

Teacher/s:		Year Group(s)		Term: 3:1	
<p>Fiction and poetry: stories about fantasy worlds, poems with patterned and predictable structures; a variety of poems on similar themes.</p> <p>Non-Fiction: information texts including recounts of observations, visits, events.</p>					
Titles:	Teaching Objectives: Text Level		Sentence Level		Word Level
Week 7 Bear Postcard resources - see www.literacymatters.com/resources.html	<p>T20: to write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing</p> <p>T22: to write own questions prior to reading for information and to record answers, Curricular Target: to write a simple recount</p>		<p>S5: other common uses of capitalisation, e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis;</p> <p>S7: to add question marks to questions. Curricular Target: to use capital letters for names, titles as well as at the beginning of a sentence</p>		<p>W8: new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;</p> <p>Step 7 Progression in Phonics (NLS)</p>
Week 8 & 9 Unit 9 Developing Early Writing: The Day the Fire Engine came to School	<p>T17: to recognise that non-fiction books on similar themes can give different information and present similar information in different ways;</p> <p>T21: to use the language and features of non-fiction texts, e.g. labelled diagrams, captions for pictures, to make class books, e.g. <i>'What We Know About...'</i>, <i>'Our Pets'</i>;</p> <p>T18: to read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i>; T20: to write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing (T22: to write own questions) Curricular Target: to write a recount using words which signal a time sequence</p>		<p>S5: other common uses of capitalisation, e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis;</p> <p>S6: to reinforce knowledge of term <i>sentence</i></p> <p>S7: to add question marks to questions.</p>		<p>W6: to investigate and learn spellings of verbs with 'ed' endings;</p> <p>W8: new words from reading and shared experiences,</p> <p>Step 7 Progression in Phonics (NLS)</p> <p style="text-align: center;">↓</p> <p>Curricular Target: to spell words with 'ed' endings</p>
Week 10 If You Should meet a Crocodile ISBN: 0-333-76280-0	<p>T11: to collect class and individual favourite poems for class anthologies, participate in reading aloud; T15: to use poems or parts of poems as models for own writing, Curricular Target: to choose a favourite poem</p>		<p>S3: to read familiar texts aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions; Curricular Target: to pause at full stops when reading.</p>		<p>W5: to recognise words by common spelling patterns;</p>
Week 11 Who's at the Door? 1-86039-876-6	<p>T6: to prepare and re-tell stories orally, identifying and using some of the more formal features of story language;</p> <p>T13: to write about significant incidents from known stories; Curricular Target: to use words which add more detail about 'why' in a story</p>		<p>S4: about word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit', and discussing the reasons why;</p>		<p>W7: to spell common irregular words from Appendix List 1;</p>
Week 12 The Cow That Went Oink ISBN: 0-15-220196-3	<p>T4: to read with sufficient concentration to complete a text, and to identify preferences and give reasons; Curricular Target: to identify a favourite text and give reasons</p>		<p>S2: to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p>		<p>W9: the terms 'vowel' and 'consonant'; Curricular Target: to become familiar with the terms 'vowel' and 'consonant'</p>