

Heptonstall School Reception Medium Term Plan (Literacy)

Autumn 1: If You Go Down to the Woods Today...



Core Texts Goldilocks and the Three Bears Tidy by Emily Gravett	Oracy Approaches Talk Through Stories Colourful Semantics Blanks Levels Think-aloud Freeze-frame	ELS Sounds: <table><tr><th colspan="6">Reception/Primary 1 Autumn 1: Phase 2</th></tr><tr><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th></tr><tr><td>/s/ <s> /a/ <a> /t/ <t> /p/ <p></td><td>/i/ <i> /n/ <n> /m/ <m> /d/ <d></td><td>/g/ <g> /o/ <o> /k/ <c> <k></td><td>/k/ <ck> /e/ <e> /u/ <u> /r/ <r></td><td>/s/ <ss> Assess and review week R:1</td><td>/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll></td></tr><tr><td></td><td>I, the, no</td><td>put, of, is</td><td>to, go, into</td><td>pull</td><td>as, his</td></tr></table>	Reception/Primary 1 Autumn 1: Phase 2						Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /k/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>		I, the, no	put, of, is	to, go, into	pull	as, his	Key Events Phased start (Week 1) Phonics Parents Workshop (Week 6) Woodland Trip (Week 7) RBA complete by end of Week 2 WellComm complete by end of week 2
Reception/Primary 1 Autumn 1: Phase 2																											
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Vocabulary – tier 2 to be displayed each week with a tier 3 vocab choice as ‘word of the week’

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Tier 2 Vocab	<i>Settling-in week</i> Functional Vocabulary: school classroom carpet toilet register teacher friend	golden curious cheeky	cross puzzled upset surprised scared	porridge tiny cottage woodland	Woodland Snipping untangled roots bare rocks	happy worried cross neat tidy mess mistake	Woodland Animals (Who): squirrel, fox, badger, robin, owl, rabbit, hedgehog What doing: climbing, sleeping, digging, singing, watching, hopping, hiding Where: woodland, branches, roots, mud, trunk, leaves, sky	<i>Consolidation and assessment week, revisit vocabulary from across the half term</i>
Tier 3 Vocab	timetable routine uniform assembly playground Reception equipment book bag peg drawer	character setting expression emotion behaviour	emotion facial expression body language reaction	character setting sequence beginning middle end	Woodland habitat root stem soil concrete flood	organise responsibility routine consequence solution	habitat mammal bird nocturnal burrow nest predator	

Literacy — Talk Through Stories

Text 1: Goldilocks and the Three Bears (Weeks 2–4)

Week Two Bgn: 7.9.26	Lesson One	Lesson Two	Lesson Three	Lesson Four
WEEK 1 OF TEXT: Narrative	First Read - Show the cover; let children look without comment. Read from beginning to end without stopping. - Character voices: Father Bear, low and slow; Mother Bear, warm and mid-pitched; Baby Bear, small and high. - The repeated sequences (porridge, chairs, beds) should build in rhythm, increasing energy each time. - Goldilocks: curious and a little cheeky, not naughty. She does not know she is doing wrong. - The bears coming home is the hinge of the story, slow right down before it.	My Turn Your Turn (MTYT) - Tell children: 'When I say something, you say it straight back to me.' - Model with expression. MTYT: 'The three bears.' / 'Goldilocks.' / 'Someone has been eating my porridge!' - Re-read the story. At the three repeated bear phrases use MTYT with the correct bear voice. - Do not move on until repetition feels confident.	Turn to Your Partner (TTYP) - Seat children next to a partner. Model TTYP: turn, make eye contact, speak, turn back. Practise once. - Re-read with full expression. Pause for TTYP at two points only: - What does Goldilocks do when she sees the porridge? - What do the three bears say when they come home? - Take two responses each time. Rephrase into a sentence. Keep moving. - After read TTYP: Which bear is your favourite?	Think Out Loud (TOL) - Tell children you will stop and say what you are thinking as you read. Reread the story - TOL points: - Cover TOL: This is Goldilocks. She has golden hair. She is standing outside a house in the woods.

Week Three Bgn: 14.9.26	Lesson One	Lesson Two	Lesson Three	Lesson Four
WEEK 2 OF TEXT: Vocabulary	Favourite Phrases and Character Voices • Re-read. At each Favourite Phrase use MTYT with full expression. • 'Someone has been eating my porridge!' all three bear voices. • 'Someone has been sitting in my chair!' • 'Someone has been sleeping in my bed... AND SHE'S STILL THERE!' pause before the last four words. • 'This porridge is too hot / too cold / just right', blow, shiver, smile and settle with actions. • Same rhythm for chairs and beds. Children copy actions as they repeat. • Embed Favourite Phrases across the day: 'That looks just right.' / 'Someone has been sitting in my chair!' (with Bear voice).	Supply the Words • Re-read the story At each Favourite Phrase, pause just before the key words and let children supply them. • Children say the key words when you pause: 'Someone has been eating my... [porridge!]' ○ "Someone has been eating my..." pause. Children: porridge ○ "Someone has been sitting in my..." pause. Children: chair! ○ "Someone has been sleeping in my bed AND SHE'S..." pause. Children: still there! ○ The too hot / too cold / just right sequences, pause before just right each time. After the read TYP: Which phrase is your favourite?	Freeze Frame • Tell children: Today we are going to be the characters in the story. When I say freeze-frame, I want you to show me on your face exactly how that character is feeling. No words, just your face. Re-read. ○ Freeze-frame 1: Bears come home and find porridge eaten. You are Father Bear. Freeze! — cross, puzzled. ○ Freeze-frame 2: Baby Bear finds chair broken. You are Baby Bear. Freeze! — upset, devastated. ○ Freeze-frame 3: Bears find Goldilocks in the bed. You are Mother Bear. Freeze! — surprised, shocked. ○ Freeze-frame 4: Goldilocks wakes up and sees the bears. You are Goldilocks. Freeze! — terrified, scared.	Scribble Matters Focus Drawing: Bears cottage in the woods Key vocabulary: house, roof, wall, door, window, chimney, square, triangle, rectangle, big, small • Step 1: Hook Show a picture of a house and ask the children to guess who lives there. Take ideas using a feedback strategy (talk partners, popcorn, magic hand), then reveal the three bears. Choose an answer together: we will draw the bears' house so everyone knows what it looks like. Blanks questions:: • Level 1 (naming): What can you see? Who lives here? • Level 2 (describing/function): What is the roof for? What do we do with a door? • Level 3 (retell/predict): Who do you think lives in a house in the woods? Why might the bears need a house? • Level 4 (reasoning): Why does a house need a roof? What would happen if there were no windows? • Step 2: Model drawing with key vocabulary Pencil grip: "Nip, flip, grip", show your grip. Talk out loud while drawing: "A house has a big square for the wall. The roof is a triangle on top. I need a rectangle for the door and small squares for the windows." Children join in with key questions: "How many windows does the house need?" "What is coming out of the chimney?" "What shape is the roof?" • Step 3: Model giving meaning "This is the bears' house. It has a big square wall, a triangle roof and a tall chimney with smoke coming out. There is a round door knob and two square windows." • Step 4: Independent draw

				Children draw their own house, remembering the key features: wall, roof, door, windows. Match the scaffold to the child: • Stage 1: step-by-step drawing alongside the adult • Stage 2: copying from the adult model • Stage 3: drawing from memory • Step 5: Independent give meaning Ask the child to tell you about their drawing and scribe their words exactly, telling them clearly that their words are being written down. Colourful Semantics: oral sentence building Rehearse orally before scribing. Build up the colour layers according to each child's stage: Orange (who/what) + yellow (what doing): The bear is sleeping. / The bear is hiding. Orange (who/what) + yellow (doing) + green (where): The bear lives in the house. / The smoke is coming out of the chimney. Describing the drawing (who/what it has): The house has a triangle roof. / The house has two small windows. / It has a big square wall. Sentence stems to support: "This is...", "It has...", "The house has a... and a..." Use the orange–yellow–green prompts as colour-coded strips so children physically build the spoken sentence before the adult scribes their chosen sentence underneath the drawing.
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Week Four Bgn: 21.9.26	Lesson One	Lesson Two	Lesson Three	Lesson Four
<u>WEEK 3 OF TEXT:</u> <u>Oracy and</u> <u>Composition</u>	Vocabulary- porridge • MTYT: porridge. • In the story, the three bears made porridge for breakfast but it was too hot to eat. Porridge is a warm, thick, creamy food made from oats and milk. • Ask children to mime eating a bowl of porridge; blow on it first because it is hot, taste it. Too hot, pull a face. Just right, smile and settle. • Read from the story: Someone has been eating my porridge. MTYT: porridge. • The bears had porridge for breakfast every morning. The porridge was too hot for Baby Bear to eat straight away. Goldilocks tried all three bowls of porridge. ○ TTYP: What do you know about the porridge in the story? Choose Two. (it was too hot / it was too cold / Baby Bear's was just right). Rephrase. MTYT. ○ TTYP: When might you eat porridge? Choose Two. (on a cold morning / when you want a warm breakfast / in winter). Rephrase into sentences. MTYT for one or two. • When might someone say... This porridge is just right! ○ TTYP. Choose Two. (when it is not too hot and not too cold / when it tastes exactly how they like it / when it is perfect) Rephrase. MTYT. • Agree or not? Thumbs up if it makes sense, thumbs down if it doesn't. TTYP to say why. ○ The bears left their porridge to cool down before they ate it. ✓ ○ Porridge is a cold drink you have with your dinner. X ○ The porridge was ready to eat straight away because it was freezing cold. X	Vocabulary- tiny • MTYT: tiny. • In the story, Baby Bear is the smallest bear. His bowl is tiny, his chair is tiny and his bed is tiny. • Tiny means very, very small. Much smaller than the other bears. Baby Bear's bowl was so tiny it only held a little bit of porridge. His chair was so tiny only someone very small could sit in it. Point to Baby Bear's things in the illustrations as you describe them. MTYT: tiny. • TOL. For example: ○ Baby Bear's bowl was tiny — much smaller than Father Bear's enormous bowl. ○ The tiny chair was just right for someone small like Goldilocks. ○ Baby Bear had a tiny bed tucked into the corner of the room. • TTYP: What do you remember that was tiny in the story? Choose Two. (Baby Bear's bowl / Baby Bear's chair / Baby Bear's bed) Rephrase. For example: Baby Bear had a tiny bowl just the right size for him. / Baby Bear's bed was tiny and Goldilocks fell asleep in it. MTYT • Agree or not? ○ Baby Bear's chair was tiny — much too small for Father Bear. ✓ ○ The tiny bowl was the biggest one on the table. X	Vocabulary- cottage • MTYT: cottage. • In the story, the three bears lived in a cottage in the woods. A cottage is a small house. It is usually in the countryside or in the woods, not on a busy street. It has a little garden outside. It might have flowers growing round the door. The windows are small. Inside it is warm and cosy. The three bears' cottage had a kitchen, a bedroom and chairs to sit in. Point to the illustrations as you describe it. Let children look. MTYT: cottage. • TOL. For example: ○ The three bears lived in a small, cosy cottage in the woods. ○ The cottage had a little garden and a door that Goldilocks could open. ○ It was the kind of house that was tucked away and hidden among the trees. • TTYP: What do you remember about the bears' cottage? Choose Two. (it was in the woods / it was small and cosy / it had a garden) Rephrase. MTYT. • Agree or not? ○ The three bears lived in a cosy cottage in the woods. ✓ ○ A cottage is a big house X ○ The cottage had a small garden with flower	Vocabulary- woods • MTYT: woods. • In the story, the three bears lived in a house in the woods. Tell children: • The woods is a place where lots of trees grow close together. It is quiet and shady because the trees are so tall they block out some of the light. The ground is covered in leaves, mud, roots and sticks. Animals live in the woods; bird's nest in the branches, squirrels run up the trunks and foxes hide between the trees. It is not like a street or a garden. It is wilder. When Goldilocks walked into the woods she was surrounded by tall trees on every side. That is where the bears' cottage was, hidden away, deep in the woods. Point to the illustrations as you describe it. Let children look at the pictures. MTYT: woods. • TOL. For example: ○ The three bears went for a walk in the woods while their porridge cooled down. ○ Goldilocks walked through the woods on her own and found the cottage. ○ The woods were full of tall trees and it was very quiet. • TTYP: What do you remember about the woods in the story? Choose Two. (the bears walked there / it had tall trees / it was where the cottage was) Rephrase. For example: The three bears walked in the woods every morning. / The cottage was hidden deep in the woods. MTYT. • Agree or not? ○ The three bears lived in a cottage in the woods. ✓ ○ The woods is a busy place full of cars and shops. X ○ Goldilocks walked through the woods and found the bears' house. ✓ The woods had no trees and was completely empty. X

Text 2: Tidy by Emily Gravett (Weeks 5–7)

Week Five Bgn: 28.9.26	Lesson One	Lesson Two	Lesson Three
WEEK 1 OF TEXT	First Read - Show the front cover. Point to Pete at the bin. Let children look for a moment. Then open and read from beginning to end without stopping. Pay particular attention to: - The opening: warm and settled. Pete is content. Read slowly so children feel the peace of the forest - So when a leaf fell, well...: pause here. Turn the page slowly. Give children a moment to take in the page of hundreds of falling leaves before reading on. - He dug up every single tree: read this quietly, almost sadly. - FLOOD! and MUD!: printed in large type. Read with full energy, then slow right down immediately after. - I have made a mistake!: read slowly, in Pete's voice. Small. Alone. - The ending: warm again, like the opening. Let it breathe. - TTYP: Where does Pete live? Take two responses. Children look back at the illustrations and respond, in the woodland (referring back to previous vocab lesson 'woodland')	Think Out Loud - Read with full expression. At each point below, pause and give the think-aloud briefly, then continue. - Opening TOL: Pete is in his woodland. Look at all the trees around him. Look at the animals: the fox, the squirrel, the birds. They all live here. - Pete tidying the flowers and the fox TOL: Pete is tidying everything up. He is snipping the flowers and grooming the fox. Look at the fox's face. - Pete sweeping the leaves TOL: Look at all those leaves falling. There are hundreds of them. Pete is sweeping every single one up and putting them in bags. - He digs up every single tree TOL: The trees have gone. Look, no trees, no leaves, no animals. The woodland looks completely different now. - FLOOD and MUD TOL: It has rained and now there is a flood. Look at Pete he is all alone. There is mud everywhere. - Pete cannot find food or his home TOL: Pete is looking for something to eat but there is nothing there. He cannot even find his own front door. - I have made a mistake! TOL: Pete is lying in his mixer in the middle of the night. Everything is quiet and empty. - The animals help TOL: Look, all the animals have come back. They are helping Pete put the woodland back. Look at what they are doing. - The ending TOL: The woodland is back. The trees are there. The animals are there. Look at the colours now compared to the grey concrete pages. TTYP: Which animal did you spot in the woodland? Take two responses. Rephrase. MTYT	Think Out Loud - Read with full expression. At each point below, pause and give the think-aloud briefly, then continue. - Opening TOL: Pete is in his woodland. Look at all the trees around him. Look at the animals: the fox, the squirrel, the birds. They all live here. - Pete tidying the flowers and the fox TOL: Pete is tidying everything up. He is snipping the flowers and grooming the fox. Look at the fox's face. - Pete sweeping the leaves TOL: Look at all those leaves falling. There are hundreds of them. Pete is sweeping every single one up and putting them in bags. - He digs up every single tree TOL: The trees have gone. Look, no trees, no leaves, no animals. The woodland looks completely different now. - FLOOD and MUD TOL: It has rained and now there is a flood. Look at Pete he is all alone. There is mud everywhere. - Pete cannot find food or his home TOL: Pete is looking for something to eat but there is nothing there. He cannot even find his own front door. - I have made a mistake! TOL: Pete is lying in his mixer in the middle of the night. Everything is quiet and empty. - The animals help TOL: Look, all the animals have come back. They are helping Pete put the woodland back. Look at what they are doing. - The ending TOL: The woodland is back. The trees are there. The animals are there. Look at the colours now compared to the grey concrete pages. - TTYP: Which animal did you spot in the woodland? Take two responses. Rephrase. MTYT.

Week Six Bgn: 5.10.26	Lesson One	Lesson Two	Lesson Three	Lesson Four
WEEK 2 OF TEXT	Favourite Phrases - Today we are going to find the special phrases. Every time we get to one, we say it together. At each Favourite Phrase, use MTYT. Say with full expression first, then children repeat. "Deep in the forest lived a badger called Pete" Read warmly and rhythmically. "He dug up every single tree!" Read each word separately and with deliberate emphasis: every. single. tree. Let the weight of it land. Children repeat. "This forest is practically perfect," said Pete. Read with Pete's satisfied, oblivious pride. Children repeat. Ask them to show Pete's face — pleased with himself, arms out. "I have made a mistake!" Quiet. Small. Slow. Very different from Pete's proud voice. Children repeat in the same tone. "They put everything back, as it always had been" Read warmly and with relief. This is the resolution. Children repeat.	Supply the Words - Tell children: You know this story really well now. When we get to our favourite phrases, I am going to pause and you say the words. - Pause before each key word or phrase and let children supply it. - Deep in the forest lived a badger called... — pause Children: Pete - He dug up every single... — pause. Children: tree! - This forest is practically... — pause. Children: perfect! - I have made a... — pause. Children: mistake! - They put everything... — Pause Children: back, - TTYP: Which phrase can you remember from the story? Take two responses. Rephrase. MTYT.	Freeze Frame - Today we are going to be Pete at different moments in the story. When I say freeze-frame, show me on your face exactly how Pete is feeling. - You are Pete. The forest is perfectly tidy. Everything is just right. Freeze-frame! - Teacher: You look happy. Children: We are happy - Teacher: You look calm. Children: We are calm. - You are Pete. A leaf has just fallen from a tree. Then another. Then hundreds. Freeze-frame! - Teacher: You look worried. Children: We are worried. - Teacher: You look cross. Children: We are cross - You are Pete. The concrete is down. No mud, no leaves, no mess, no trees. You have done it. Freeze-frame! - Teacher: You look proud. Children: We are proud. - Teacher: You look pleased with yourself. Children: We are pleased with ourselves. - You are Pete. It is the middle of the night. You are hungry. You have no food and no home. Freeze-frame! - Teacher: You look sad. Children: We are sad. - Teacher: You look sorry. Children: We are sorry. - You are Pete. The animals have come to help you even though you caused this. Freeze-frame! - Teacher: You look grateful. Children: We are grateful. - Teacher: You look thankful. Children: We are thankful - TTYP: How did Pete feel at the end of the story? Take two responses. Rephrase. MTYT.	True or False Sentences (Comprehension) - Tell children: I am going to say two sentences. One is right and one is wrong. Tell your partner which is right. - Use MTYT for both sentences. Ask: Which sentence is right? TTYP, then Choral Feedback thumbs up for first, thumbs down for second. - Pete liked the forest to be messy and wild / Pete liked the forest to be neat and tidy. - The other animals were happy when Pete tidied them. / The other animals did not look happy when Pete tidied them. - Pete was satisfied when the forest had no mud, no leaves and no trees / Pete was upset when the forest was clean and empty. - The flood happened because Pete had cut down all the trees. / The flood happened because it had not rained for a very long time. - Pete felt proud when he realised he had made a mistake. / Pete felt sorry when he realised he had made a mistake. - The animals refused to help Pete because he had caused all the problems. / The animals helped Pete even though he had caused all the problems. - TTYP: What did the animals do to help Pete? Take two responses. Rephrase. MTYT .For example: The animals helped Pete plant the trees back. / The animals came back to fix the woodland.

Week Seven Bgn: 12.10.26	Lesson One	Lesson Two	Lesson Three	Lesson Four
WEEK 3 OF TEXT Colourful Semantics Focus <i>Including woodland walk</i>	Who (Orange Card): Animals - We are going to learn about the animals that live in a woodland just like Pete's woodland in the story. These are real animals that live in woodlands. - Teach the animals. Work through each animal one at a time. Show the illustration in Tidy and display with Widget symbols. Use MTYT for each name. - This is a squirrel. MTYT: squirrel. Squirrels live in woodlands. They run up and down trees - This is a fox. MTYT: fox. Foxes live in woodlands. They have orange fur and a bushy tail. - This is a badger — just like Pete. MTYT: badger. Badgers live in woodlands. Pete is a badger. - This is a Robin. MTYT: robin. robins are grey birds that can fly. They live in woodlands - This is an owl. MTYT: owl. Owls live in woodlands. They come out at night. - This is a rabbit. MTYT: rabbit. Rabbits live in woodlands. They have long ears and a white tail. - This is a hedgehog. MTYT: hedgehog. Hedgehogs live in woodlands. They are covered in spikes called spines. - Hold up the orange card 'Who'. Go through each animal again. Hold up the orange card. Ask: Who is this? Children respond with the animal name. Build on the strip each time and say the sentence together - Who? — The squirrel. MTYT - Who? — The fox. MTYT - Who? — The badger. MTYT. - Who? — The robin. MTYT. - Who? — The owl. MTYT - Who? — The rabbit. MTYT. - Who? — The hedgehog. MTYT. - Children work in pairs with the animal search sheet illustration showing woodland animals. One child points to an animal. The other places the orange card and says who it is. They say it together. Swap. Take three or four examples from the class. MTYT each one. - in the sky at the top of a tree.	What doing? - Using the orange 'who' card, recap the animal names from previous lesson. Point to each one in the book and ask children to name them. Display with Widget symbols - Tell children: Today we are going to say what each animal is doing. Show yellow 'what doing' card. Go through each animal one at a time. Point to the illustration, say the animal and tell children what it does. Use MTYT for each doing word. - The squirrel is climbing. MTYT: climbing. - The fox is sleeping. MTYT: sleeping. - The badger is digging. MTYT: digging. - The robin is singing. MTYT: singing. - The owl is watching. MTYT: watching. - The rabbit is hopping. MTYT: hopping. - The hedgehog is hiding. MTYT: hiding. - Build the sentence. Model first: Open to an illustration showing the squirrel. Place the orange card. - Who is this? Children: The squirrel. - Place the yellow card. What is the squirrel doing? Model first: The squirrel is running. MTYT. - Build on the strip: The squirrel / is running. Say together. MTYT. - Work through the animals one at a time. For each one, place the cards, take a response, build on the strip and say the sentence. Use MTYT. Keep the pace rhythmic. - Children work in pairs. One child points to an animal in the book. The other builds the two-part sentence on the strip and says it. They say it together. Swap. Take three or four examples. Rephrase if needed. MTYT.	Where - Tell children: Today we are going to look really carefully at Pete's woodland and learn all the words for what is there and where things are. - Work slowly through the illustrations.. At each spread, stop and describe what you can see. Tell children, do not ask. Point as you speak. Display with Widget symbols. - Opening spread: the woodland in autumn. - Tell children: Look at this woodland. There are tall trees everywhere. The trunks are thick and brown. The branches spread out high above. The ground is covered in fallen leaves, orange, yellow and red. This is what a woodland looks like in autumn when the leaves fall from the trees. - MTYT: tall trees. - MTYT: fallen leaves. - MTYT: the ground. - Pete tidying the woodland floor - Tell children: Look at the ground in the woodland. There are sticks and twigs that have fallen from the trees. There are roots sticking up out of the earth. There are patches of mud between the leaves. This is what the woodland floor looks like - MTYT: sticks and twigs. - MTYT: roots. - MTYT: mud. - The leaf-fall spread - When you stand in a woodland and look up, you can see the branches above you and the sky between them. In autumn, leaves fall from the branches. They float down through the air. Pete is tiny underneath all those falling leaves. The woodland is much bigger than him. - MTYT: the branches. - MTYT: the sky above. - MTYT: falling leaves. - The ending: the woodland restored - Now look at the woodland again at the end. The trees are back. There are leaves on the branches. The ground is covered in grass and flowers. The animals are back too — sitting together, having a picnic under the trees. The woodland is full of life. - MTYT: leaves on the branches. - MTYT: grass and flowers. - MTYT: full of life - TTYP: What can you remember seeing in Pete's woodland? Take two responses. Rephrase each into a sentence using a where word. MTYT. For example: There are tall trees in the woodland. / The leaves fall to the ground in autumn	Where - Tell children: Today we are going to learn some very important words. These are words that tell us where things are in the woodland. We are going to need these words when we go on our trip. - Teach the where words: Go through each where word one at a time. For each one, show the relevant illustration in Tidy, say the phrase and use MTYT. Display with Widget symbols and pair each one with a simple action or gesture so children have a physical hook for the word. - In the woodland: MTYT. Spread your arms wide to show the whole space around you. - Under the trees: MTYT. Hold your arms above your head like branches, then point down beneath them. - On the ground: MTYT. Point down to the floor with both hands. - In the branches: MTYT. Hold your arms out wide and high like branches spreading from a trunk. - Between the roots: MTYT. Spread your fingers wide and point downward like roots going into the earth. - Under the leaves MTYT. Flutter your fingers down like falling leaves, then crouch slightly as if hiding beneath them. - In the mud MTYT. Mime squelching your foot in thick mud, slow and heavy. - High in the sky: MTYT. Look up and point upward with one finger. - Go back through the illustrations in Tidy. At each spread, point to where an animal is and ask children to give you the where word - Point to a bird in the branches: children: in the branches. - Point to a badger near the roots: children: between the roots. - Point to leaves on the ground: children: on the ground. - Point to the woodland setting: children: in the woodland. - TTYP: Where in the woodland do you think we will find a squirrel? Take two responses. Rephrase. MTYT. For example: I think we will find a squirrel in the branches. / A squirrel might be high in the sky at the top of a tree

Week 8 — Assessment and Consolidation	
Literacy Week 8	WOODLAND TRIP — Follow-up Lesson / Consolidation - Children revisit key vocabulary from the previous week using Widget symbols. Adults show trip photographs one at a time and tell rather than ask, modelling the vocabulary children will need to describe what they saw. - Adults point to key features in the photographs, such as tree trunk, fallen leaves, branches, mud and roots, and model how these words can be used in spoken sentences. - Children build oral sentences using three Colourful Semantics cards: - The leaves / are lying / on the ground. - The branches / are reaching / high in the sky. - The roots / are growing / between the trees. - The squirrel / is climbing / up the tree. - Link back: Show opening spread of Tidy alongside a trip photograph 'Real woodlands look just like Pete's.' - TTYP: What is one thing you remember from our trip? Rephrase into a full sentence with a where word. MTYT. ELS assessments and groupings completed.
	Assessment and Consolidation

Phonics: ELS (to start week 2 of half term)

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /k/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Handwriting, Transcription and Composition

Ready-to-write routines established and practised at the start of every writing session. Seated writing position: sits close to table, leaning slightly forward, elbows resting to form a triangle position (4 Ps) Furniture: elbow approximately 5cm above the tabletop; feet flat on the floor or on a footrest.

Week One	Entry Assessment- Core skills Cutting Cutting control "First, I would like you to do some cutting. Use the scissors to cut the paper." Give the child an appropriate cutting strip or template.	Cutting Progression for Baseline Use one simple assessment strip with increasing challenge: - Free snips on the edge of paper - Cut across a narrow strip - Cut along a straight line - Cut along a simple curved line, if ready Only ask the child to move on if they are secure with the previous stage.	Observe and Record The assessment should be completed independently so that staff can make an accurate baseline judgement and plan targeted provision Adults can: - Repeat the instruction - Encourage the child to have a go - Observe pencil grip, scissor grip and control - Record exactly what the child does - Scribe brief notes afterwards - Complete Scissor skills Tracker
Week Two	Entry Assessment- Core skills Drawing - Drawing development - Pencil grip and mark-making control - Name writing "Draw a person; draw you."	Do not model or give support. Do not say: "Add eyes." "Where are your arms?" "Don't forget your legs." "Draw your hair." "This is how you draw a person."	Observe and Record Record the child's pencil grip and the best-fit Draw a Person stage. The assessment should be completed independently so that staff can make an accurate baseline judgement and plan targeted provision. Complete Grip Tracker
Week Three	Entry Assessment- Core skills Tracing / copying Writing Patterns First trace over the pattern Suggested patterns: - Large vertical lines - Horizontal lines from left to right - Diagonal lines - Waves - Zigzags - Rainbows / humps	- Loops - Spirals - Anti-clockwise circles - Curved "c" shapes - Down-and-round patterns - Up-and-over patterns Use a clear start dot and directional arrow where needed. This helps children learn the correct direction and flow of common letter components before applying them in name writing and letter formation.	If children can trace accurately, ask them to copy underneath. Adult language to model: "Start here." "Follow the dots." "Stay on the track." "Keep going all the way to the end." "Now try it underneath on your own."

Week Four	Entry Assessment- Core skills Complex Maze For children who are ready, provide smaller and more complex mazes with tighter curves and more frequent changes in direction.		Maze progression: 1. Wide path mazes with simple straight lines 2. Curved path mazes 3. Zigzag path mazes 4. Narrower paths with corners 5. Smaller mazes with tighter turns 6. 6Mazes with a mixture of curves, straight lines and direction changes		Adult focus: ● Pencil control ● Staying inside boundaries ● Changing direction ● Slowing down ● Looking ahead ● Keeping the pencil on the paper		Adult language to model: ● “Keep inside the path.” ● “Slow down at the corner.” ● “Follow the road carefully.” ● “Turn your pencil around the bend.” ● “Can you get to the end without bumping into the wall?”
Week Five	Dictation / Transcription: s / a / t / p Children hear and identify the initial sound in a spoken word. The adult models the matching grapheme and correct letter formation using the ELS picture mnemonic. Children then practise forming the letter. Children are not expected to write whole words. The focus is hearing the first sound and forming the matching letter. Handwriting focus: Correct starting point, direction and formation, linked to Twinkl letter families.	Step 1: Revisit the Sounds Adult says: “Today we are going to listen carefully to the first sound in a word. Then we will write the letter that represents that sound.” Show the sound cards one at a time. Use My Turn, Your Turn: ● s, s, s ● a, a, a ● t, t, t ● p, p, p	Step 2: Adult Models Initial Sound and Letter Formation Adult says: “Snake. Ssssssnake. The first sound is /s/.” Show the s grapheme and remind of mnemonic. Then find within the correct letter family. Adult models the correct formation of s, drawing attention to: ● the correct starting point ● the curved movement ● forming the letter in one continuous movement ● correct orientation Children practise the movement in the air before forming s independently. Adult says: “Ant. A-a-ant. The first sound is /a/.” Show the a grapheme and remind of mnemonic. Then find within the correct letter family. Adult models the correct formation of a, drawing attention to: ● the correct starting point ● moving around to form the rounded shape ● completing the round shape before forming the downstroke ● keeping the letter correctly orientated Children practise the movement in the air before forming a independently.	Adult says: “Teacher. Tttteacher. The first sound is /t/.” Show the t grapheme and remind of mnemonic. Then find within the correct letter family. Adult models the correct formation of t, drawing attention to: ● starting at the top ● making a straight downstroke ● adding the horizontal cross stroke ● keeping the letter correctly positioned on the line Children practise the movement in the air before forming t independently. Adult says: “Parrot. Pppparrot. The first sound is /p/.” Show the p grapheme and remind of mnemonic. Then find within the correct letter family. Adult models the correct formation of p, drawing attention to: ● the correct starting point ● making a straight downstroke ● taking the downstroke below the writing line ● returning to form the rounded part of the letter ● correct orientation Children practise the movement in the air before forming p independently.	Step 3: Oral Rehearsal Adult repeats each word. Children identify and say the initial phoneme: ● snake — s ● ant — a ● teacher — t ● parrot — p Adult prompts: “What sound can you hear at the start?” “Say the sound.” “Find the matching grapheme.” “Where does the letter start?” “Which way will your pencil move?” “Is it a straight or curved movement?”	Step 4: Independent Practice Adult says one word at a time. Children identify the initial phoneme and write the matching grapheme using the taught Twinkl letter-family formation. Suggested order: snake — s ant — a teacher — t parrot — p Children are only expected to write the initial grapheme, not the whole word.	Support For children who need additional support: ● Offer two grapheme cards to choose from. ● Ask children to point to the grapheme representing the initial phoneme. ● Repeat and stretch the initial sound. ● Re-model the correct starting point and direction of movement. ● Practise the formation through large movements or air writing. ● Allow children to trace or copy the letter before forming it independently. ● Provide a visual model from the appropriate Twinkl letter family.

Week Six	Dictation / Transcription: i / n / m / d Children hear and identify the initial sound in a spoken word. The adult models the matching grapheme and correct letter formation. Children then practise forming the letter. Children are not expected to write whole words. The focus is hearing the first sound and forming the matching letter. Handwriting focus: Correct starting point, direction and formation, linked to Twinkl letter families.	Step 1: Revisit the Sounds Adult says: “Today we are going to listen carefully to the first sound in a word. Then we will write the letter that represents that sound.” Show the sound cards one at a time. Use My Turn, Your Turn: • i, i, i • n, n, n • m, m, m • d, d, d	Step 2: Adult Models Initial Sound and Letter Formation Adult says: “Inventor. I-i-inventor. The first sound is /i/.” Show the i grapheme. Find i within the correct Twinkl letter family. Adult models the correct formation of i, drawing attention to: • the correct starting point • making a short, straight downstroke • lifting the pencil before adding the dot • placing the dot directly above the downstroke • keeping the letter correctly positioned on the line Children practise the movement in the air before forming i independently. Adult says: “Nest. Nnnnest. The first sound is /n/.” Show the n grapheme. Find n within the correct Twinkl letter family. Adult models the correct formation of n, drawing attention to: • the correct starting point • making a straight downstroke • moving back up before forming the curved arch • moving over and down to complete the letter • forming the letter in a controlled, continuous movement • correct orientation Children practise the movement in the air before forming n independently.	Adult says: “Meerkat. Mmmmeerkat. The first sound is /m/.” Show the m grapheme. Find m within the correct Twinkl letter family. Adult models the correct formation of m, drawing attention to: • the correct starting point • making a straight downstroke • moving back up before forming the first curved arch • repeating the movement to form the second arch • keeping both arches a similar size • correct orientation Children practise the movement in the air before forming m independently. Adult says: “Duck. Ddddduck. The first sound is /d/.” Show the d grapheme. Find d within the correct Twinkl letter family. Adult models the correct formation of d, drawing attention to: • the correct starting point • beginning with the curved movement • moving around to complete the rounded shape • continuing upwards to form the tall part of the letter • bringing the pencil straight back down • keeping the letter correctly orientated Children practise the movement in the air before forming d independently.	Step 3: Oral Rehearsal Adult repeats each word. Children identify and say the initial phoneme: • inventor — i • nest — n • meerkat — m • duck — d Adult prompts: “What sound can you hear at the start?” “Say the sound.” “Find the matching grapheme.” “Where does the letter start?” “Which way will your pencil move?” “Is it a straight or curved movement?” “Which letter family does it belong to?”	Step 4: Independent Practice Adult says one word at a time. Children identify the initial phoneme and write the matching grapheme using the taught Twinkl letter-family formation. Suggested order: inventor — i nest — n meerkat — m duck — d Children are only expected to write the initial grapheme, not the whole word.	Support For children who need additional support: • Offer two grapheme cards to choose from. • Ask children to point to the grapheme representing the initial phoneme. • Repeat and stretch the initial sound. • Re-model the correct starting point and direction of movement. • Practise the formation through large movements or air writing. • Allow children to trace or copy the letter before forming it independently. • Provide a visual model from the appropriate Twinkl letter family. • Compare letters within the same family to reinforce similarities in formation.
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Week Seven	Dictation / Transcription: g / o / c / k Children hear and identify the initial sound in a spoken word. The adult models the matching grapheme and correct letter formation. Children then practise forming the letter. Children are not expected to write whole words. The focus is hearing the first sound and forming the matching letter. Handwriting focus: Correct starting point, direction and formation, linked to Twinkl letter families.	Step 1: Revisit the Sounds Adult says: “Today we are going to listen carefully to the first sound in a word. Then we will write the letter that represents that sound.” Show the sound cards one at a time. Use My Turn, Your Turn: • g, g, g • o, o, o • c, c, c • k, k, k	Step 2: Adult Models Initial Sound and Letter Formation Adult says: “Goat. Ggggoat. The first sound is /g/.” Show the g grapheme. Find g within the correct Twinkl letter family. Adult models the correct formation of g, drawing attention to: • the correct starting point • beginning with a curved movement • moving around to complete the rounded shape • continuing down below the writing line • finishing the descender with the correct curved movement • keeping the letter correctly orientated Children practise the movement in the air before forming g independently. Adult says: “Ostrich. O-o-ostrich. The first sound is /o/.” Show the o grapheme. Find o within the correct Twinkl letter family. Adult models the correct formation of o, drawing attention to: • the correct starting point • beginning with a curved movement • moving around in the correct direction • continuing the movement to complete the rounded shape • joining the shape neatly at the top • forming the letter in one continuous movement Children practise the movement in the air before forming o independently.	Adult says: “Ostrich. O-o-ostrich. The first sound is /o/.” Show the o grapheme. Find o within the correct Twinkl letter family. Adult models the correct formation of o, drawing attention to: • the correct starting point • beginning with a curved movement • moving around in the correct direction • continuing the movement to complete the rounded shape • joining the shape neatly at the top • forming the letter in one continuous movement Children practise the movement in the air before forming o independently. Adult says: “Kite. Kkkkite. The first sound is /k/.” Show the k grapheme. Find k within the correct Twinkl letter family. Adult models the correct formation of k, drawing attention to: • the correct starting point • starting at the top • making a straight downstroke • returning to the correct point before forming the diagonal strokes • moving diagonally in towards the straight line • moving diagonally out to complete the letter • keeping the letter correctly positioned on the line Children practise the movement in the air before forming k independently.	Step 3: Oral Rehearsal Adult repeats each word. Children identify and say the initial phoneme: • goat — g • ostrich — o • camel — c • kite — k Adult prompts: “What sound can you hear at the start?” “Say the sound.” “Find the matching grapheme.” “Where does the letter start?” “Which way will your pencil move?” “Is it a straight or curved movement?” “Which letter family does it belong to?”	Step 4: Independent Practice Adult says one word at a time. Children identify the initial phoneme and write the matching grapheme using the taught Twinkl letter-family formation. Suggested order: goat — g ostrich — o camel — c kite — k Children are only expected to write the initial grapheme, not the whole word.	Support For children who need additional support: • Offer two grapheme cards to choose from. • Ask children to point to the grapheme representing the initial phoneme. • Repeat and stretch the initial sound. • Re-model the correct starting point and direction of movement. • Practise the formation through large movements or air writing. • Allow children to trace or copy the letter before forming it independently. • Provide a visual model from the appropriate Twinkl letter family. • Compare letters within the same family to reinforce similarities in formation.
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