

MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS

LITERACY HALF TERM PLANNING : Autumn 2022 First half term

CLASS : Daffodils

Mantle: Charles Darwin - History

Writing genres covered this half term: Story,

WEEK	Key learning objectives and sequence of learning	Grammar and punctuation	Links to Mantle Story	Learning Outcomes
WEEK 1	<p>Tuesday - PSHE settling into school activities Pie Corbett story writing - Mrs Noah's Garden Story writing Wednesday - Imitation Introduce/read through the story. Then read as a reader, ensuring good understanding of the vocabulary and world knowledge required to comprehend the story.</p> <ul style="list-style-type: none"> • Listen to the story • Encourage children to join in with words • Repeat chunks of the story in small groups and individuals <p>Thursday Begin to tell a story more independently by creating and using Pie Corbett actions for the story. Complete first part of the story only. Create a class story map of first part of the story and use for retelling.</p> <ul style="list-style-type: none"> • LA and Y2 to work with TA to create a group map on large roll of paper • MA and Y3 to create their own story map. <p>As a plenary - retell story as a group Friday Re read story using class story map Begin to learn second section, again with actions and repetitive language. Repeat certain phrases.</p>	<p>Grammar starter Y2 WT - Demarcate some sentences with capital letters and full stops. EX - Demarcate most sentence with capital letter and full stops. Y3 WT - Demarcate sentence with capital letter and full stops mostly correct. EX - Demarcating sentence with capital letter and full stops correctly.</p>	<p>Introduction of mantle narrative in topic subjects</p>	<p>Retell the story using actions and story map.</p> <p>Practice writing sentence structures/Alan Peate sentences</p>
WEEK 2	<p>Tuesday Use a printed version of the text to read aloud with expression and discuss meaning through shared reading. Highlight any tricky words and find out the meaning. Look at sentence structures and create own sentence examples. <i>Alan Peate sentences - teach year 2 list sentence and 2A sentence and year 3 As ly sentnece</i> Wednesday Create a class story map of original story and use for retelling.</p>	<p>Character description Y2 WT - Produce own ideas for writing and shows some evidence of attempting interesting vocabulary.</p>		<p>Story map Character description using Alan Peate sentences learnt previous week. Story vocab Boxed up plans for character and plot with substitution</p> <p>Start of story writing</p>

	<ul style="list-style-type: none"> LA and Y1 to work with TA to create a group map on large roll of paper MA and Y2 to create their own story map. <p>As a plenary - retell story as a group</p> <p>Thursday Character description of main character</p> <p>Friday Substitution Retell story again and act out and perform using story maps. Boxed plan to change characters in the story to make it their own.</p>	<p>Ex - Show evidence of attempting adventurous/interesting vocabulary</p> <p>Y3 WT - Write effectively and coherently for different purposes, with consideration of their vocabulary and grammar. Ex - Use adjectives and adverbs for description.</p> <p>Show evidence of attempting adventurous/interesting vocabulary considering purpose and audience.</p>		
WEEK 3	<p>Monday - Trip to Shrewsbury</p> <p>Tuesday Read through the beginning of the story again. How can the children develop it to make it their own? Innovation of the beginning of their story To create a boxed up plan for their own of their story (plot order of story using story mountain)</p> <p>Thursday To write the beginning of their story using boxed up plan</p> <p>Friday Recap on Alan Peate sentences teach and revise: List and 2A sentences. To write story</p>	<p>Grammar starter</p> <p>Y2 WT - To use finger spaces between words Write sentences that are sequenced to form a short narrative (real or fictional). Ex - Use spacing between words that reflect the size of the letters. Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Y3 WT - Begin to organise their writing using paragraphs.</p>		<p>Story writing - start, middle and ending Teach editing skills -vocab sentence structures, punctuation etc..</p>

		<p>Ex - Use paragraphs to organise their writing logically but may be inconsistent.</p> <p>Begin to link paragraphs (e.g. adverbs and prepositions).</p>		
WEEK 4	<p>Tuesday Continue story</p> <p>Wednesday Story writing</p> <p>Thursday Editing and redraft</p> <p>Friday Information text reading/research - Charles Darwin. To answer questions using given text. Recap on what features they would see in a non fiction text</p>	<p>Grammar starter Y2</p> <p>WT - To use finger spaces between words Write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>Ex - Use spacing between words that reflect the size of the letters. Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Y3</p> <p>WT - Begin to organise their writing using paragraphs.</p> <p>Ex - Use paragraphs to organise their writing logically but may be inconsistent.</p> <p>Begin to link paragraphs (e.g. adverbs and prepositions).</p>		
WEEK 5	Information text writing and introduction of mantle		Introduction of mantle	
WEEK 6				