

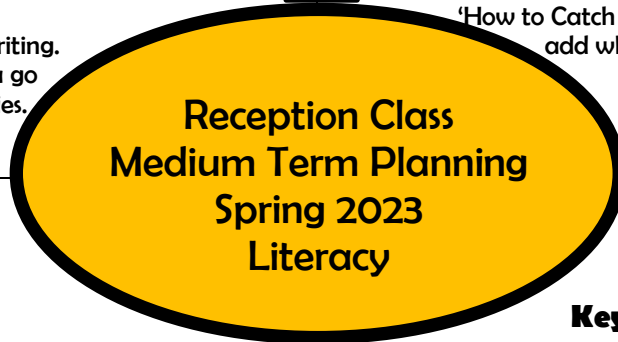
## Themes: Frozen – All About Teeth – Zarg’s World

### Intent

To share stories/non-fiction books with Year 6 buddies.  
 To introduce Guided Reading Groups and group reading books.  
 To revise Phase 2 letters/sounds, high frequency and tricky words.  
 To introduce all Phase 3 digraphs/trigraphs, high frequency and tricky words.  
 To know that a story has a beginning, middle and an end.  
 To learn some traditional stories off by heart using actions to help in retelling.  
 To enjoy stories and non-fiction texts related to terms themes.  
 To show an understanding of the books that are shared in class and Guided Reading.  
 To begin to write caption/sentences initially from dictation leading to children’s own.  
 To tell stories in own words and begin to use story language in retelling.  
 To make up their own versions of well known stories.  
 To begin to show an interest in writing for real life purposes such as:  
 Birthday cards, thank you cards, shopping lists, notes, postcards, book making, signs and labels.  
 To begin to use phonic knowledge in writing.  
 To refer to caption/action letter/sound mats when reading and writing.  
 To recognise speech bubbles in different texts and begin to have a go at writing their own to accompany pictures from well known stories.  
 To observe T/TA writing model writing activities and then show confidence to have a go.

### Implement

Guided Writing – thank you letters to Father Christmas and families.  
 Show Year 6 children how to share books with Reception children. Allow them to take turns to choose books to share with their buddies. Encourage Year 6 children to ask questions about text and to make predictions.  
 Start Guided Reading sessions, sending home books at children’s level to share at home.  
 Introduce all Phase 3 digraphs/trigraphs using Phonic Fairy videos and activities to embed knowledge.  
 Storytime Phonics – caption/sentence writing using focus digraph/trigraph.  
 Read the story of The Snowman and make up a simple version of the beginning of the story for children to learn off by heart before coming up with their own middle part to the story.  
 Children to share their versions with the class and another audience.  
 Read the story of ‘Whatever Next’ and ‘and teach children a simplified version to use in Talk4Writing. Create a simple role-play for children to help with retelling.  
 Use story of ‘Beegu’ to highlight feelings of loneliness and fear. Children to complete sentence starters such as I can make Beegu happy by.....  
 ‘How to Catch a Star’ – speech bubbles. Children to choose parts of the story to add what the little boy might be saying.



### Impact

Children enjoy sharing stories with their buddies.  
 Children make use of reading areas in the classroom and outside.  
 They are able to read some key words when sharing Daily Timetable.  
 Children can blend sounds to read words with know letters/sounds/digraphs/trigraphs.  
 Children recognise Phase 2 ‘tricky’ words and begin to use in different writing activities.  
 Children notice digraphs in shared and guided reading texts.  
 Children enjoy learning stories off by heart and are able to ‘perform’ stories as a class.  
 Children are able to write simple captions/sentence from dictation.  
 Children choose writing activities during independent learning times.  
 Children come up with their own reasons for writing.  
 Children will use writing pro formas such as specimen record cards to use with their own fascinations of the natural world.  
 Children can name different reasons for writing and notice when adults are writing and will show an interest as to what they are writing for.

### Skills:

I can read all Phase 2 letters/sounds, high frequency words and ‘tricky’ words.  
 I can read some Phase 3 digraphs/trigraphs.  
 I can use Phonics Mat to help when I am writing independently.  
 I can name different reasons for writing.  
 I can retell the story beginning of ‘The Snowman’ off by heart.  
 I can retell the story of ‘Whatever Next’ and have a go at writing captions/sentences to go with the pictures.  
 I know what a speech bubble is.  
 I can point out speech bubbles in fiction and non-fiction books.  
 I can finish a sentence using my own ideas.

### Key Vocabulary:

Non-fiction, fiction, poetry, author, illustrator, blurb, retell, capital letter, lower case, upper case, full-stop, caption, sentence, make sense, description, email, text, speech mark, expression, specimen record, field note.

### Differentiation:

**Support** – In Guided Reading allow children access to Phonic Fairy letter/sound mat to refer to when reading books for any insecure letter/sounds. Use whiteboards to support writing activities and allow children access to word picture cards. T/TA to support and encourage in group writing activities.  
**Challenge** – Encourage children to find their own reasons for writing eg. those children who enjoy making up games explain the need to record their game invention so this can be shared with others. Talk about writing and model ways to make writing meaningful to them. Encourage children to use Phase 3 digraph mat when doing writing activities and refer to this so that they begin to use the digraphs they know in reading in their writing.

