



Teaching Focus	Learning Intentions		
	Spoken Language	Writing	Grammar Focus
<i>Retell the story of Mr. Wiggle and Mr. Waggle</i>	<ul style="list-style-type: none"> <li>Participate in discussions and presentations; 'Who could Mr. Wiggle and Mr. Waggle be? Why would they like to visit one another?'</li> <li>Gain and maintain interests of the listeners</li> <li>Retelling the story confidently in front of adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>Innovate the story to make it their own</li> <li>Writing in the 3<sup>rd</sup> person</li> <li>Sequencing the story to have a clear beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters and full stops</li> <li>Using Capital letters for names of people, places and dates (company names, names of rockets).</li> <li>Use of first person</li> <li>Joining clauses with different conjunctions.</li> </ul>
<i>How to make a Jam Sandwich</i>	<ul style="list-style-type: none"> <li>Talk through steps using time conjunctions</li> <li>Think, pair and share</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>Take part in jam sandwich making and recall the stages to their peers</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of fiction and non-fiction</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly</li> </ul>	<ul style="list-style-type: none"> <li>Use of imperative verbs to begin each step.</li> <li>Use of topic words.</li> <li>Use of time conjunctions.</li> <li>Full stop capital letter and the use of commas in a list</li> <li>Statement, question, exclamation and command</li> </ul>
<i>The little Beaver and the Echo</i>	<ul style="list-style-type: none"> <li>Retelling a narrative story</li> <li>Hot seating the character</li> </ul>	<ul style="list-style-type: none"> <li>Say aloud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>Neat and well-structured</li> </ul>



	<ul style="list-style-type: none"> <li>• Use of description to describe</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to draft sentences</li> </ul>	<p>presentation.</p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Expanded noun phrases</li> </ul>
<i>Fact File - Blakeney</i>	<ul style="list-style-type: none"> <li>• Research information on Blakeney and meet people from the community</li> <li>• Use spoken language to explore ideas</li> <li>• Give well - structured descriptions; <i>this is the primary school it has been here for</i></li> </ul>	<ul style="list-style-type: none"> <li>• Write down key words using new vocabulary where ever possible</li> <li>• Label and describe function.</li> <li>• Writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive language</li> <li>• Bullet points in a list</li> <li>• Commas for a list</li> </ul>
<i>Reading comprehension</i>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them.</li> <li>• Answer and ask questions based on the text</li> </ul>		



	<ul style="list-style-type: none"><li>• Clarify meanings of unknown words</li></ul>
<i>Handwriting</i>	<ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly</li><li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• Form capital letters</li><li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li></ul>