

Topic - Labels, Lists and Instructions

Texts:

- ~ Picture Dictionaries
- ~ The Messy Magpie (Link to Recycle Week)
- ~ The Lighthouse Keepers Lunch
- ~ Pass the Jam Jim

What will children learn?

- To understand that print has meaning
- To understand that print can have different purposes
- To understand that labels can give more information about a picture
- To understand that information can be organised into a list
- To understand that instructions are pieces of text that must be organised in the correct way to make sense

What will learning look like?

- At the park (label the picture)
- My Favourite Things/A list of Animals/Fruit (use the dictionary)
- The Messy Magpie - Recycling list
- Mrs Grinling's Shopping List (for the Lighthouse Keeper's Lunch)
- How to Make a Jam Sandwich

Speaking and listening

What will children learn?

- To listen attentively
- To participate in one-to-one discussions, offering their own ideas

What will learning look like?

- Daily Show and Tell
- Social Skills/Child initiated play
- Daily calendar
- Daily Circle Time
- Makaton (sign language)

N.B. Ensure opportunities are made available to develop these skills across the curriculum

Read Write Inc

Entry Assessment (Whole Class)

Group one:

- Speed Sounds Set 1 (single letter sounds)
- Focus: m, a, s, d, t
- 1.1 green words (Fred Talk cvc)
- Set 1 assisted blending

Group two:

- Review Speed Sounds Set 1 (speedily)
- Introduce Speed Sounds Set 2
- 1.1 - 1.3 green words (cvc, speedily)
- Set 1-3 assisted blending (write)
- Introduce model for Ditty sheets (Oxford Owl sheets 1-5)
- Introduce Red Ditty books (read book 1)

Recognising Name

What will children learn?

- To recognise their own name in the learning environment
- To make marks to stand for their name

To write some or all of their name

What will learning look like?

- Name labels in and around the classroom environment - presented in clear recognisable fonts
- Personal sand tray for mark making
- Whiteboards and pens freely available

N.B. All children also encouraged to write their name regularly on pieces of work across the curriculum

Story time

What will children learn?

Reading

- To enjoy sharing books with an adult
- To pay attention and respond to the pictures or the words
- To have favourite books and seek them out
- To repeat words and phrases from familiar stories
- To engage in extended conversations about stories, learning new vocabulary

What will learning look like?

- Class helper will choose a book for an adult to read to the class each day

Sharks Class

Communication, Literacy and Language

TERM 1

Pop Up Literacy Project

Text: Franklin and Luna and the Book of Fairy Tales

What will children learn?

Reading

- To ask questions about the book
- To make comments and share their own ideas
- To develop play around favourite stories using props

Writing

- To enjoy drawing freely
- To add some marks to their drawings, which they give meaning to

What will learning look like?

- Franklin's birthday party - What can you see? Label/list
- Design and write a birthday card to Franklin
- Neil the Tortoise is Lost! Design a Lost Poster

Reading (ongoing skills)

What will children learn?

- To understand that we read English text from left to right and from top to bottom
- To know the names of the different parts of a book
- To understand page sequencing
- To read individual letters by saying the sounds for them
- To blend sounds into words, so that they can read short words made up of known letter- sound correspondences

What will learning look like?

- Individual Reading
- Child initiated play
- Embedded across the curriculum

Handwriting

What will children learn?

- To form constancy
- To develop spatial organisation
- To develop fine motor and perceptual skills

What will learning look like?

- *Write From the Start - book 1*

For those children who are ready to learn letter formation:

- *RWI letter formation rhymes*
- *Speed Sounds Letter formation sheets*
- *Roll n Write tiles*
- *Individual mark making sand trays*
- *Air writing*
- *IWB:*
 - *Sky Writer (introducing the letter)*
 - *Doorway Online Letter Formation - Press & Follow (have a go and guided practice)*
 - *Writing Repeater (independence)*

Baseline Assessment

Readiness to Write - Pre Writing Skills SEPTEMBER 2021

To assess the pencil strokes that most letters, numbers and early drawings are comprised of. They are typically mastered in sequential order, and to an age specific level. These strokes include the following strokes: |, —, O, +, /, square, \, X, and Δ.

Sharks Class

Handwriting

Getting Ready to Write

TERM 1

Write Rules

'Learn to Write The Easy Way

PILOT PROJECT for GRIFFIN OT

What will children learn?

- To gain confidence at picking up a writing instrument
- To begin to develop a comfortable and efficient pencil grip
- To hold a writing instrument to effectively form lines and shapes
- To form pre writing strokes |, —, O

What will learning look like?

- *Colour in a picture using a writing instrument*
- *Horizontal and Vertical Lines*
- *Circles and Rainbows*
- *Crocodile Fingers*

Write Dance

Link to PSHE - Emotional Literacy development

Write Dance is an approach and a method that provides movement opportunities so children can develop the physical skills needed to develop their handwriting skills. The movement is driven by the music and the underlying principle is enjoyment to build confidence.

Theme: The Volcano

What will children learn?

- To let go of tension and relax
- To prepare for lines numbers and letters that are formed with downward motions - 0,1 v,w,x,i,o,e,s
- To prepare for lines in numbers and letters that are formed with upward motions
- To prepare for a relaxed pencil grip

What will learning look like?

Movements to music:

1. *Shaking body*
2. *"This is my mountain" - making movements towards the Earth*
3. *Eruption - movements move towards the air*
4. *Stones and a Lava - loosening wrists*
5. *Thunder and lightning - inhaling and exhaling, feeling the flow from up to down*
6. *Rain - dashing movements from up to down, flexing wrists*

Mark Making to music:

- (1. *Shaking body*)
Crayons on both hands
2. *"This is my mountain" - crayons glide from top to bottom*
3. *Eruption - crayons glide from top of mountain in to air on paper*
4. *Stones and Lava - dots inside volcano*
- (5. *Thunder and lightning - inhaling and exhaling*)
6. *Rain - lines and dashes*