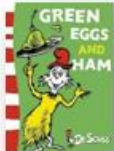






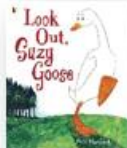
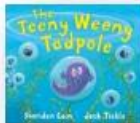



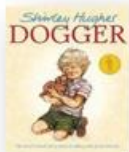
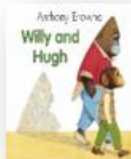
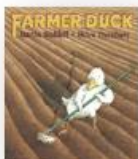











Reading Online

<https://home.oxfordowl.co.uk/reading/free-ebooks/>










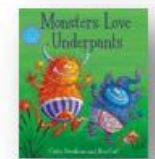



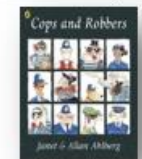


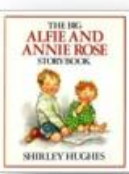




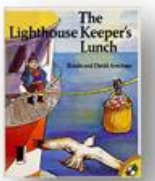





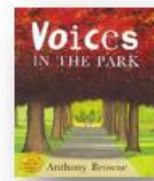

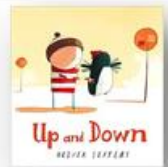
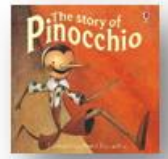



<https://www.getepic.com/sign-in>

Year 1 Bucket List Books

Beegu by Alexis Deacon	The Emperor of Absurdia by Chris Riddell	The Tin Forest by Helen Ward	Tyrannosaurus Drip by Julia Donaldson	The Snail and the Whale by Julia Donaldson	Green Eggs and Ham by Dr. Seuss	Horton Hears a Who! by Dr. Seuss	So Much by Trish Cooke
							
Astro Girl by Ken Wilson-Max	My Two Grannies by Floella Benjamin	Mr Grumpy's Outing by John Burningham	Jasper's Beanstalk by Nick Butterworth and Mick Inkpen	Look Out, Suzy Goose by Petr Horacek	The Teeny Weeny Tadpole by Sheridan Cain and Jack Tickle	Eric Carle Collection	Oops! By Colin McNaughton
							
Giraffes Can't Dance by Giles Andreae	Dogger by Shirley Hughes	Willy and Hugh by Anthony Browne	Farmer Duck by Martin Waddell	Some Dogs Do by Jez Alborough	The Ravenous Beast by Niamh Sharkey	Harry and the Dinosaurs by Ian Whybrow	The Pig in the Pond by Martin Waddell
							
Billy's Bucket by Kes Gray	Not Now, Bernard by David McKee	Funny Bones Collection by Allan Ahlberg	Suddenly by Colin McNaughton	Lucy and Tom's Christmas by Shirley Hughes	Lucy and Tom at the Seaside by Shirley Hughes	After the Fall by Dan Santat	The Egg by M. P. Roberston
							

Year 2 Bucket List Books

Caterpillar Butterfly Vivian French	Who's Afraid of the Big Bad Book by Lauren Child	Peace at Last By Jill Murphy	Cleversticks by Bernard Ashley	The Lonely Sea Dragon by Helen Dunmore	Duncan's Treehouse by Amanda Vesey	Shark in the Dark by Peter Bently	The Gruffalo's Child by Julia Donaldson
							
Dinosaurs Love Underpants by Claire Freedman	Monsters Love Underpants by Claire Freedman	The Cat in the Hat by Dr. Seuss	The Cat in the Hat Comes Back by Dr. Seuss	There's a Wocket in my Pocket by Dr. Seuss	Cops and Robbers by Janet and Allan Ahlberg	Amazing Grace by Mary Hoffman	Look Up by Nathan Bryon
							
Alfie and Annie-Rose Stories by Shirley Hughes	Once there were Giants by Martin Waddell	The Large Family Collection by Jill Murphy	Courage By Bernard Waber	Burglar Bill by Janet and Allan Ahlberg	The Lighthouse Keeper's Lunch by Ronda Armitage	Madeline in London by Ludwig Bemelmans	Winnie the Witch Collection by Valerie Thomas
							
The Zebra Who Lost his Stripes by Stasha	Princess Smartypants by Babette Cole	The Snowman by Raymond Briggs	Voices in the Park by Anthony Browne	Gorilla by Anthony Browne	Up and Down by Oliver Jeffers	The Story of Pinocchio	Mae Among the Stars by Roda Ahmed
							



Phonics



Reading

KS1 RWI eBooks: As part of your child's homework, teachers will select the specific RWI eBook online on the Oxford Owl website that your child has been reading in school for you to support them reading at home across the week. It is important that they read these eBooks again and again at home to improve their fluency and expression. Login and view the eBooks in the 'Homework' section. There will also be a quiz to complete to further consolidate their learning. Teachers can see when these books and quizzes have been accessed online. Parents should record what the children have read in their reading record.

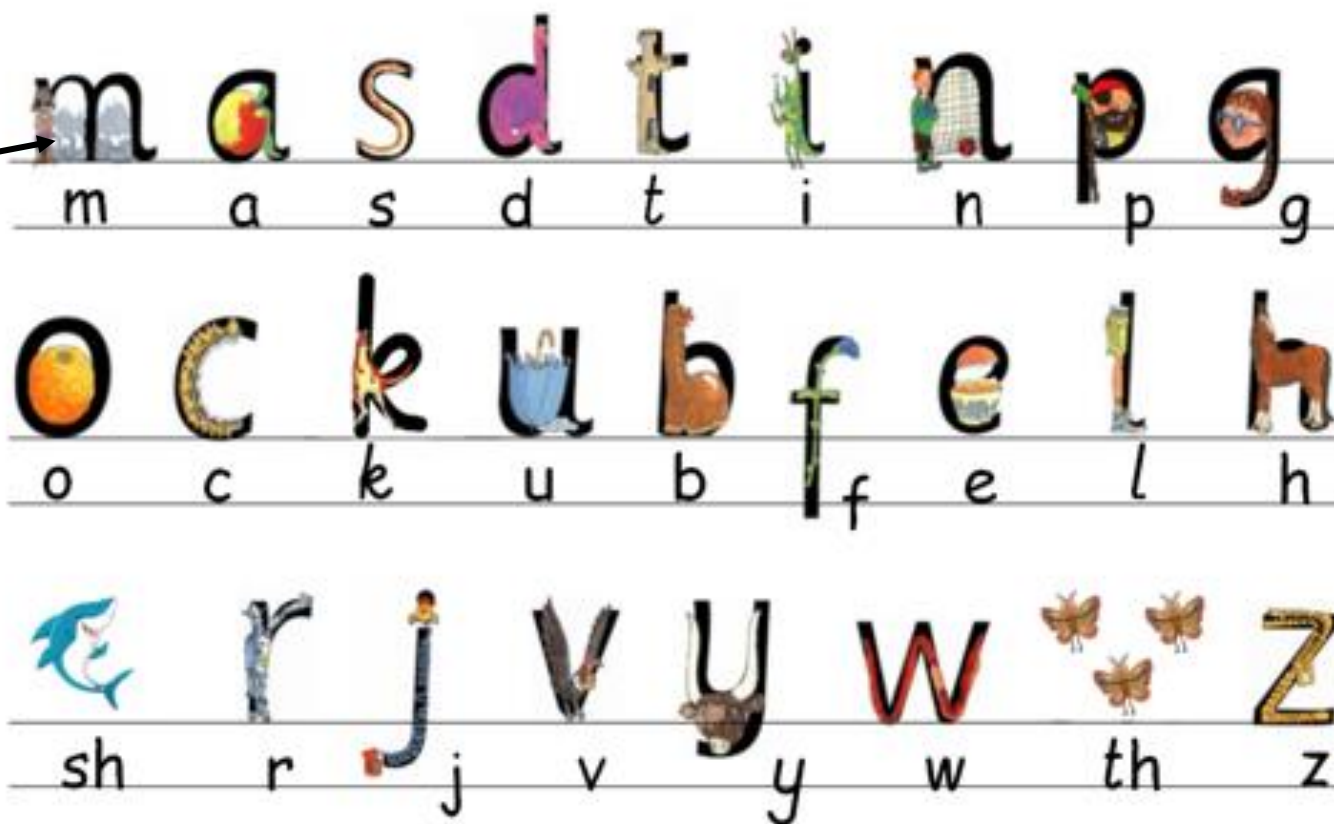
In KS1, an additional home reader will be sent home weekly to support the love of reading and to give opportunities to read a wider range of texts. Please read these several times over the week; the repetition will help to build their fluency and confidence as they move from sounding out the words, to sight reading fluently with expression. Children will also receive a common exception and high frequency word book mark every half term and a library book to promote reading for pleasure. Click [here](#) for more information about how to access Oxford Owl.



"mmmmmmm"

"Down the mountain
and over the
mountain."

Set 1 sound mat!




















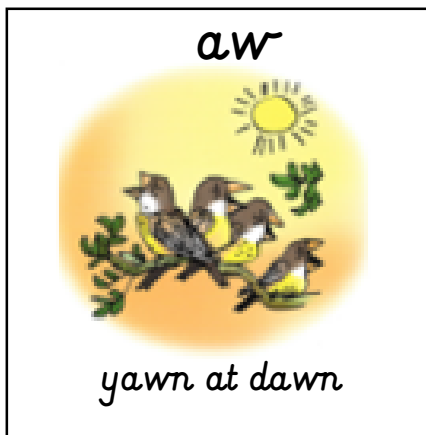


Set 2 Sound Mat



ay

					
ch	qu	x	ng	nk	
					
ay	ee	igh	ow	oo	oo
					
ar	or	air	ir	ou	oy



aw

ea	oi	a-e	i-e	o-e	u-e	e-e
aw	are	ur	er	ow	ai	ue
oa	ew	ire	ear	ure	ie	
wh	au	kn	ph	c	y	

play rain cake bacon eight     	see tea honey baby alien     
tight smile tie sky wild     	zoo chew huge rescue fruit     
twirl nurse letter worm learn     	phone goat snow toe    
porch dawn walk Paul chores     	grass house fence city listen     
net tennis gnome knight egg head      	cat kangaroo school clock    
sure ear deer chips fetch     	three worm whisk spoil boy     
fair bear care look push     	jump giraffe fudge orange    
orange wasp insect crystal shout cow      	robot cherry wrote   
shark chef attention delicious flower photo huff       	mummy numb  
leg spell turtle pencil mammal vowel      	car palm bath   


Tricky Words

was  The wazz monster! want  said 

what  that  when 

Where were you?  We're lost!

beautiful = b.e.a.utiful people 

 could would should
...old ugly ladies dance?

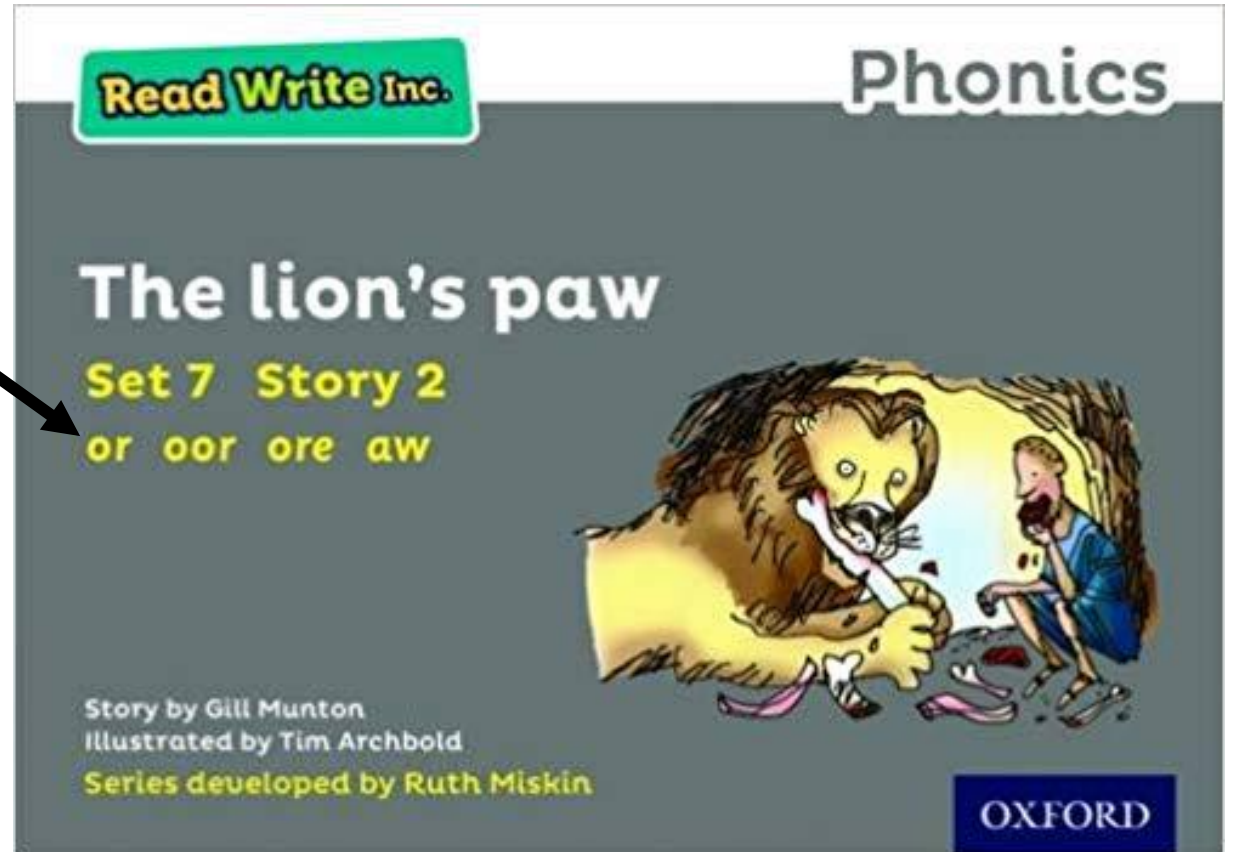
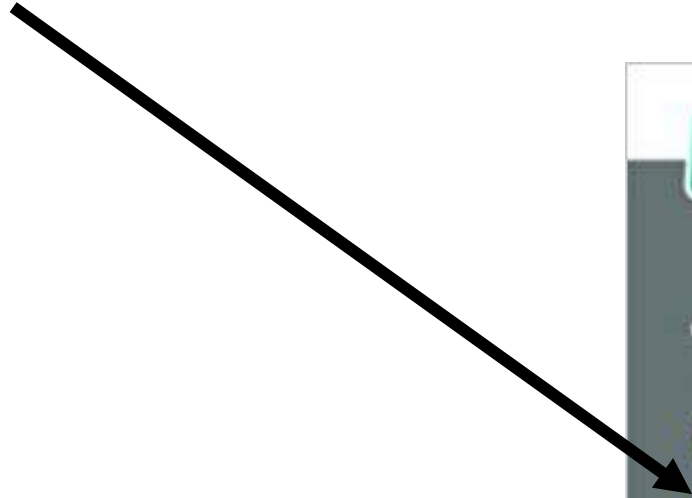
I am your friend.
You're my friend.
You are our friend.



the who come some with
have put which they why



or, oor, aw, ore



Pure Sounds

Stretchy Sounds:

s f sh r l n v

Remember, don't add the extra 'uh' sound!

Pure Sounds

Bouncy Sounds:

t h p c ck

Remember, don't add the extra 'uh' sound!

Pure Sounds

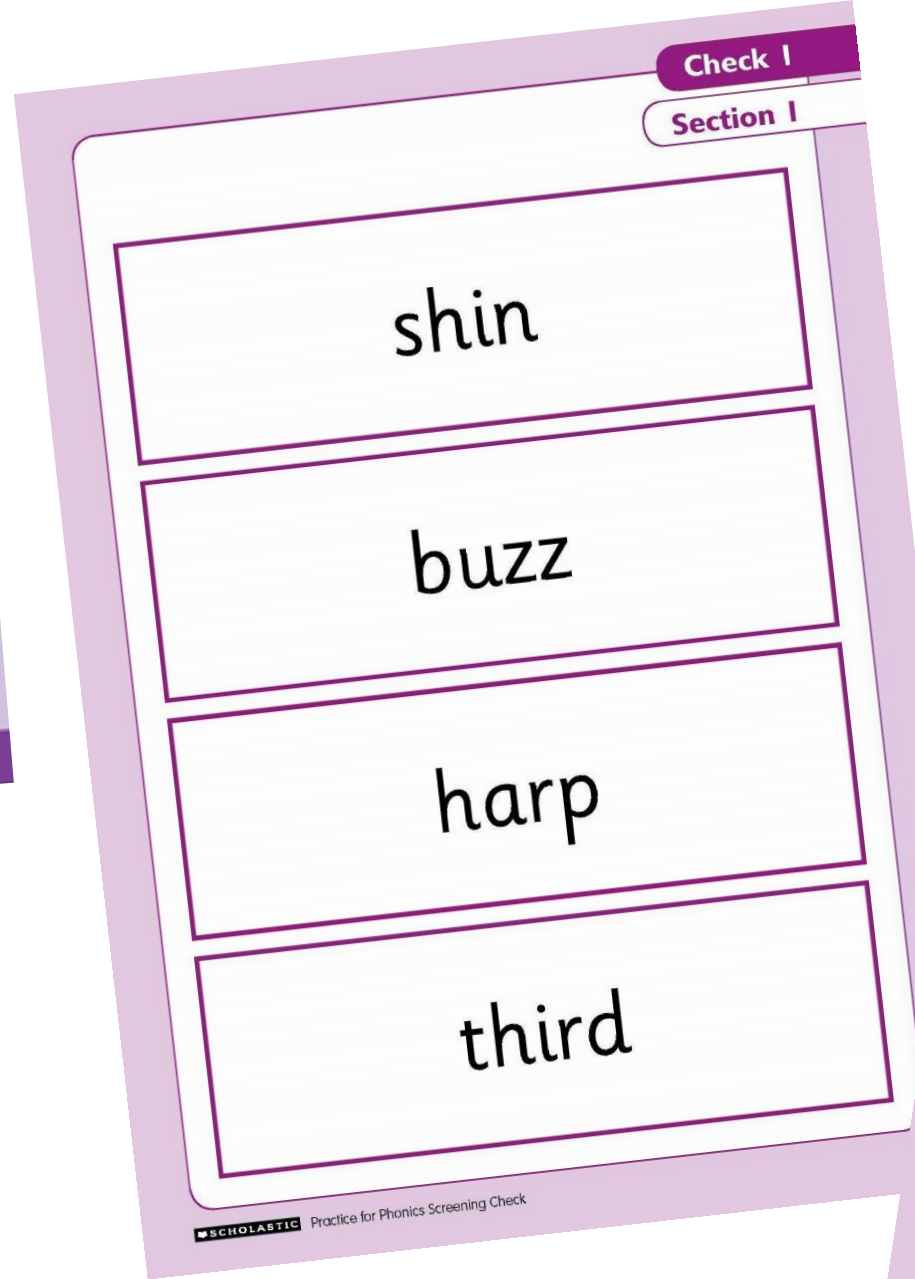
<https://www.youtube.com/watch?v=KUbrJPAt65g>

**Ruth Miskin
Training**





There will be a
phonic
screening
check in June.





<https://www.youtube.com/watch?v=XYQ4V6hpN48>

goat on a boat

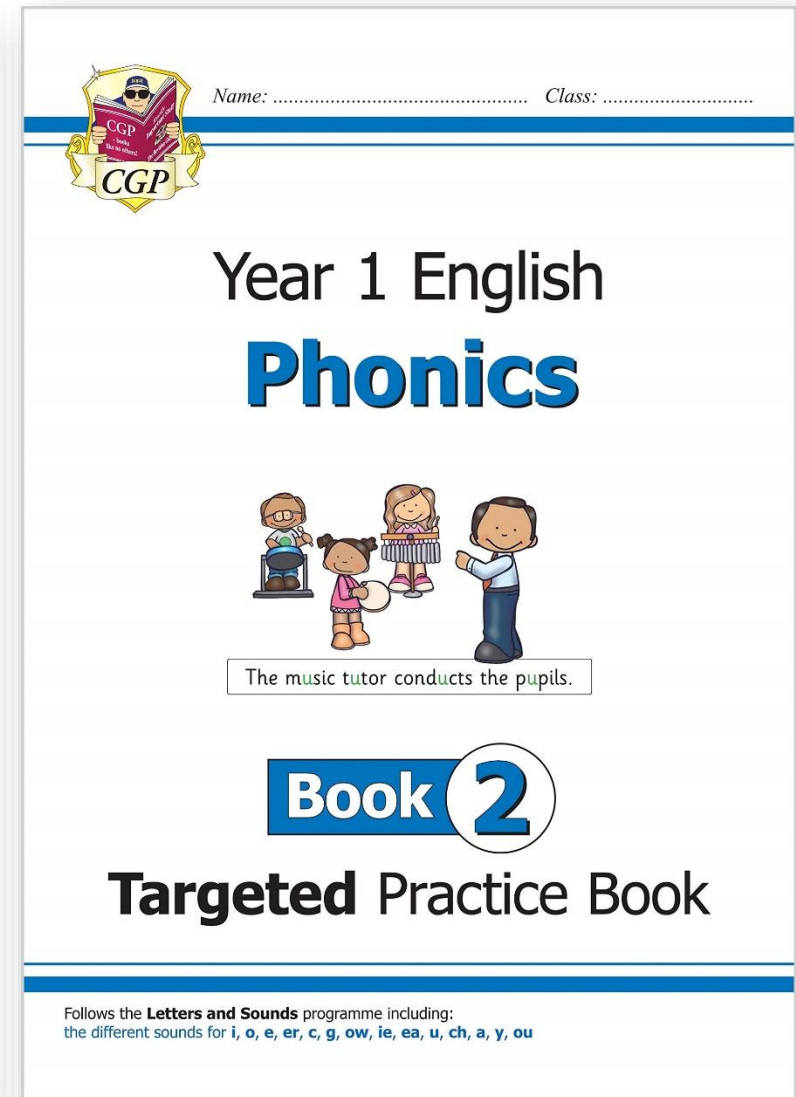
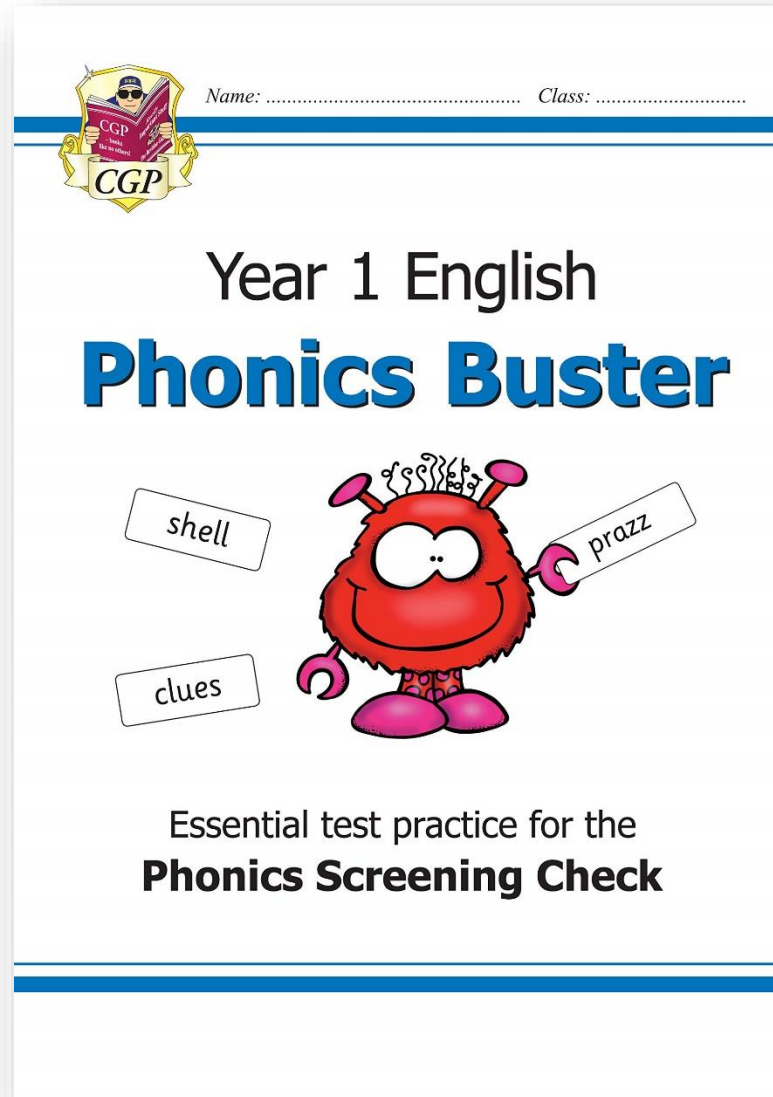
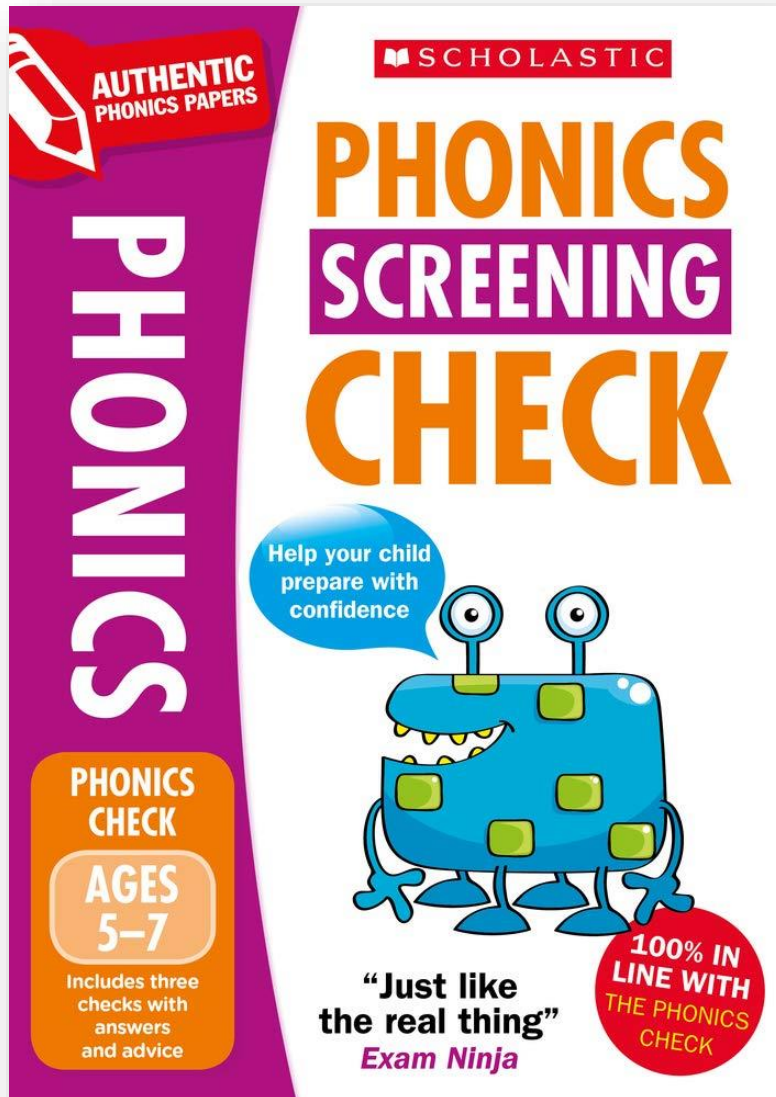
boat

stoap



Resources Available

<https://www.cgpbooks.co.uk/primary-books/reception/english/erowb11-english-targeted-practice-book>



Colour Reading Bands at King Athelstan



King Athelstan Reading Scheme



At King Athelstan our aim is to foster a love of reading as children start on their reading journey, therefore our reading scheme reflects a diverse range of publishers, and in turn, a variety of characters, real and illustrated images and genres for our children to enjoy.

To provide our children with this broad range of texts we have carefully matched each scheme (including Big Cat, Songbirds, Oxford, Rigby Star and Phonics Books) to our own criteria, which is inextricably linked to our phonics scheme progression. *Pocket Rocket Readers* are also used alongside Read Write Inc. and reading scheme books in reception to ensure sounds taught in school are being practised at home.

Reading Scheme Criteria:

**Reading Age and Target Tracker Band are a guide for assessment - teacher assessment of comprehension should be used alongside these guides.*

Lilac



Nursery/ Reception

Lilac books are wordless books that tell stories or give information through pictures and are designed to develop understanding about how stories and information books work.

Reading Age*

3-4

Target Tracker Band*

30 - 50s

Pink



Link to RWI:



Reception - Autumn

Pink books offer emergent readers very simple text supported by illustrations. They use CVC words (with no digraphs).



Pink/Grey books offer emergent readers simple, predictable text with familiar objects and actions - these can be words with sounds not taught yet. Children should not try to 'sound out' these words and should use picture cues to support reading.




Reading Age*

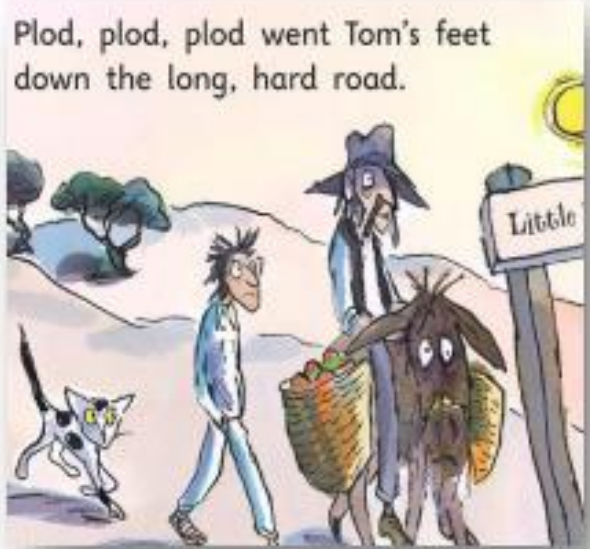



3-5


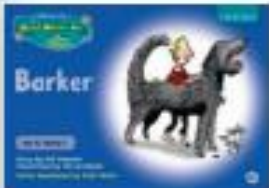
Target Tracker Band*



40 - 60b



Red		Reception - Spring	
 <p>The nut is at the top.</p>	<p>Link to RWI:</p>  	<p>Red books offer predictable text with familiar objects and actions, combined with simple story development. They use CVC words including some consonant digraphs and high frequency (tricky/red) words.</p> <p>Red/ Grey books are as above, including words with sounds not yet taught. Children should not try to 'sound out' these words and should use picture cues to support reading.</p>	
		Reading Age*	Target Tracker Band*
		4-5	40 - 60w

Yellow		Reception - Summer	
 <p>Chicken Licken and Hen Len ran to the farmyard.</p>	<p>Link to RWI:</p>  	<p>Yellow books offer varied sentence structure and natural language. They introduce compound words, multi syllabic words, high frequency (tricky/red) words and include vowel digraphs taught in reception.</p> <p>Yellow/ Grey books are simple in their sentence structure, often repetitive and include some digraphs not taught in reception e.g. split digraphs and ai, oa, ow.</p>	
		Reading Age*	Target Tracker Band*
		4-5	40 - 60s

Blue		Year 1 - Autumn	
<p>Plod, plod, plod went Tom's feet down the long, hard road.</p> 	<p>Link to RWI:</p> 	<p>Blue books offer longer, repeated patterns with sequential events and integrated literary and natural language. They include compound words, multi syllabic words, high frequency (tricky/red) words and consonant and vowel digraphs taught in the autumn term of Year 1, following the RWI progression.</p>	
		Reading Age*	Target Tracker Band*
		4-6	1b
Green		Year 1 - Spring	
 <p>They stayed in a cottage. The cottage was by a lake. It had a boat.</p>	<p>Link to RWI:</p> 	<p>Green books offer early readers patterned language and varied characters. Green books offer a larger volume of text per page (often two to three sentences) to begin to develop fluency (moving away from sounding out each word and recognising more words on sight). They use words with alternative spellings taught in Year 1.</p>	
		Reading Age*	Target Tracker Band*
		5-6	1w

Orange		Year 1 - Summer	
<p>"There is no food," said the woodman. "How will we eat?" "Take Hansel and Gretel for a walk in the Brown Wood," said his wife, "and leave them."</p> 	<p>Link to RWI:</p> 	<p>Orange books offer varied text and characters, with action sustained over several pages. They continue to offer a larger volume of text per page (often three to four sentences per page) to begin to develop fluency (moving away from sounding out each word and recognising more words on sight). They use words with alternative spellings taught in Year 1.</p>	
		Reading Age*	Target Tracker Band*
		5-6	1s

Turquoise		Year 2 Autumn	
<p>The King was delighted and summoned Lily to the castle. There, he took her to a turret and showed her a bale of straw.</p>  <p>"Spin it into gold by morning and you may marry my son," he said. Then he locked the door.</p>	<p>Link to RWI:</p> 	<p>Turquoise books offer literary language and extended descriptions, with longer sentences and a wide range of unfamiliar terms. They continue to offer varied text and characters, with action sustained over several pages, to begin to develop more confidence with fluency, with children reading most words by sight.</p>	
		Reading Age*	Target Tracker Band*
		5-7	1s+/2b

Purple	Year 2 - Spring	
<div data-bbox="517 111 1047 358">  </div> <div data-bbox="517 396 1047 582"> <p>The children were excited. They were going to take part in a play. It was all about the history of the town. The play was going to be held in the park, and the children had to rehearse their scene.</p> <p>"I hope we don't forget what to do," said Chip.</p> </div>	<p>Purple books offer developing readers literary language with some challenging vocabulary, as well as extended sentences and descriptions. Children should read purple books with confidence and expression, beginning to build stamina for longer reads.</p>	
	Reading Age*	Target Tracker Band*
	6-7	2w
Gold	Year 2 - Summer	
<div data-bbox="524 803 1052 1072">  </div> <div data-bbox="524 1100 1052 1329"> <p>As soon as Max stepped off the ship, his whole body felt heavy.</p> <p>Tiger slumped down next to him. "My arms and legs feel like concrete," he groaned.</p> <p>"You need to adjust your suits to adapt to the planet's gravity," Seven called from the exit hatch.</p> </div>	<p>Gold books offer developing readers literary language and stories with distinctive characters, who develop throughout the text, challenging vocabulary and extended sentences and descriptions. They build on purple books with some books providing simple chapters and a higher word count.</p>	
	Reading Age*	Target Tracker Band*
	6-7	2s

Pink and Red Books

Some words can be sounded out.

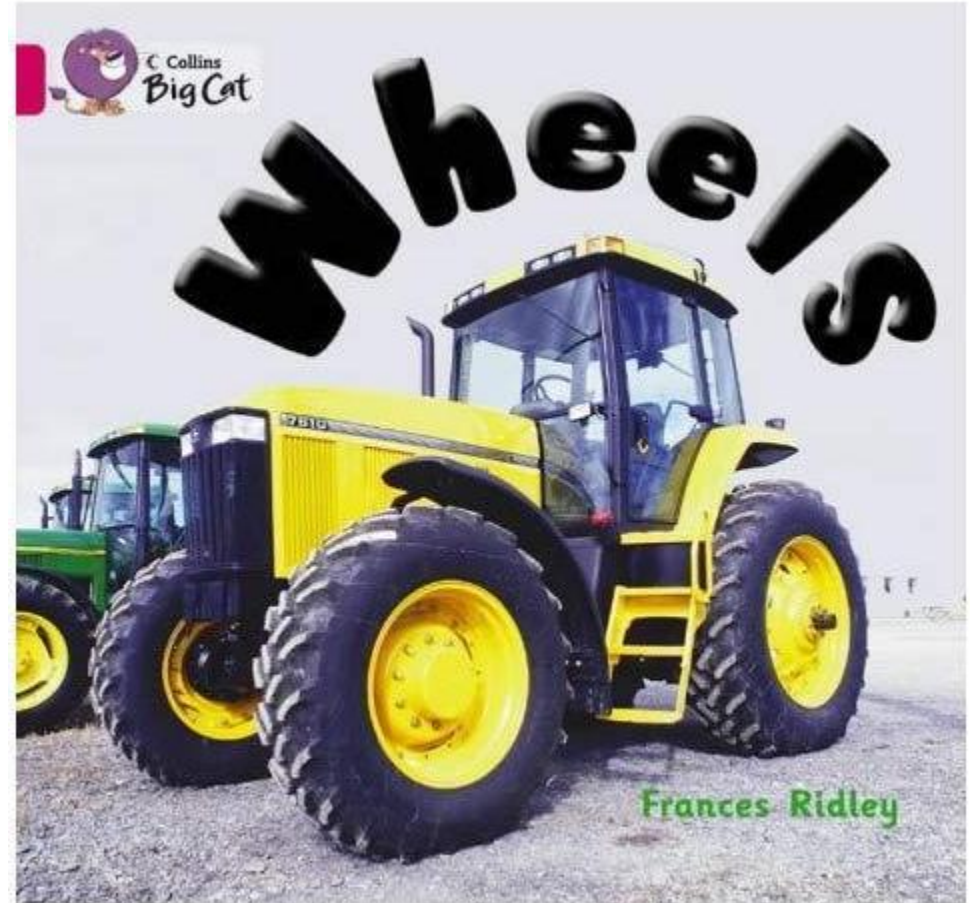


Dan, Tim, Sam sit.

2

Sam

Some words the picture will prompt.



Yellow and Blue books

Set 2 Sound Mat

ch	qu	x	ng	nk
ch	qu	x	ng	nk
ay	ee	igh	ow	oo
ar	or	air	ir	ou

Set 3 Sound Mat

ea	oi	a-e	i-e	o-e	u-e
aw	are	ur	er	ow	ai
oa	ew	ire	ear	ure	

Dad put the toad down.

You will not
get hurt, now.

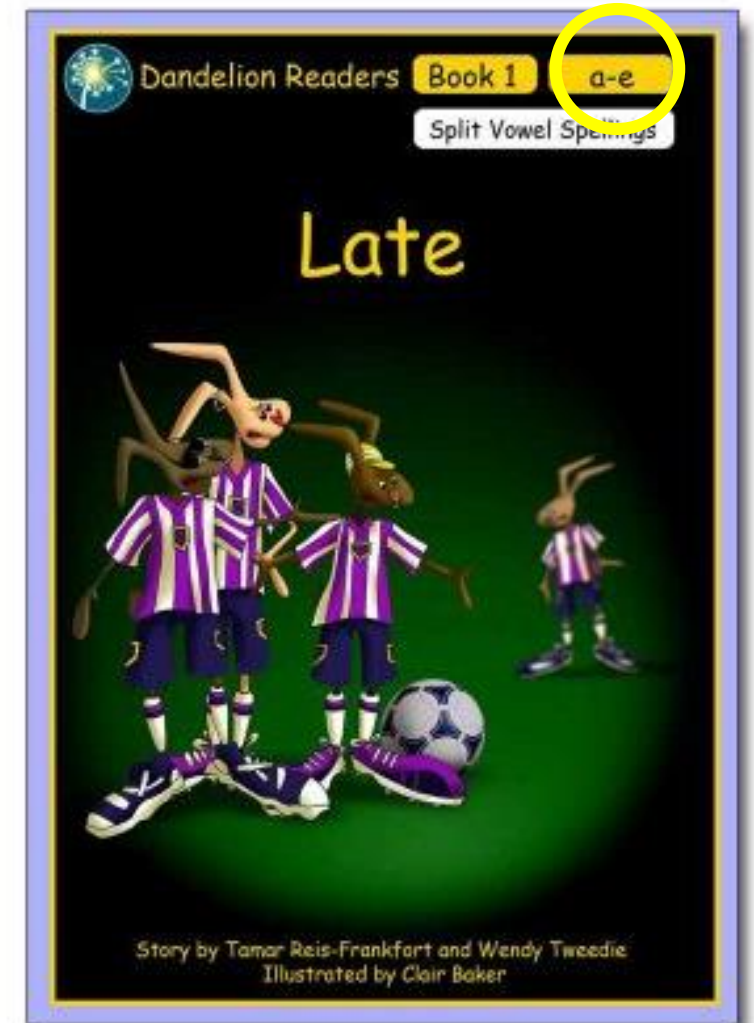
oa

ow

ur



Other books that link to one particular sound:



Home Learning

Here, your child can practise how to write the grapheme (letters that make up the sound).

The sound we are learning this week is ai - snail in the rain.

ai

Read in Fred talk, then read the word:

snail

paid

tail

train

paint

stait



This is the phrase or rhyme that helps the children remember the sound.

These words should be sounded out and then blended together. We call this 'Fred Talk' (t-ai-l).

When you see an alien, it is not a real word; these types of words will appear in the phonics screening check in June.

Year 2

Year 2 start learning a spelling rule once they have finished RWI.

If your child is learning the spelling rules, the format looks like this:

Some words
to practise
the spelling
rule with.

The rule we are learning this week is adding *ing*.

Remember: If a word ends with e, drop the e to add *ing*.

hide → *hiding* like → *liking* slide → *sliding*

Have a go at adding *ing* to these words:

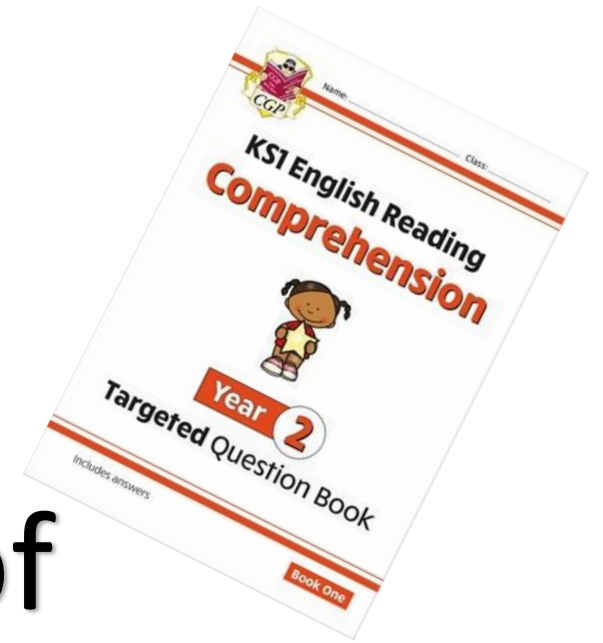
fall shake smile hope rain have

Common exception words:

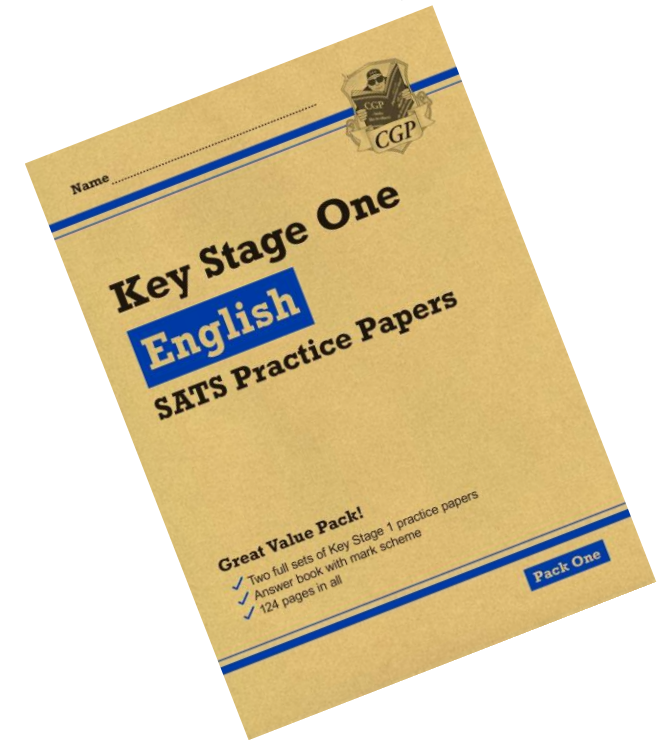
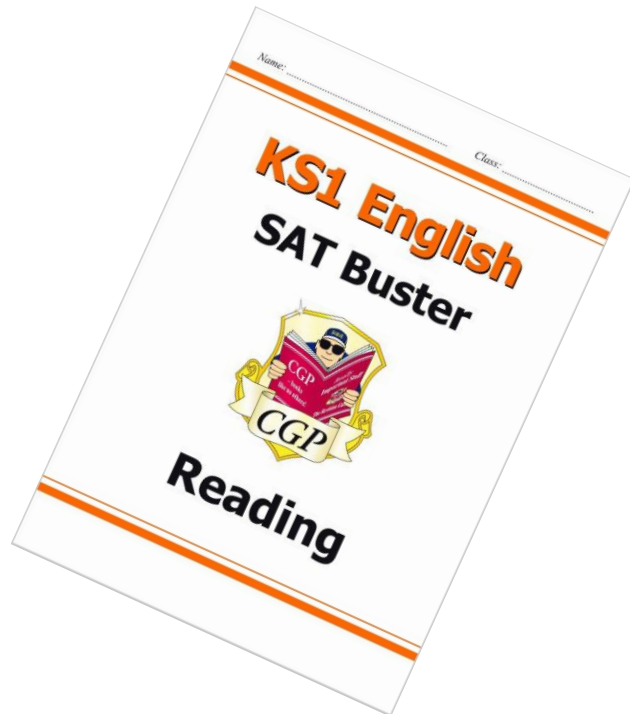
because could should

This is the rule
and an
explanation or
reminder will be
provided.

Common
exception
words to
learn



Assessment example of
SATS/ CGP extra
books they can buy



Writing

- How can I support with handwriting at home?
- What are fine motor skills and how can I support with developing my child's pencil grip?
- What should my child be able to do by the end of Year 1/2?
- How is writing taught at school?
- How can reading support my child's writing?



What Are Fine Motor Skills?



- Fine motor skills involve the use of the smaller muscle of the hands, commonly in activities like using pencils, scissors, construction with lego or duplo, doing up buttons and opening lunch boxes.
- Efficient fine motor skills require a number of independent skills to work together to appropriately handle the object or perform the task.



Fine Motor Skills



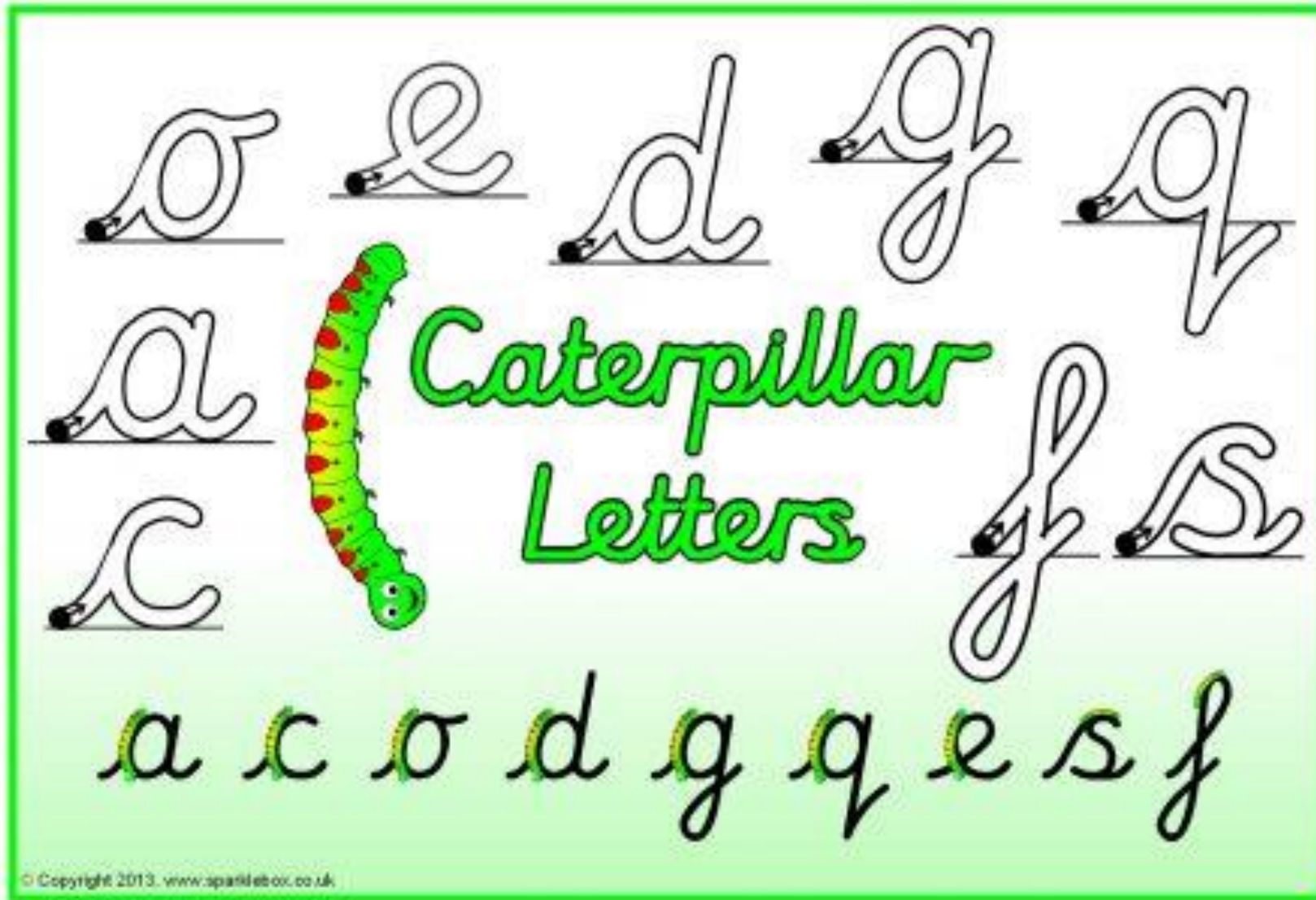
Pencil Grip

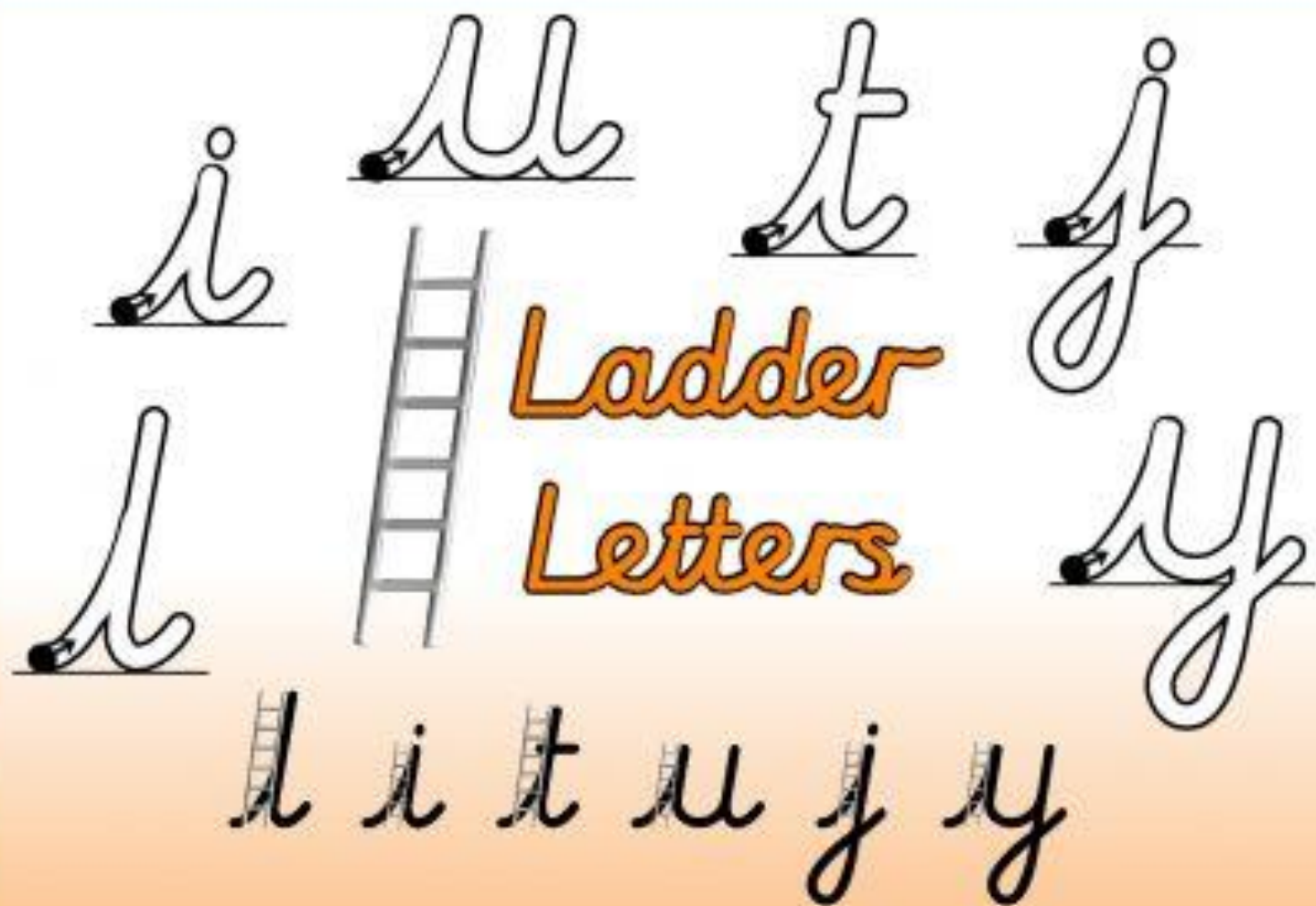
How a child holds a pencil is also dependent on their age and the stage of their development.

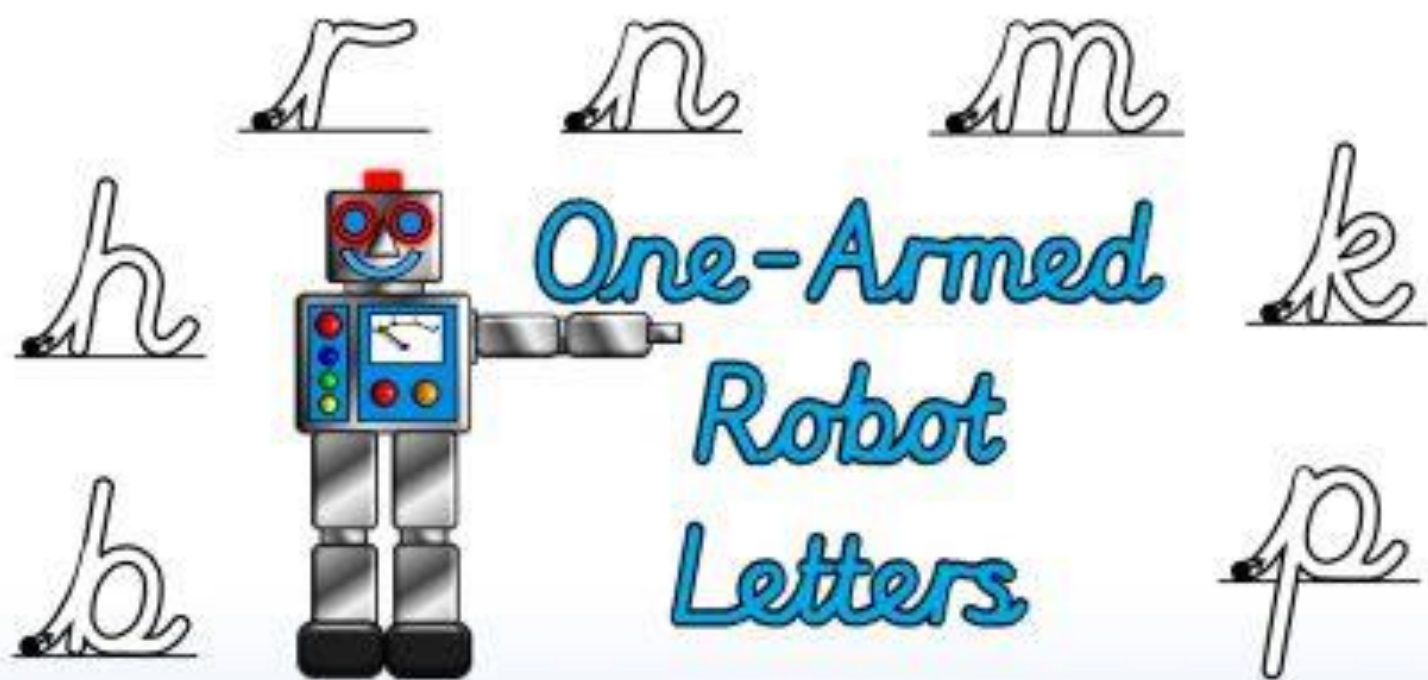
We use language like:
"Use your birdy fingers."



Letter Families







 r  b  n  h  m  k  p

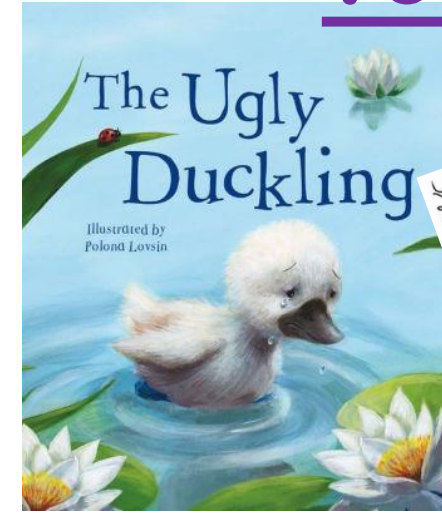
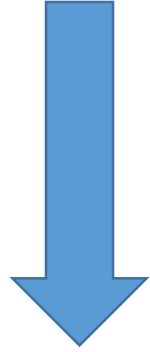


Zigzag Monster Letters



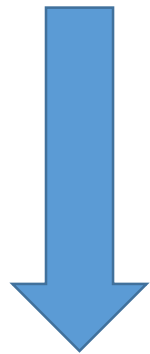
The Story

Learn a story through drama and immersion.



Our Story





Plan a new story based on the structure of the original story.



My Story

Write the new version of the story.



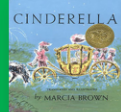

Year 1 Autumn Term

				
	Unit 1	Unit 2	Unit 3	Unit 4
Text/ Genre	Rosie's Walk by Pat Hutchins	Beegu by Alexis Deacon	Owl Babies by Martin Waddell	Little Red Riding Hood by Mike Gordon
Structural overview	1. Rosie goes for a walk 2. Fox follows her 3. Fox fails to catch her wherever she goes. 4. Rosie gets back home safely.	1. Beegu lands on Earth. 2. Beegu feels lonely and wants to find a friend. 3. Rejections before Beegu feels welcomed. 4. Beegu learns new skills and adapts. 5. Beegu has to go back to his planet. 6. Letter to friends on Earth to say thank you.	5. Introducing the Owl family 6. Owl mother leaves 7. The owls are scared 8. They comfort each other 9. Mother owl comes back	1. Red leaves home 2. Meets Wolf in woods 3. Wolf goes to cottage 4. Wolf tricks Red 5. Woodcutter Saves Red
Phase 1	Text Immersion for Rosie's Walk: Drama, retelling, letters, missing posters	Text Immersion for Beegu: Conscience corridor, retelling, wanted poster, lists	Text Immersion for Owl Babies: Drama, retelling, letters, missing posters	Text Immersion for Red Riding Hood: Conscience corridor, retelling, wanted poster, lists
Phase 2	Planning the new story and text immersion:	Planning the new story and text immersion: New Alien	Planning the new story and text immersion: Monster B	Planning the new story and text immersion:
Phase 3	Write the New Story:	Write the New Story:	Write the New Story: Babies in a	

Additional Texts:







Year 1 Spring Term

				
	Unit 1	Unit 2	Unit 3	Unit 4
Genre/text Structural overview	The Three Little Pigs 1. Introducing the family 2. Mother tells them to leave 3. They build their houses 4. The wolf comes 5. The 3rd pig saves the day	Billy Goats 1. Introducing the setting and goats 2. Introducing the troll 3. 1st Billy goat 4. 2nd Billy goat 5. 3rd Billy goat	Cinderella 1. Introducing Cinderella 2. Invitation to the ball 3. Fairy Godmother helps 4. She goes to ball 5. Prince finds her	Goldilocks 6. Bear go for walk 7. Goldilocks creeps inside 8. Eats porridge 9. Breaks Chair/bed 10. Bears come back
Phase 1	Text Immersion for 3 Pigs Drama, retelling, letters, missing posters	Text Immersion for Billy Goats Conscience corridor, retelling, wanted poster, lists	Text Immersion for Cinderella Drama, retelling, invitation, missing posters	Text Immersion for Goldilocks Conscience corridor, retelling, wanted poster, lists
Phase 2	Planning the new story and text immersion: The 3 Crabs	Planning the new story and text immersion: 3 dinosaurs and T-rex	Planning the new story and text immersion: Football Academy version	Planning the new story and text immersion: Ebony Fringe from China
Phase 3	Write the New Story: Football version	Write the New Story: Dragons, cave, noodles		

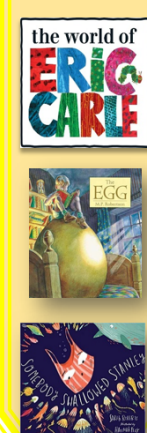
Additional Texts:



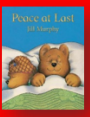



Year 1 Summer Term

				
	Unit 1	Unit 2	Unit 3	Unit 4
Genre/text	The Ugly Duckling	The Secret of Black Rock	Fairground lights	Dogger
Structural overview	1. Introduce the ladybird family - ugly caterpillar 2. Other insects call him ugly 3. He leaves 4. Changes 5. Comes back	1. Introducing Black Rock and stories about it. 2. Erin sneaks onto the boat and falls into the ocean. 3. Erin discovers that Black Rock is friendly and it takes her home. 4. Village wants to destroy Black Rock. 5. Moonlight saves Erin and Black Rock.	1. Introducing the characters and introducing the fairground. 2. They go on rides. 3. They eat magical food. 4. They summarise the day and leave the fairground.	5. Introduce Dogger, Dave's family and why Dogger is so special to Dave. 6. Dave loses Dogger and he is distraught. 7. Everyone searches for him everywhere. 8. Dave spots Dogger at the Fair but someone else buys him. 9. Bella exchanges her prize with Dogger. 10. Dave thanks Bella.
Phase 1	Text Immersion for The Ugly Duckling Drama, retelling, letters, missing posters	Text Immersion for The Secret of Black Rock Conscience corridor, retelling, wanted poster, lists	Text Immersion for Design and describe a new fairground ride, speech, menu for a magic food stall, letters	Text Immersion for Dogger Drama, retelling, instructions, missing poster, investigation
Phase 2	Planning the new story and text immersion: The Ugly Ladybird	Planning the new story and text immersion:	(Phase 2 & 3) Write the New Story: Their own magical fairground	Planning the new story and text immersion: My Favourite Back pack
Phase 3	Write the New Story: Caterpillar becomes a butterfly	Write the New Story:		Write the New Story: Back pack and new friend

Additional Texts:







Year 2 Autumn Term

				
	Unit 1	Unit 2	Unit 3	Unit 4
Genre/text	Peace at Last by Jill Murphy	Clever sticks by Bernard Ashley	Amazing Grace by Mary Hoffman	Duncan's Tree House by Amanda Vesey
Structural overview	1. Bears go to bed 2. Daddy Bear can't sleep 3. Goes downstairs 4. Goes outside 5. Back into house	1. Ling doesn't like school 2. Children can do things that he can't 3. Found something he can do 4. Taught others 5. Tells the person who picks him up	1. Grace loves stories 2. Grace at school (sad) 3. Grace at home (sad) 4. Grace at ballet 5. Auditions (Grace gets the part)	1. Duncan gets a tree house 2. What he does in the tree house 3. Getting ready for a night in the tree house 4. A night in the tree house 5. The next morning
Phase 1	Text Immersion for Peace at Last includes: Drama, instructions on how to get ready for bed, missing poster for Daddy Bear, hotel advert for Daddy Bear, speech, letter from Baby Bear apologising	Text Immersion for Clever Sticks includes: Drama, setting description, diary about feelings, speech	Text Immersion for Amazing Grace includes: Conscience corridor, drama, speech, letter about feelings, ballet advert, diary entry	Text Immersion for Duncan's Tree House includes: Drama, tree house advert, list of things to do, instructions on how to get ready for a night in the tree house, comic strip, wanted poster for the monster
Phase 2	Planning the new story and text immersion: Bear changes to a butterfly and the settings change to a flower, pond and log. Missing poster for the butterfly, setting description, letter from a caterpillar apologising	Planning the new story and text immersion: Ling changes to a character called Jimmy who can't do anything at the party. Invitation to a birthday party, missing poster for Jimmy, speech, instructions on how to plate spin, diary about feelings	Planning the new story and text immersion: Grace changes to a character called Tom who enjoys painting. Friendship poem, art gallery advert, picture description	Planning the new story and text immersion: New character receives a treehouse for Christmas/ birthday. Design and describe tree house, list of things to do, list to friend of what they need, letter to parent
Phase 3	Write the New Story: 1. Butterfly goes to bed on his flower 2. Butterfly can't sleep 3. Butterfly goes to a pond 4. Butterfly goes to a log 5. Goes back to the flower	Write the New Story: 1. Jimmy arrives at a party feeling nervous 2. Jimmy can't do anything 3. Can do plate spinning 4. Jimmy teaches the others 5. Tells his dad	Write the New Story: 1. Tom likes painting 2. Tom at school 3. Tom at home (sad) 4. Tom goes to the 5. Wins competition	Write the New Story: 1. Character gets a tree house

Additional Texts:






Year 2 Spring Term

				
	Unit 1	Unit 2	Unit 3	Unit 4
Genre/text	The Smartest Giant in Town by Julia Donaldson	Who's Afraid of the Big Bad Book by Lauren Child	Non-Chronological report about the Great Fire of London	Toby and the Great Fire of London by Margret Nash and Jane Cope
Structural overview	1. Introduce scruffy giant 2. Buys new, smart clothes 3. Animals need help - George gives away his clothes 4. He finds his old stuff 5. Animals thank George	1. Herb loves story books 2. Herb in the book 3. The book is cross with Herb 4. Herb escapes 5. Herb fixes the book	1. Look at key features of a report including examples 2. Plan the report 3. Write the introduction 4. Write the individual sections for each sub-heading including 'fun facts' and illustrations/ pictures 5. Make corrections and up level before writing out in a booklet for class book corner/ display	Diary entry over the period of a week: 1. Before the fire 2. During the fire 3. After the fire Text Immersion for Toby and the Great Fire of London: letter to Toby, missing poster for Toby. Learn about features of a diary using Samuel Pepys' diary of the Fire of London and Dairy of a wimpy Kid extracts. Plan and write Toby's Diary.
Phase 1	Text Immersion for the Smartest Giant in Town includes: Drama, letter, advert, speech, postcard, poem	Text Immersion for Who's Afraid of the Big Bad Book includes: Conscience corridor, drama, book review, diary, invitation, wanted poster, letter		
Phase 2	Planning the new story and text immersion: The giant changes to a witch who doesn't have witch accessories. Letter, advert, diary, poem	Planning the new story and text immersion: New character falls into a book. They come across the Big Bad Wolf and an angry giant Missing poster, letter, wanted		

Additional Texts:



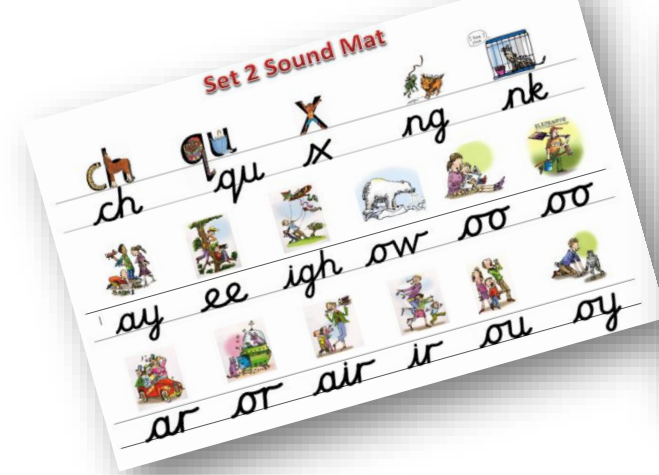
Year 2 Summer Term

				
	Unit 1	Unit 2	Unit 3	Unit 4
Genre/text	Shark in the Dark by Peter Bentley	The Lonely Sea Dragon by Helen Dunmore	Look Up by Nathan Byron	Taking Flight by Limbert Fabian
Structural overview	1. Shipwreck - Shark in the dark 2. The other sea creatures are scared 3. Shark wants to eat fish 4. Ask octopus for help 5. Scare the shark away	1. Introduce setting and Dragon 2. He is sad 3. Callum and Amy try to cheer him up 4. Set him free 5. He is reunited with friends and relations	1. Introduce Rocket and that she loves space 2. Shae makes a flyer 3. Trip to supermarket 4. Visit the park to see meteor shower 5. See the shower	1. Tony taken to Grandad's house 2. Tony is bored 3. 344. Goes down a waterfall, runs out of fuel, aliens 5. Dad arrives and is reminded of his childhood
Phase 1	Text Immersion for Shark in the Dark includes: Drama, predictions, letter, menu, speech, instructions	Text Immersion for The Lonely Sea Dragon includes: Drama, missing poster, diary, advert, instructions, letter	Text Immersion for Look Up includes: Flyer about the meteor shower, leaflet, letter, instructions about star gazing	Text Immersion for Taking Flight includes: Drama, character description, letter, recount, inferences, instructions
Phase 2	Planning the new story and text immersion: Shark changed to a diver who wants fish for his fish tank. The fish ask Nemo to help escape net. Poem, advert, letter, instructions	Planning the new story and text immersion: Sea Dragon is changed to a different sea creature. They are trapped in plastic and need help getting out. Character description, letter, instructions	Planning the new story and text immersion: Rocket changed to Boy who likes the moon. He is excited about the eclipse (immersion needed). Leaflet about eclipse, flyer, letter to Mae Jemison, diary.	Planning the new story and text immersion: Tony changes to a character of choice. They go to somebody's house and end up on an adventure. Character description, inferences, diary, letter
Phase 3	Write the New Story	Write the New Story	Write the New Story	Write the New Story

Additional Texts:



Year 1 Writing Targets



- Say the sentence out loud before you write
- Sound out words before attempting to spell
- Use capital letters and full stops most of the time
- Form most letters correctly (using letter families) and begin to use cursive handwriting, keeping letters on the line
- Leave a space between each word (finger spaces)
- Spell some high frequency (red) words correctly e.g. **said, come, was, of**

Marking example

Monday 10th October 2022
LO: I can write the beginning of my story.

spaceship crash jungle alien

ABC

p p p p
b b b b
k k k k

Once upon a time
there was a alien ^{called} Plarp.
① thin ^{broken} Plarp splashed ^{control} from a meteor shower and lost
control of his spaceship. crash +
② a mysterious cave. Plarp
had big ^{eyes} eyes. ~~he~~ had short arms
and legs. ~~he~~ was ^{teeth} sharp teeth.
I think he might be feeling
sad ~~because~~ his spaceship ^{broke} broke.

feeling seeing seeing seeing
broke broke broke broke

Monday 17th October 2022
LO: I can write a fact book

ABC

some some some some
they they they they
g g g g

owls ^{are} ~~ur~~ ^a
nocturnal which
means that they
are active during
the night. owls go in
dark forest in the
night so that can
find food. owls hide
in the trees so they
can sleep in it. ^{some} ~~sum~~ some
owls can stay in the
trees.

Expected Standard (Secure)

Year 1 Expectations

Greater Depth (Secure +)

NS: achverb

ABC

Wow! HPA

As the sun rose the Hairy ladybird felt warmer. She slowly got out of her cocoon and gaz at the sun. The Hairy lady saw some butterflies that had wings. I am butterfly said. Why are you standing there said the butterfly. The Hairy ladybird was shocked and she realised that she beautiful wings that catch in light. I am a butterfly! Said Hairy ladybird. ^{How did she say} Shocked

The End

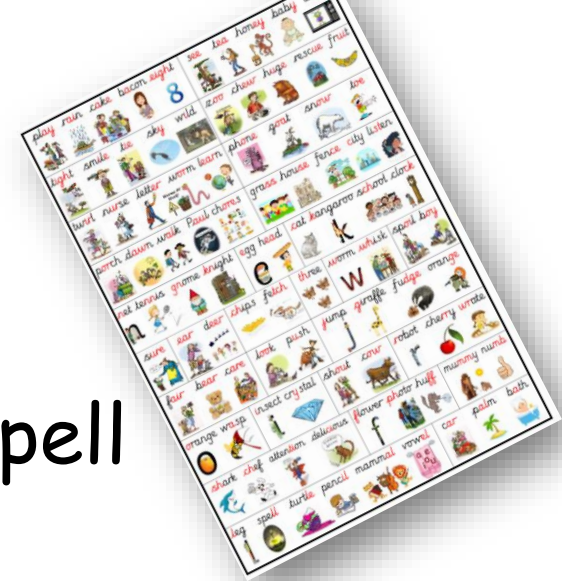
Wednesday 13th July 2022
LO: I can write the problem of my story.

being being
being X3 being
beautiful X3 beautiful
beautiful beautiful

On Saturday morning Eve wake up feeling fresh and excited ready for the day. She had to rush because she was running late. They arrived at the summer fair. They are selling nice lovely and beautiful toys and stuff. They were really good at selling things. And they loved being there selling. But Eve was still devastated about her bag. She can not think about anything else, she just want her bag too much. I want my backpack says Eve. But then she saw something rosy pink with yellow pockets. It is Eve's bag. Someone has put it on the stall by a mistake Eve feels happy, joyful and relieved. I love my backpack said Eve. I do not want to lose my backpack ever again. And if I lose it again I will cry and

Year 2 Writing Targets

- Say the sentence out loud before you write
- Sound out unfamiliar words before attempting to spell using a complex sound mat
- Use capital letters and full stops consistently
- Form all letters correctly (using letter families) and begin to join up handwriting
- Keep letters on the line
- Use conjunctions to connect sentences e.g. because, so, to, but
- Spell most high frequency (red) words correctly e.g. **people, could, friend**
- Use adjectives to extend and embellish sentences
- Write for a range of purposes



Year 2 Expected Standard.

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~^{Snack}. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a sticky proposition party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

Year 2 Greater Depth

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a kricky, old and wooden house. They got there precios money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy beause she is too old and in returnst some money?"

"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.