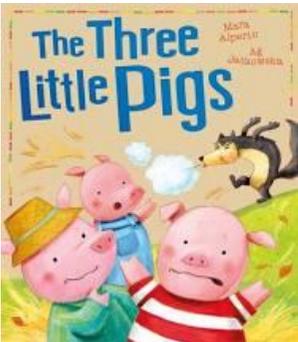
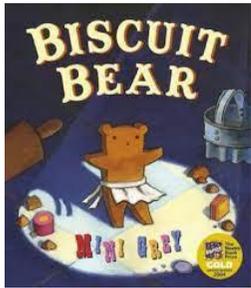


St Mary's Literacy Framework

Year: One		Term: Autumn One	
<u>Text</u>	<u>Suggested Writing Focus</u>	<u>Suggested Immersion Activities</u>	<u>Suggested Key Grammar and Spelling Focus</u>
<p><a href="#"><u>Meesha Makes Friends</u></a></p> 	<p><b><u>Purpose</u></b> Advice on</p> <p><b><u>Audience</u></b> Everyone in our class</p> <p><b><u>Text Type</u></b> A list or simple sentences</p>	<p>Retell parts of the story by drawing pictures. Use construction or junk to make a model in pairs or small groups – just like Meesha and the other child do at the end of the story Hot seat the Meesha and ask why she was behaving in certain ways. Record messages for the Meesha with tips on how to make friends. Each child to write one or two instructions for helping everyone to make friends.</p>	<p><b>Across this half term there will be three main spelling and grammar focuses:</b></p> <p>Using their phonic knowledge when writing. Particularly applying their knowledge of Phase Three phonemes</p> <p>Using the phase three and Phase four high frequency words in their writing (including those that are not phonetically plausible)</p> <p>Using full stops at the end of sentences</p> <p>Recognising capital letters and using them at the beginning of sentences.</p> <p>Consistently leaving clear spaces between their words</p> <p>Adding 'ing' and 'ed' to words.</p>
<p><a href="#"><u>The Three Little Pigs</u></a></p> 	<p><b><u>Purpose</u></b> To warn people about the Big Bad Wolf</p> <p><b><u>Audience</u></b> Fairy Tale Characters</p> <p><b><u>Text Type</u></b> Poster</p>	<p>Creating a story Map of the story (Could be carried out in groups perhaps by painting a story wall) Role playing the story in small groups possibly using using puppets. Building houses out of different materials Adding captions to different scenes. Creating a picture of the Big Bad Wolf and thinking of words to describe him Recording radio television broadcast to warn other people in fairy tale land about the Three Little Pigs</p>	<p>Adding 'ing' and 'ed' to words.</p> <p><i>These priority areas will be adapted to meet the needs of individual children.</i></p>
	<p><b><u>Purpose:</u></b> To apologise for blowing down the house</p> <p><b><u>Audience:</u></b> The Three Little Pigs</p> <p><b><u>Text Type:</u></b> Letter / Message in a card</p>	<p>Thinking of questions to ask characters in the story. (Big Bad wolf and the pigs who had their house blown down) Hot seating key characters Leaving a voice mail for the Three Little Pigs from the big bad wolf in which he apologises for his actions.</p>	

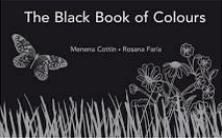
St Mary's Literacy Framework

Biscuit Bear

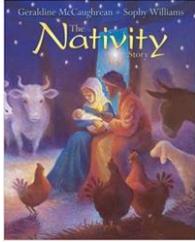


<p><b><u>Purpose</u></b> To explain how to make a to make a simple salt dough character.</p> <p><b><u>Audience</u></b> Children in the school who want to create their own character.</p> <p><b><u>Text Type</u></b> Instructions.</p>	<p>Hot seat biscuit bear and find out how he made his biscuit characters.</p> <p>Talk about the different shapes they can cut out with play dough. Discuss the steps for doing this.</p> <p>Look at a simple set of instructions and identify the verbs.</p> <p>Follow verbal instructions for making a biscuit bear.</p> <p>Write some simple instructions to go with photographs of them making a biscuit characters</p>
<p><b><u>Purpose</u></b> To entertain by writing about what their biscuit characters did while the school was closed.</p> <p><b><u>Audience</u></b> Children in Reception</p> <p><b><u>Text Type</u></b> Narrative</p>	<p>Talk about the pictures in the story. Particularly focus on what Biscuit bear does while everyone else is sleeping.</p> <p>Set up a scene with the salt dough biscuit characters. (They could have made models, reading books e.t.c)</p> <p>Ask children to imagine what their characters did when the school was closed.</p> <p>They could draw pictures could create their own scenes</p> <p>Take on the roles of their biscuit characters and talk about what they did.</p> <p>Write simple sentences to explain what their characters did when the school was closed. Explain that you will be sharing these with Reception.</p>

St Mary's Literacy Framework

Year: One		Term : Autumn Two	
<u>Text</u>	<u>Suggested Writing Focus</u>	<u>Suggested Immersion Activities</u>	<u>Key Grammar and Spelling Focus</u>
<p style="text-align: center;"><b>Autumn Poems</b></p> 	<p><b><u>Purpose:</u></b> To entertain</p> <p><b><u>Audience:</u></b> Our friends and teachers</p> <p><b><u>Text type</u></b> Simple Poem about Autumn leaves using a repetitive structure</p>	<p>Performing simple poems/ songs. This can be done as a whole class and in groups. They could also record their performances</p> <p>Activities to generate descriptive language:</p> <ul style="list-style-type: none"> <li>• A walk to collect autumn leaves and conkers</li> <li>• Closing your eyes and describing the feel of the Autumn leaves</li> <li>• Closing your eyes and describing the sound the leaves make</li> <li>• Looking carefully at the leaves and describing their appearance.</li> </ul>	<p><b>Across this half term there will be four main spelling and grammar focuses:</b></p> <p>Using their phonic knowledge when writing. They will particularly be encouraged to make attempts at spelling polysyllabic words.</p> <p>Spelling the Phase Three and Phase 4 high frequency words that have been a focus during Phonics sessions. They may also be expected to start spelling some of the Phase 5 high frequency words.</p> <p>Making singular words into plural by adding s or es</p>
<p style="text-align: center;"><b><u>The Day The Crayons Quit</u></b></p> 	<p><b><u>Purpose:</u></b> To apologise to the Crayons</p> <p><b><u>Audience:</u></b> The Crayons</p> <p><b><u>Text Type:</u></b> Letter</p>	<p>Discussion around how the different crayons felt</p> <p>Create a mind map do explain the feelings of each crayon and to explain why they felt that way</p> <p>Record messages from Duncan in which he apologises to the crayons</p> <p>Think of things Duncan would promise to do if they crayons come back.</p>	<p>Recapping adding ed and ing to words.</p> <p>Using full stops at the end of sentences.</p>
<p style="text-align: center;"><b><u>AThe Black Book of Colours</u></b></p> 	<p><b><u>Purpose</u></b> To entertain</p> <p><b><u>Audience</u></b> Someone who has never seen colours</p> <p><b><u>Text Type</u></b> Poem</p>	<p>Listening to the Black Book of colours with their eyes shut.</p> <p>Guessing what colour a child is thinking of by listening to their description.</p> <p>Creating pictures in just one colour.</p> <p>Discussing how different colours make them feel.</p> <p>Looking for items of specific colours.</p> <p>Creating their own poem based on Red is _____</p>	<p>Learning to recognise capital letters and using them at the beginning of sentences and for names.</p>
<p style="text-align: center;"><b><u>The Nativity Story</u></b></p>	<p><b><u>Purpose</u></b> To inform that Jesus has been born</p> <p><b><u>Audience:</u></b> People of Bethlehem</p>	<p>Read the Nativity Story</p> <p>Watch simple news announcements about good news.</p> <p>Create a story map in groups by creating pictures of different parts of the story.</p> <p>Role play parts of the story.</p>	

St Mary's Literacy Framework



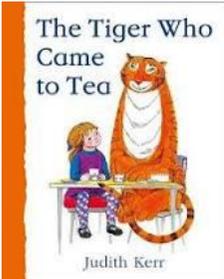
**Text Type:** Simple Reccount  
(For a television reporter

Create a picture showing scene in stable and label all of the visitors.

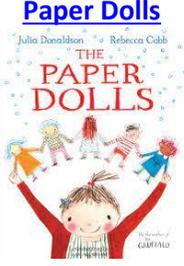
Leaving clear Spaces between words

*These priority areas will be adapted to meet the needs of individual children*

St Mary's Literacy Framework

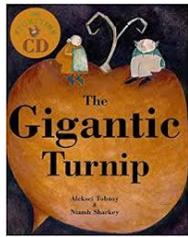
Year: One		Term : Spring One	
Text	Suggested Writing Focus	Suggested Immersion Activities	Key Grammar and Spelling Focus
<p><u><a href="#">The Girl in the Yellow Bag</a></u></p> 	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Year Two children</p> <p><b>Text type:</b> Narrative retelling a story in their own words.</p>	<p>Creating a story map- they could work in groups to do this.</p> <p>Role playing different parts of the story. They could use simple props to do this such as a yellow paper bag with paper items to put in it.</p> <p>Exploring adjectives that can be used to describe the different items,</p>	<p><b>Across this half term the children will focus on the following:</b></p> <p>Using their phonic knowledge when writing. They will particularly be encouraged to apply phase 3 and phase 5 phonemes to their writing,</p>
	<p><b>Purpose:</b> To express ideas</p> <p><b>Audience:</b> Their class friends</p> <p><b>Text Type:</b> A list</p>	<p>Writing questions that they would like to ask the main character (they can be linked to the items that the girl put in her bag)</p> <p>Drawing pictures of what they would like to put in their bags.</p> <p>Discussing their ideas with a partner</p> <p>Writing their comprehensive list of items.</p>	<p>Explore plurals and when you need to add s and es.</p> <p>Using the Phase Five high frequency words that have been a focus during Phonics sessions.</p>
<p><u><a href="#">The Tiger Who Came to Tea</a></u></p> 	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Reception</p> <p><b>Text type:</b> Narrative Writing their own version of the story</p>	<p>Begin the unit of work by setting a scene where a tiger appears in their classroom</p> <p>Retell the story using props or by creating simple story maps for children to talk through.</p> <p>You could also carry out a hot seating activity in which the children need to ask questions to a characters in the story.</p> <p>Creating a tea party for a tiger who is visiting their class.</p> <p>Children could plan their own version of a story by drawing story maps and talking through them.</p> <p>They could also draw pictures of their characters and think of words to describe them.</p>	<p>Using full stops at the end of sentences. capital letters at the beginning.</p> <p>We will introduce the terms verbs, adjectives and nouns and children will begin to identify these word classes in sentences.</p> <p><i>These priority areas will be adapted to meet the needs of individual children.</i></p>

St Mary's Literacy Framework

Year: One		Term : Spring Two (Year B)	
Text	Suggested Writing Focus	Suggested Immersion Activities	Key Grammar and Spelling Focus
<p><b>Paper Dolls</b></p>  <p>(This may change)</p>	<p><b>Purpose</b> To entertain</p> <p><b>Audience</b> Our friends in the class</p> <p><b>Text Type</b> Poetry</p>	<p>Create their own paper doll Name each one. Think of words to explain and describe each doll. Create a simple poem using a string of words Share their poems out loud with the class</p>	<p><b>Across this half term the children will focus on the following:</b></p> <p>Using their phonic knowledge when writing. With a focus on using both Phase 3 and Phase 5 phonemes</p>
<p><b>Spring Information Books</b></p> 	<p><b>Purpose</b> To provide information about Spring</p> <p><b>Audience</b> People visiting the library</p> <p><b>Text Type</b> Information Text (Non Fiction Booklets)</p>	<p>Take the children for a walk to the park and look for signs of Spring. Watch a short information clip about Spring Ask 'an expert' questions about different aspects of Spring, Watch a film clip to find out information about an aspect of Spring Create a word bank of key words that were used in the clip. Create a Spring Scene and label all they key aspects of Spring (Enforcing Key vocabulary) Provide their own commentary to a series of Spring Pictures/photos.</p>	<p>Exploring adding 'ing', 'ed' and 'est' to words</p> <p>Using the Phase Five high frequency words that have been a focus during Phonics sessions.</p>

St Mary's Literacy Framework

The Gigantic Turnip



**Purpose**

To thank the people that helped the old man and lady

**Audience**

The animals in the story.

**Text type:**

Creating a thank you letter

Create a story map and orally retell the story.

Ask the children to pretend they are the old man or old lady. Ask them to think about what they did with the turnip.

Hot set the characters in the story.

Role play a phone call conversation in which the old man/ old lady thanks the animals for their help. (This could be a video call)

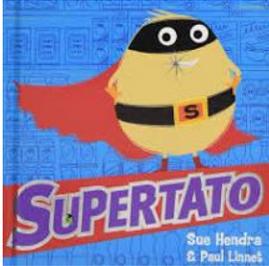
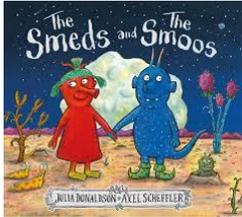
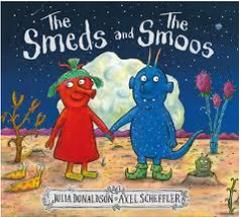
Plan out their writing. Focus on additional details that they could include such as telling the animals what they did with the turnip.

Using full stops at the end of sentences and capital letters at the beginning.

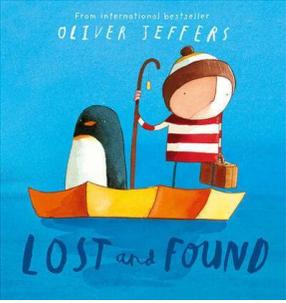
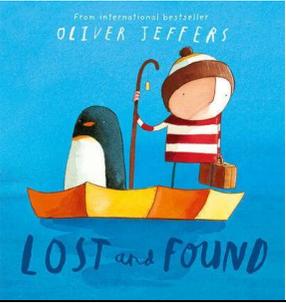
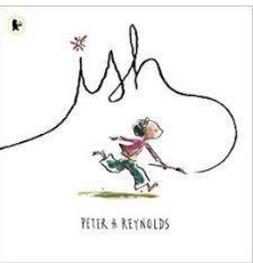
Continue thinking about verbs, adjectives and nouns and children will begin to identify these word classes in sentences.

*These priority areas will be adapted to meet the needs of individual children.*

St Mary's Literacy Framework

Year: One		Term : Summer One (Year B)	
Text	Suggested Writing Focus	Suggested Immersion Activities	Key Grammar and Spelling Focus
<p><u><a href="#">Supertato</a></u></p> 	<p><b>Purpose</b> To entertain</p> <p><b>Audience</b> Vegetables who want another Super Potato Adventure</p> <p><b>Text Type</b> Comic Strip</p>	<p>Retelling the story orally Role playing event in the story – possibly with puppets. Designing and describing their own super hero fruit or vegetable character. They will Designing their super hero character and Super villain character. They will also Planning their own story (Possibly using a story mountain format) Writing their own version of vegetable / fruit super hero story. The story could be a comic strip.</p>	<p><b>Across this half term the children will focus on the following:</b></p> <p>Using their phonic knowledge when writing. With a focus on using both Phase 3 and Phase 5 phonemes</p> <p>Using simple connectives in their writing such as because and so.</p>
<p><u><a href="#">The Smeds and The Smoos</a></u></p> 	<p><b>Purpose</b> To persuade</p> <p><b>Audience:</b> The other Smeds and Smoos</p> <p><b>Text type</b> Letter</p>	<p>Hot seating characters in the story including Bill, Janet and members of their families. Discussing why the Smeds and Smoos should get a long Role play conversations that Bill and Janet could have had with their families to encourage them to become friends. Write a letter from Bill and Janet to the Smeds and Smoos to encourage them to start getting along.</p>	<p>Exploring adding 'er' and 'est' to words</p> <p>Using the high frequency words that have been a focus during Phonics sessions.</p> <p>Continue to focus on using full stops and capital letters</p>
	<p><b>Purpose</b> To inform people about the planet where the Smeds and Smoos live</p> <p><b>Audience</b> Anyone who is considering visiting the planet</p> <p><b>Text Type</b> <b>Information</b></p>	<p>Making models and drawing pictures of the planet where the Smeds and Smoos live. Talking about the planet in their groups and label their pictures. Create a mind map to think about reasons why people should visit the planet. Thinking about activities where Looking at an example of a leaflet about the planet. Writing their leaflet about the planet.</p>	<p>Using capital letters for names and places.</p> <p><i>These priority areas will be adapted to meet the needs of individual children</i></p>

St Mary's Literacy Framework

Year: One		Term : Summer One (Year B)	
Text	Suggested Writing Focus	Suggested Immersion Activities	Key Grammar and Spelling Focus
<p><u>Lost and Found</u></p> 	<p><b>Purpose:</b> To entertain their friends a peers</p> <p><b>Audience:</b> Another class in the school</p> <p><b>Text type</b> Narrative</p>	<p>Orally retelling the story by looking at a story map</p> <p>Roleplaying conversations between the penguin and the boy at different points of the story.</p> <p>Planning a different story where a different animal turns up at the door of a child. Deciding which animal would turn up and where they would travel to. (This could be linked to their Geography topic.)</p> <p>Talking through their story with a partner.</p> <p>Writing their story over (probably over a couple of days)</p>	<p><b>Across this half term the children will focus on the following:</b></p> <p>Using their phonic knowledge when writing. With a focus on using both Phase 3 and Phase 5 phonemes</p> <p>Using simple connectives in their writing such as because and so.</p>
<p><u>Lost and Found</u></p> 	<p><b>Purpose</b> To inform about penguins</p> <p><b>Audience</b> People visiting a zoo.</p> <p><b>Text Type</b> Information Book.</p>	<p>Children to write questions about penguins (things that they want to find out)</p> <p>Watch information clips about penguins</p> <p>Creating a bank of key facts about penguins and where they live (this could be done in groups)</p> <p>Record short clips of children talking about penguins.</p> <p>Create a short information booklet for a zoo- writing under key headings.</p>	<p>Revise adding 's' and 'es' to words.</p> <p>Using the high frequency words that have been a focus during Phonics sessions.</p> <p>Continue to focus on using full stops and capital letters</p>
<p><u>Ish</u></p> 	<p><b>Purpose</b> For Ramon to express his feelings</p> <p><b>Audience</b> Ramon</p> <p><b>Text Type</b> Diary</p>	<p>Retelling the story possibly by sequencing pictures or drawing pictures.</p> <p>Writing questions that we would like to ask Ramon?</p> <p>Hot seating the character of Ramon. Asking how he felt at different points in the story.</p> <p>Discussing the features of an example of a diary entry.</p> <p>Creating thought bubbles for Ramon at a key point in the story.</p> <p>Writing their own diary entries</p>	<p>Using capital letters for names and places.</p> <p>Using the prefix un.</p> <p><i>These priority areas will be adapted to meet the needs of individual children</i></p>