

Activity/Genre	Learning Intentions (KS1) (EYFS)	Links with National Curriculum/ EYFS
Harvest Prayer	<p><b>***BASELINE ASSESSMENTS/SETTLING IN***</b></p> <ul style="list-style-type: none"> <li>*To be able to read fluently and accurately and become familiar with a prayer.</li> <li>* To be able to identify and recognise the key features of a prayer.</li> <li>* To be able to plan a Harvest prayer based on a model.</li> <li>* To be able to write my own Harvest prayer, recalling and applying the key features of a prayer.</li> <li>* To be able to edit my own work.</li> </ul>	<ul style="list-style-type: none"> <li>*Gives meaning to marks they make as they draw, write and paint.</li> <li>* Begins to break the flow of speech into words.</li> <li>*Continues a rhyming string.</li> <li>*Hears and says the initial sound in words.</li> <li>*Can segment the sounds in simple words and blend them together. *Links sounds to letters, naming and sounding the letters of the alphabet. *Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>*Writes own name and other things such as labels, captions.</li> </ul>
Alliterative Poetry - Superhero ABC by Bob McLeod	<ul style="list-style-type: none"> <li>*To listen, and respond to a range of poetry around a theme.</li> <li>*To look at rhyme within poems.</li> <li>*To collect words that rhyme.</li> <li>*Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>* To read and become familiar with a poem.</li> <li>*To be able to comment on aspects such as word combinations, sound patterns (rhymes, rhythms, alliterative patterns) and forms of presentation.</li> <li>* To be able to identify some stylistic techniques and features of a poem.</li> <li>*I can experiment with alliteration and make adventurous word choices.</li> <li>*To use structures from poems as a basis for writing.</li> <li>*To be able to recall and apply some stylistic techniques when writing own alliterative poetry.</li> </ul>	<ul style="list-style-type: none"> <li>*Attempts to write short sentences in meaningful contexts.</li> </ul> <p><b>Reading</b></p> <p>Pupils should be taught to: □ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent □ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes □ read accurately words of two or more syllables that contain the same graphemes as above □ read words containing common suffixes □ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word □ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered □ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation □ re-read these books to build up their fluency and confidence in word reading.</p>
Character Description (Describe a super villain - Linked to Supertato by Sue Hendra)	<ul style="list-style-type: none"> <li>*Listens attentively in a range of situations.</li> <li>*Listens to stories.</li> <li>*Responds to what they hear with relevant comments, questions or actions.</li> <li>* I can identify the features needed to create a good character description.</li> <li>* I can experiment with selecting some powerful adjectives.</li> <li>* I can plan a detailed character description of a super villain.</li> <li>*I can write a detailed description of a super villain.</li> <li>* To be able to edit and revise my own work.</li> <li>* To be able to evaluate my own work, identifying positive features and suggestions for improvement.</li> </ul>	<p>□ develop positive attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional) □ writing about real events □ writing poetry □ writing for different purposes □ consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ writing down ideas and/or key words, including new vocabulary □ encapsulating what they want to say, sentence by sentence □ make simple additions, revisions and corrections to their own writing by: □ evaluating their writing with the teacher and other pupils □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form □ proof-reading to check for errors in spelling,</p>
Instructions (How to catch Evil Pea - Linked to Supertato by Sue Hendra)	<ul style="list-style-type: none"> <li>*Listen to and follow single instructions, and then a series of two and three instructions.</li> <li>*Give oral instructions when playing.</li> <li>* Read and follow simple classroom instructions on labels with additional pictures or symbols.</li> <li>*Attempt to write basic instructions on labels, for instance in role play area.</li> <li>* To be able to read fluently and accurately and become familiar with different examples of instructions.</li> <li>* To identify the features of instructions.</li> <li>* To be able to suggest examples to create a bank of "bossy" imperative verbs and sequential words.</li> </ul>	<p>□ develop positive attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional) □ writing about real events □ writing poetry □ writing for different purposes □ consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ writing down ideas and/or key words, including new vocabulary □ encapsulating what they want to say, sentence by sentence □ make simple additions, revisions and corrections to their own writing by: □ evaluating their writing with the teacher and other pupils □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form □ proof-reading to check for errors in spelling,</p>

