

## Julia Donaldson - 'Sharing a Shell', 'Monkey Puzzle', 'Spinderella' and 'Superworm.'

<p><b>Written Outcomes</b></p> <ul style="list-style-type: none"> <li>• Description and labelling of settings - jungle, rock pool, ...</li> <li>• Rhymes and riddles.</li> <li>• Labels and captions</li> <li>• Link to trip</li> </ul> <p><b>Planned Oracy Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Hot seating of characters</li> <li>• Role-play</li> <li>• Role on the wall</li> <li>• Record children reading extracts using tin lids ...</li> <li>• Singing</li> <li>• Performing 'I See a Tiger' by Joy Acey</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Start to appreciate rhymes, poems, and recite some by heart.</li> <li>• Discuss word meanings, linking new meanings to those already known.</li> <li>• Draw on what they already know, or on background information and vocabulary provided.</li> <li>• Check a text makes sense as they read and correct inaccurate reading.</li> <li>• Discuss the significance of title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Clearly explain their understanding of what is being read.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• To link what they have read or heard read to own experiences</li> <li>• Become familiar with key stories traditional stories and ,fairy stories retelling them and consider their particular characteristics</li> <li>• To recognise and join in with predictable phrases</li> </ul> <p><b>Grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Join words and clauses with 'and'</li> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Use capital letters for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<p><b>Prior learning checklist for writing:</b></p> <ul style="list-style-type: none"> <li>✓ Use phonic knowledge to write words in ways which match spoken sounds.</li> <li>✓ Write some irregular common words.</li> <li>✓ Write simple sentences which can be read by themselves and others.</li> <li>✓ Spell words correctly and make phonetically plausible attempts at others.</li> </ul>
<p><b>Writing Process:</b></p> <ul style="list-style-type: none"> <li>• Book talk</li> <li>• Planning</li> <li>• Drafting</li> <li>• Sharing</li> <li>• Evaluating</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write</li> <li>• Composing a sentence orally before writing it</li> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or pupils</li> <li>• Read their writing aloud, clearly enough to be heard by their peers and teacher</li> </ul>	<p><b>Cross Curricular Links:</b></p> <ul style="list-style-type: none"> <li>✓ Art - spider artwork, webs, animal prints, brush strokes, primary/secondary colours</li> <li>✓ Geography - Key physical and human features - beach, cliff, forest, soil, mountain, shop, village, farm...</li> <li>✓ PSHCE</li> <li>✓ Visit from the RSPCA</li> <li>✓ Visit to Austerfield Centre</li> </ul>

		✓ Science - habitats, food chains, life cycles, classification
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