

A bespoke Literacy Pathway- The Tilstock Way

Intent

Writing at our school aims to develop the fundamental key skills and knowledge of literacy from the EYFS through to Year 6.

We know that when children first learn to write, they require firm foundations in phonics, vocabulary, letter formation and punctuation. These physical and basic processes need to be mastered, so that children develop a flow and stamina for writing throughout their writing journey with us.

Implementation

We therefore ensure that dedicated time is given daily to the practise of these key skills and the revisiting of key knowledge, throughout the school, using high quality resources, such as 'Read Write Inc' for phonics, 'Kinetic Letters' for handwriting and 'Vocab-ninja' for developing vocabulary. Our termly Spelling Bee competitions provide children with an opportunity to celebrate their achievements in spelling.

Our pathway has a strong emphasis on applying knowledge from high quality texts and this is identified in our application of the 'Pathway to Write' units.

We take great pride in exposing the children to a range of authors, characters and settings to build empathy and allow them to take inspiration for their own writing.

The children are also exposed to a range of video clips and films to inspire their writing. Additional stand-alone units are also planned throughout the year in response to the wider curriculum, worldwide events and local news, enabling the children regular opportunities to apply their skills in a variety of contexts.





The Tilstock Spelling Bee



To raise the profile of spelling, and provide children with a purposeful and engaging way to learn, we will be holding a spelling competition every term. We feel that this will be a motivating and fun way to celebrate the achievements of all the children in relation to their learning in English.

How will it all work?

All pupils will take part by learning their year group word list within class and at home, and then compete in a whole class spelling test (written) during the week commencing 7th Dec.

The children with the highest score for each year group (1,2,3,4,5,6), will proceed to the next round: the semi-finals. In this round, the children will compete against children in their key stage, (Year 1,2 = KS1; Year 3,4 = LKS2; Year 5,6 = UKS2) in order to determine the top 'key stage group' winner, who will then proceed to the finals.

The Ultimate Final will take place during *a virtual whole school Christmas Spelling Bee on Friday 11th December*. This part of the competition will be made fair because children will only be challenged on spellings from their year group lists. We will use Microsoft teams so that each class will be able to watch the spelling finals together!

Aside from the initial Class Spelling Test, **all rounds** will require the children to spell the word aloud. The required word will be spoken by the class teacher; the children will need to repeat the word, state the letters to spell the word; and repeat the word again (the competitors will use a whiteboard to support with this). In the Ultimate Final, Mrs Kaminski will read the required words to be spelled by each child.

What are the spellings?

The spellings can be found below and have all been taken from the National Curriculum (2014) statutory spellings and our No Nonsense Spelling planning. The list for Autumn term is only a third of the statutory list; the other third will be distributed for the Spring term spelling bee and the final third for the Summer spelling bee.

All of these lists will be sent home in homework journals and uploaded onto our website.

What are the prizes?

- The top 2 class winners will receive a Tilstock Spelling Bee certificate.
- The semi-finalists (key stage winners) will receive a Tilstock Spelling Bee medal.
- The Ultimate Final winner (whole school) will receive a Tilstock Spelling Bee trophy.

Year 5/6 Writing Journey

SPaG and Subject Specific Terminology

Apostrophes for omission and contractions
Identifying different word classes including: adverbs, adjectives, determiners and prepositions.

Subordinating and co-ordinating conjunctions.

Past simple, past progressive, past perfect and present perfect tenses.

Colons and semi colons.

Parenthesis

Figurative Language

Expanded noun phrases

Homophones, homonyms and homographs.

Punctuation to avoid ambiguity.

Embedded relative clauses

Statements, commands, questions and exclamations.

Differentiating between adverbials, phrases and clauses.

Modal Verbs and passive voice sentences.

Autumn

Spring

Summer

Writing outcomes: Fiction – Adventure story, including narrative from different viewpoints

Year 5 – To write the next chapter of Sky Chasers in the style of the author

Year 6 – To write the next chapter of Sky Chasers in the style of the author from two different viewpoints

Use adverbs to indicate degrees of possibility

- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe characters, settings and atmosphere
- Use commas to clarify meaning or avoid ambiguity in writing
- Develop and keep characters consistent through description
- Develop settings through description and link this with the characters or plot
- Use powerful and varied verbs for action
- Use paragraphs to vary pace and emphasis
- Use dialogue to move action forward
- Combine action, dialogue and description

Recognise vocabulary and structures for formal speech and writing, including subjunctive forms

- Identify the audience and purpose for writing
- Choose the appropriate register
- Use semi-colons, colons or dashes to mark boundaries between independent clauses
- Use language carefully to influence the reader's opinion of a character, place or situation
- Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood

appreciate
attached
available
bruise
curiosity
definite
identity
language

leisure
lightning
marvellous
mischievous
opportunity
profession
recommend
suggest
twelfth



The Fantastic Undersea Life of Jacques Cousteau

Recount - Biography

Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*

- Organise paragraphs around a theme
- Use fronted adverbials
- Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition
- Use punctuation at Y4 standard correctly Use direct and reported speech to express a range of viewpoints
- Use verb tenses consistently and correctly
- Use real life facts, including dates and place names
- Use thematic language specific to the subject
- Use formal language appropriately



Rooftoppers

Explanative report hybrid:

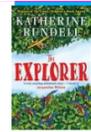
Adapt formality to suit purpose and audience
Use and explain technical vocabulary
Apply language from independent research
Add details of the 5Ws throughout piece – who, what, where, when, why and how
Direct address to the reader through questions as subheadings
Use layout features of an explanation, including, photographs, illustrations and captions
Use words/phrases to make sequential, causal or logical connections e.g. because, resulting in



Dolphin Song

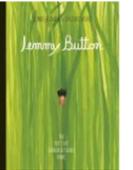
Outcome: Recount - Biography

Manfish



The Explorer

Jemmy Button



Narrative: Use language carefully to influence the reader's opinion of a character, place or situation

Use archaic language

Use paragraphs to vary pace and emphasis

Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood
Give clues to the reader about when the story takes place -what characters are wearing, buildings, horse drawn carriage rather than cars etc

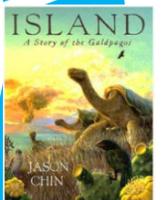
Distinguish between the language of speech and writing

Recognise vocabulary and structures for formal speech and writing, including subjunctive forms

Use passive verbs

Use semi-colons to mark boundaries between independent clauses

To write an explanative report (hybrid) about Charles Darwin's discoveries



The Selfish Giant

To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view

Johnathon Swift's Gulliver



Island- A Story of the Galapagos

- Use fronted adverbials
- Use expanded noun phrases to convey complicated information concisely
- Link ideas across paragraphs using adverbials
- Commas after fronted adverbials
- Apply persuasive language
- Use clear organisational features
- Use modal verbs or adverbs to indicate degrees of possibility
- Plan writing by identifying audience and purpose
- Use brackets, dashes or commas to indicate parenthesis

Link ideas across paragraphs using a wider range of cohesive devices

Use clear organisational features

Enhance meaning through selecting appropriate grammar and vocabulary

Use expanded noun phrases to convey complicated information concisely

Use modal verbs and adverbs to indicate degrees of possibility

Use brackets, dashes or commas to indicate parenthesis

Use concise word choices

Select language to appeal to the reader

Use a formal tone

Provide well-developed factual information for the reader

Manipulate style for specific purpose and audience

- Clarify technical vocabulary
- Adapt formality to suit purpose and audience
- Provide well-developed factual information for the reader
- Include a summarising statement

friction
benevolence
compassion
angst
authority
conflict
dispute
timidly
pounding
invaded



The Selfish Giant

ancient
awkward
community
correspond
determined
familiar
forty
harass

Use relative clauses beginning with *who, which, where, when, whose, that* or an omitted relative pronoun
Choose the appropriate register

Integrate dialogue to convey character and advance the action

Use commas to clarify meaning or avoid ambiguity in writing

hindrance
interrupt
nuisance
privilege
rhyme
rhythm
stomach
vegetable

The Selfish Giant

Christmas TV advert



A Tiger in the Zoo



Lord of the Forest

The Eagle in the Snow



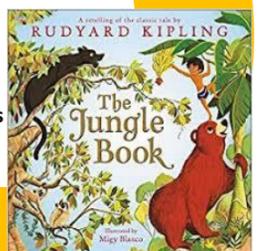
Can we Save the Tiger?

Reading comprehension:

- Identify and discuss themes and conventions
- Ask questions to improve understanding
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas
- Identify how language, structure and presentation contribute to meaning
- Provide reasoned justifications

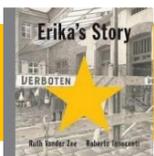
Use expanded noun phrases to convey complicated information concisely (recap from Y5)

- Use passive verbs
- Link ideas across paragraphs using a wider range of cohesive devices
- Integrate dialogue to convey character and advance the action



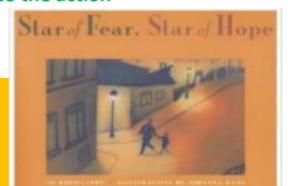
The Jungle Book

Fantastically Great Women who Changed the World



Erika's Story

Star of Fear Star of Hope



Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)

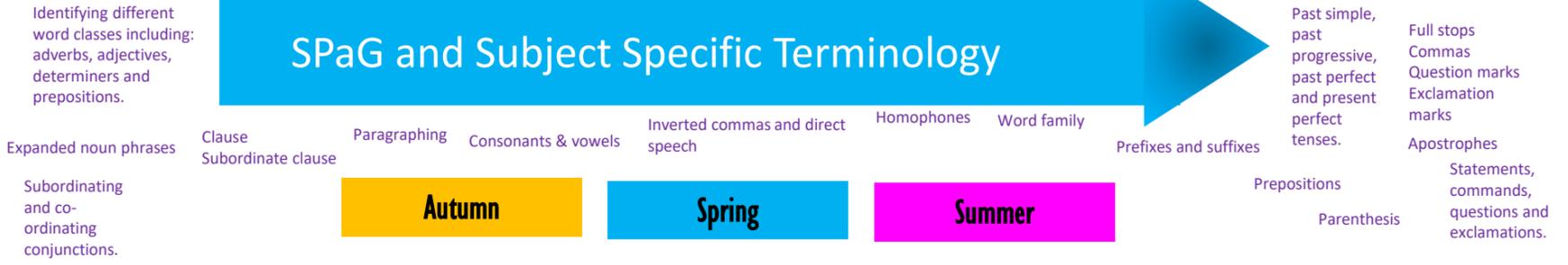
- Use of inverted commas and other punctuation to punctuate direct speech
- Use a variety of verb forms consistently and correctly
- Organise paragraphs around a theme

Use devices to build cohesion within a paragraph

- Link ideas across paragraphs using adverbials of time, place and number
- Use of inverted commas and other punctuation to punctuate direct speech
- Use Y5 standard punctuation
- Use consistent and correct tense

Year 3/4 Writing Journey

SPaG and Subject Specific Terminology

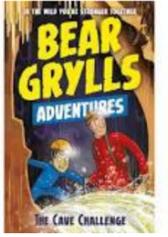


Reading skills

- Identify themes and conventions
- Discuss words and phrases that capture the reader's interest and imagination
- Explain meaning of words in context
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Identify main ideas from paragraphs (Y3)
- Identify main ideas drawn from more than one paragraph and summarise (Y4)
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction

Non-chronological report

- Use language to explain a process or how something works
- Use some technical vocabulary
- Use simple present tense
- Use causal conjunctions (but, because, after, before, so, although)
- Use connecting adverbs (however, consequently, in addition, therefore, as a result)
- Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart



Explanation



Amazon basin



The boy who foulyed the world

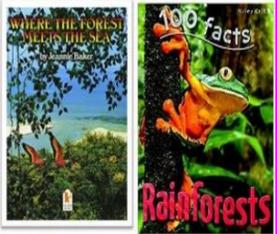


Blue John

Bear Grylls

- Use facts from research
- Write with clear and precise description
- Write in the present tense
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
- Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal
- Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams

- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal
- Use precision in technical vocabulary
- Use connecting adverbs and fronted adverbials e.g. also, additionally, usually, commonly
- Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams



Where the Forest Meets the Sea and 100 Facts Rainforests



Ariki and the Island of Wonders



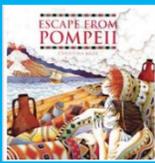
Journey to the centre of the Earth



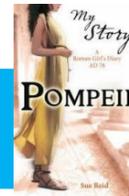
Fiction - Historical narrative from character's point of view

- Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)
- Use Standard English for verb inflections
- Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)
- Use and punctuate direct speech (using dialogue to show the relationship between characters)

- Add historical detail to describe characters, setting and events
- Write a sequence of events to follow the structure of the model story
- Write an opening paragraph and further paragraphs for each stage
- Create dialogue between characters that shows their relationship with each other
 - Use 3rd or 1st person consistently
 - Use tenses appropriately



Escape from Pompeii



When the Giant Stirred

appear
describe
disappear
famous
favourite
guide
heard
heart
imagine

impatient
lantern
fidget
twitch
swish
lurch
awkward
applause
astonishment
majestic

material
occasion
popular
regular
sentence
special
although
through
various



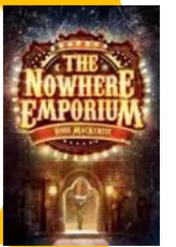
Christmas Poems



The lost lost property office

- Use noun phrases and prepositions to add detail
- Group related ideas into paragraphs
- Use conjunctions and adverbs to express, time, place and cause
- Use a or an according to whether the next word begins with a vowel or consonant
- In narratives, create settings, characters and plot
- Build a varied and rich vocabulary
- Indicate possession by using the possessive apostrophe with singular nouns

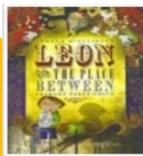
- Develop character and setting
- Use conjunctions to express time, place and cause
- Build an increasing range of sentence structures
- Use Standard English forms for verb inflections
- Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
- Build a varied and rich vocabulary
- Indicate possession by using the possessive apostrophe with plural nouns
- Recognise the difference between plural and possessive 's'



mention
occasionally
often opposite
ordinary
peculiar
remember
strange
surprise
weight
actual
arrive
busy
certain
enough
fruit
height
obsession
dejected
tingle
impression
awesome
bluff
charge
glance
lounge
theme

Writeaway: Independent writing
Pupils reflect and evaluate their learning.

- Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Use present and past tenses consistently and correctly
- Use progressive forms of verbs
- Use expanded noun phrases Write expanded noun phrases for description and specification (Y2)
- Use prepositions to express time, place and cause
- Group related ideas into paragraphs
- Use inverted commas to punctuate direct speech



Leon and the place inbetween

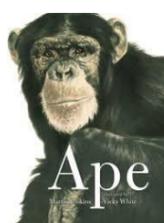
Recount unit

The Nowhere Emporium

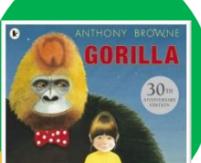
- Use prepositions, conjunctions and adverbs to express time, place and cause
- Group related ideas into paragraphs
- Use past and present tenses correctly and consistently including the present perfect tense
- Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use fronted adverbials
- Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)
- Use commas after fronted adverbials



Gorilla Journal



Narrative unit
Gorilla



- Reading comprehension:
- Read for a range of purposes
 - Identify themes and conventions
 - Discuss words and phrases that capture the reader's interest and imagination
 - Check text makes sense
 - Explain meaning of words in context
 - Ask questions to improve understanding of a text
 - Draw inferences (characters' feelings, thoughts and motives); justify with evidence
 - Predict what might happen from what is stated and implied
 - Retrieve and record information from non-fiction
 - Participate in discussion about books

- Listen and respond
- Maintain attention and participate actively in collaborative conversations
 - Ask relevant questions
 - Use spoken language: speculating, hypothesising, imagining and exploring ideas
 - Participate in discussions, presentations, performances, role play, improvisations and debates
 - Consider and evaluate different viewpoints

Years 1,2 Writing Journey

SPaG and Subject Specific Terminology

Full stops
Commas
Question marks
Exclamation marks

expanded noun phrases
Use subordination

Vocabulary

adjectives Nouns verbs subordination plural tense apostrophe homophone contracted suffixes prefixes

Autumn

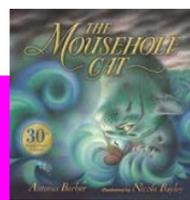
Spring

Summer

who
told
sure
eye(s)
because
people
old
prove
could
should(n't)
great
again

Answer and ask questions
Predict what might happen on the basis of what has been read so far
Participate in discussion about books, poems and other works
Explain and discuss understanding of books, poems and other material

The mousehole cat



Join words and clauses using **and**

- Use simple description
- Use a capital letter for places and days of the week
- Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

Use present and past tenses correctly and consistently including the progressive form

- Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Use expanded noun phrases to describe and specify
- Add suffixes to spell longer words e.g. -ment, -ful

Fiction – Story with a moral focus Writing outcome:

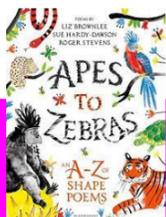
To write own version of the story with a focus on morals and acceptance of others



Grandad's Secret Giant

Fiction- moral focus narrative

Non-Fiction Apes to Zebras



Read non-fiction books that are structured in different ways
To write a letter in role persuading characters to save the trees

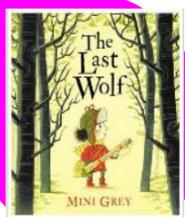
Join words and clauses using **and**

- Change the meaning of verbs and adjectives by adding prefix un
- Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est

Use subordination (if, that)

- Add -er and -est to adjectives
- Use homophones and near homophones
- Use punctuation correctly – apostrophes for contracted forms

The Last Wolf



Join words and clauses using **and**
Add suffixes to verbs where no change is needed to the root
Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Major Glad, Major Dizzy

Non-fiction- recount (diary)

Recount - Diary writing

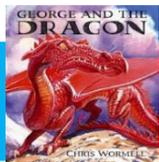
To write a recount of historical events from the text from Major Glad's point of view

- Use the progressive form of verbs in the present and past tense
- Use present and past tenses correctly and consistently
- Use subordination (apply because, when; introduce that)
- Use punctuation correctly introduce apostrophe for the possessive (singular)

Continue to build up a repertoire of poems learnt by heart

Poems from Around the World

The Dragonsitter



Discuss word meanings, linking new meanings to those already known
Understand both the books that can be read accurately and fluently and those listened to
Draw on what they already know
Check that the text makes sense

Correct inaccurate reading
Discuss the significance of the title and events
Make inferences on the basis of what is being said and done
Predict what might happened on the basis of what as been read so far
Participate in discussion about what has been read to them
Explain clearly understanding of what is read to them

Outcome: Fiction – Story with adventure focus Writing outcome:
To write a story based upon the model text using own ideas for a change of character and machine

The Dragon machine

Fiction- adventure narrative

- Join words and clauses using **and**
- Add suffixes to verbs where no change is needed to the root
- Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Write sentences with different forms: statement, question, exclamation, command

- Use subordination (apply because, introduce when)
- Use present and past tenses correctly and consistently (some progressive)
- Use punctuation correctly - exclamation marks, question marks

The Owl and the Pussycat



Learn to appreciate rhymes and poems

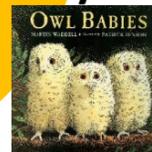
Recite some rhymes and poems by heart

The Owl who was afraid of the dark

Non-fiction- recount

Outcome: Non-chronological report
To write a fact sheet about owls using information gathered from the text

Owl babies



- Specific vocabulary linked to the topic
- Clear and precise description
 - Present tense
 - Title
 - Sub-Headings
 - Introduction
 - Grouped information
 - Facts from research

- Use plural noun suffixes -s and -es
- Punctuate sentences using a capital letter and a full stop
- Join words using **and** Write in the present tense
- Link ideas through subject or pronoun e.g. Bats are black. They fly at night

- Use co-ordination (but, or)
- Add -ly to turn adjectives into adverbs
- Write for different purposes
- Use commas to separate items in a list

Become familiar with key stories, fairy tales and traditional tales
Retell stories and consider their particular characteristics
Recognise and join in with predictable phrases



Troll Swap - Fiction character focus narrative

Troll Swap

To write a story based upon the model text using the pupils' ideas for characters

- Plan or say out loud what is going to be written about
- Use punctuation correctly – full stops, capital letters
- Use expanded noun phrases to describe and specify
- Use subordination (because) and coordination (and)

Listen to and discuss a wide range of stories
Link what is read or heard to own experiences

- Combine words to make sentences
- Begin to join words using **and**
- Punctuate sentences using a capital letter and a full stop
- Use a capital letter for names of people and the personal pronoun 'I'



last
behind
path
door
child
old
could
eye(s)
find
wild
plant

every(where)
break(ing)
great
would
beautiful
last
should

a
the
they
to
of
house
love
has
you
be
were
where
said
are

would
every
who
both
most
parents
because

fast
hour
hold
after
class
could
many
even
eye(s)
whole
past
would
floor
old



EYFS- Nursery, Reception Bespoke Pathway

Revisit gaps identified from the assessment)

- Lists.
- Labelling maps.
- Sentence writing.
- Postcard writing.
- ENHANCEMENT** dress up day
- Creating own JOURNEY stories based on book.
- Hot seating.

a-e – ea – i-e – o-e – u-e –
aw – are – ur – er – ow – ai
– oa – ew – ire – ear – ure
– tious – tion
School Books – Yellow Set
5, Blue Set 6, Grey Set 7



Home



Hattie Peck



The Journey Home

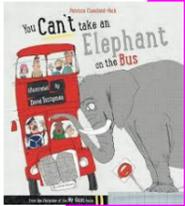
Phonics Assessment

Share various JOURNEY themed stories.

- Writing story picture sentences.
- Guided writing group sessions.
- Sentence order and un-jumble.
- Scaffolded sentence writing.
- Shared reading of text. Predicting skills

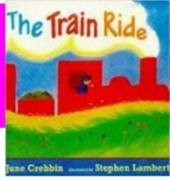
- Story sequencing.
- Orally re-telling the story.

- Non-fiction life cycle labelling.
- Writing CVC words and sentences.
- Story writing in guided sessions for some chn.



You can't take an elephant on the bus!

The train ride



The Hungry Caterpillar

Father's Day Cards



On the road

- Shared reading. Joining in with repeated phrases.
- Making up own stories (orally) with their own twist on it.
- Fruit labelling.
- Caption/sentence writing about fruit tasting.
- * Look at photos to magnify the diversity of the continent Africa to ensure stereotypes are not made.

- Puppet story telling.
- Story sequencing and Pie Corbett style story map with labels.
- Writing story picture sentences.
- Guided writing group sessions.
- Writing a bean diary.

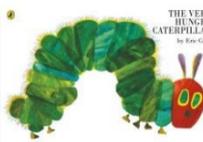
Phonics Assessment

Writing in cards

Easter cards



Naughty Bus



- ENHANCEMENT** – BUTTERFLIES
- Create class non-fiction information book about BUTTERFLIES. Asking questions.
- Letter writing.

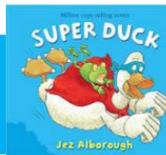
- ENHANCEMENT** – cooking bread.
- Instruction writing.
- Story writing for some chn in guided/supported sessions.
- Modelled/shared activities.
- CVC/sentence writing.
- Speech bubbles "I will help".



Vocabulary focus meaning of words



Supertato



Super Duck



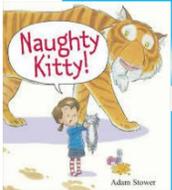
The Gigantic Turnip

Little Red Hen



- Focus in instructional language. First, then, next. You must, You need. etc.
- Reading labels and captions

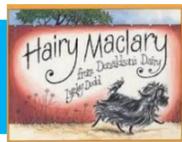
Naughty Kitty



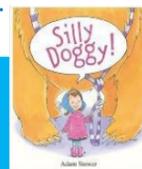
- Writing lists.
- story map.
- Oral re-telling.
- Drama/role play with real box etc.

- Shared reading of big books.
- Speech bubbles discussed.
- Various other texts by same author shared.
- Re-tell story orally.
- CVC word writing –labelling pictures.
- Thank you card writing.

ay – ee – igh – ow – oo – oo – ar
– or – air – ir – ou – oy
School Books – Pink Set 3,
Orange Set 4
Home books – Pink Level 4
Phonics Assessment



Silly Doggy!



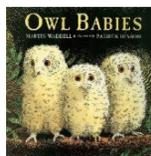
The Nativity Story

- Read book together modelling reading strategies.
- Character discussion.

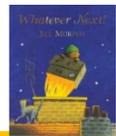
- Various versions of same story shared. Readings strategies modelled.
- Recipe reading for cooking.



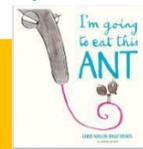
- Poster layout discussed.
- Shared caption writing.
- Initials sounds and supported CVC word writing focus.



Owl Babies



I'm going to eat this Ant



- Non-fiction layout and features.
- Initial sounds and supported CVC word writing focus.

Firework Theme

- Shared and modelled reading.
- Strategies shared.

- Shared reading of big book.
- Tracking text.
- Predicting and inferring skills from pictures.
- Speech marks and speech bubbles.
- Caption writing.
- ENHANCEMENT** – owl visit from Shropshire falconry.

- Reading poster together.
- Modelling stopping at full stops.

Diwali

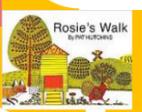


- Name writing.
- Pencil grip.
- Letter formation.
- Using puppet/figures/small world tray to re-tell story orally.
- ENHANCEMENT** walk to FOREST SCHOOL to re-tell and share their story.

m - a - s - d - t - i - n - p - g - o - c - k -
u - b - f - e - l - h - s - h - r - j - v - y - w -
th - z - ch - qu - x - ng - nk
School Books – Red Ditty Books,
Green Set 1, Purple Set 2
Home Books – Red Level 1, Green
Level 2, Purple Level 3

- How to handle a book, turning pages, listening skills, share an interest in our favourite stories.

- Label writing.
- Name writing.
- Pencil grip
- Letter formation.
- Non-fiction discussion – elephants



The Gingerbread Man



On-Entry



- Story sequencing.
- story map created.
- Using repetitive story language.
- Shared reading of big book – tracking text.
- Joining in with repeated phrases from the text.

- Writing our names
- Pencil grip
- Letter formation

ALL AUTUMN TERM = Kinetic letters and dough gym for identifies groups.

Writing Phonics Reading



Autumn	Spring	Summer
the	can	no
and	are	mum
to	up	one
said	had	them
in	my	do
he	her	me
of	what	down
it	there	dad
was	out	big
you	this	when
they	have	get
on	went	see
she	be	looked
is	like	very
for	some	look
at	so	him
his	not	come
but	then	will
that	were	into
with	go	back
all	little	from
we	as	just



Autumn	Spring	Summer
door	every	sure
floor	everybody	sugar
poor	even	eye
because	great	could
find	break	should
kind	steak	would
mind	pretty	who
behind	beautiful	whole
child	after	any
children	fast	many
wild	last	clothes
climb	past	busy
most	father	people
only	class	water
both	grass	again
old	pass	half
cold	plant	money
gold	path	Mr
hold	bath	Mrs
told	Hour	parents
Christmas	move	prove
called	don't	improve



Autumn	Spring	Summer
accident	extreme	often
actual	February	ordinary
address	forward	perhaps
appear	fruit	position
believe	grammar	possess
build	group	possible
busy	heard	potatoes
caught	heart	question
circle	important	regular
complete	interest	remember
consider	island	sentence
decide	learn	separate
different	length	strange
early	material	surprise
earth	minute	though
eight	natural	thought
enough	occasion	woman
experiment		



Autumn	Spring	Summer
accidentally	eighth	particular
actually	exercise	peculiar
answer	experience	possession
arrive	famous	pressure
breath	favourite	probably
breathe	guard	promise
business	guide	quarter
bicycle	height	recent
centre	history	reign
century	imagine	special
certain	increase	straight
continue	knowledge	strength
calendar	library	suppose
describe	medicine	therefore
difficult	mention	although
disappear	naughty	through
notice	occasionally	various
	opposite	weight
		women



Autumn	Spring	Summer
according	develop	prejudice
achieve	excellent	privilege
aggressive	embarrass	profession
attached	explanation	programme
available	familiar	queue
average	forty	recognise
awkward	government	recommend
bruise	harass	rhyme
category	identity	secretary
committee	interrupt	suggest
communicate	lightning	symbol
community	marvellous	system
competition	muscle	temperature
correspond	necessary	twelfth
criticise	nuisance	variety
curiosity	occupy	vegetable
definite	occur	physical
		desperate



Autumn	Spring	Summer
accommodate	environment	opportunity
accompany	equipment	parliament
amateur	especially	persuade
ancient	exaggerate	pronunciation
appreciate	existence	signature
apparent	foreign	sincerely
bargain	frequently	soldier
cemetery	guarantee	sufficient
conscience	immediately	sacrifice
conscious	interfere	shoulder
controversy	individual	relevant
convenience	language	restaurant
determined	leisure	stomach
dictionary	mischievous	thorough
disastrous	neighbour	vehicle
		yacht