

	Year group: Year 1, Autumn 2	Area/topic: Beegu by Alexis Deacon
	(objectives from NC/ELG/Development matters) Spelling NC: Pupils should be taught to: • spell: - Words containing each of the 40+ phonemes already taught - Common exception words • name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Handwriting NC: Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these Composition NC: Pupils should be taught to: • write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives • discuss what they have written with the teacher • read aloud their writing clearly enough to be heard by the teacher Vocabulary, grammar and punctuation NC: Pupils should be taught to:	

	- develop their understanding of the concepts set out in English Appendix 2 by: -leaving spaces between words -beginning to punctuate sentences using a capital letter and a full stop -using a capital letter for names of people, places and the personal pronoun 'I' -learning the grammar for year 1 in English Appendix 2 - use the grammatical terminology in English Appendix 2 in discussing their writing
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Prior learning	Future learning
Composition: - say out loud what they are going to write about - compose a sentence orally before writing it - discuss what they have written with the teacher - write captions, labels and other simple forms of writing - show some control over word order producing logical statements Vocabulary, grammar and punctuation: - leave spaces between words - begin to punctuate sentences using a capital letter and a full stop (may be in the wrong places or only one final full stop) - use the suffix -s Spelling: - spell at least 10 common exception words and the tricky words from phases 2 and 3 - spell words with the phonemes that have been taught this term - Use spelling rules for adding the plural -s - Can spell CVC words usually correctly - name the letters of the alphabet in order - write simple sentences dictated by the teacher using words taught so far Handwriting: - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case cursive letters in the correct direction, starting and finishing in the right place - show some control over letter size, shape and orientation in writing	Composition: - discuss what they have written with the teacher and other pupils - read aloud their writing clearly enough to be heard by the teacher - sequence sentences to form short narratives - write simple texts (a paragraph or more) - writing makes sense and is coherent - produce own ideas for writing Vocabulary, grammar and punctuation: - join clauses using and - use capital letters and full stops in the correct places majority of the time - use a capital letter for names of people - use appropriate vocabulary associated with particular genre - begin to use suffixes where the root of the word stays the same; -ing, -ed, -er, -est - use the suffix -es - begin to use adjectives to describe - use the following terminology when discussing writing: capital letter, full stop, singular, plural, sentence, word, punctuation Spelling: - spell at least 40 common exception words and the tricky words from phase 4 - spell words with the phonemes that have been taught this term - see phonics planning. - correctly spell words with the suffixes -ing and -ed where no change is needed to the root word

- begin to form most capital letters correctly - form digits 0-9 correctly	- Use spelling rules for adding the plural -es - write simple sentences dictated by the teacher using words taught so far. Handwriting: - form capital letters correctly - begin to use ascenders and descenders correctly and on the line - form lower-case cursive letters in the correct direction, starting and finishing in the right place - show control over letter size, shape and orientation in writing - understand which letters belong to which handwriting 'families' (letters that are formed in similar ways)
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Composition: - say out loud what they are going to write about - compose a sentence orally before writing it - discuss what they have written with the teacher - read aloud their writing clearly enough to be heard by their teacher - write captions, labels and other simple forms of writing - show some control over word order producing logical statements Vocabulary, grammar and punctuation: - leave spaces between words - begin to punctuate sentences using a capital letter and a full stop (may be in the wrong places or only one final full stop) - correctly use bullet points to list - use a capital letter for the personal pronoun 'I' - use the suffix -s Spelling: - spell at least 20 common exception words and the tricky words from phases 2 and 3 - spell words with the phonemes that have been taught this term - see phonics planning. - Use spelling rules for adding the plural -s - Can spell CVC words usually correctly - name the letters of the alphabet in order	- Pupils will participate in hold a sentence activities to learn the key knowledge and skills needed for writing. - Pupils will have opportunity to write independent pieces to apply their learning to their writing. - Pupils will learn to write for the following purposes: -recount -newspaper report -postcard -non-fiction leaflet

• write simple sentences dictated by the teacher using words taught so far Handwriting: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case cursive letters in the correct direction, starting and finishing in the right place • show some control over letter size, shape and orientation in writing • begin to form most capital letters correctly • form digits 0-9 correctly	
Key vocabulary	
Punctuation, capital letter, full stop, finger space, sentence, character, adjective, description, plural, suffix, fiction, non-fiction, newspaper, report, article, heading, sub-heading, caption, introduction, summary, time conjunctions	
Common misconceptions	Books linking to this area
• Use of graphemes to match phoneme. • Children may use capital letters sporadically and in places not needed • Children may view a sentence as being a whole line of writing in their book. • Children may place full stops mid-sentence. • Writing might not be on the lines of writing book. • Children might write in first person for a non-fiction text or newspaper report.	• The way back home by Oliver Jeffers • The storm whale by Benji Davies • Lost and found by Oliver Jeffers • The Jolly Postman or other people's letters by Janet and Allan Ahlberg • Here we are by Oliver Jeffers • Aliens love underpants by Claire Freedman • The Princess and the pea traditional story
Memorable first hand experiences	Opportunities for communication
• Alien dress up day • Planetarium • Spaceship or UFO lands in school grounds • Invite children into the school grounds after school hours as it is getting dark, have a campfire and star gaze • Local walk and make Beegu a guide to the area • Someone from London observatory to zoom call with the year group	• Hot seating and interviewing a character • Acting out story to retell • Sharing ideas for writing • Sharing opinions of the book • Using reading comprehension skills to discuss POR text such as inference, prediction, retrieval etc

Communication and Interaction *Visual aids and word mats with pictures for key words in that lesson. *Hands on experiences to encourage communication and interaction with others. *Pre teaching any new vocabulary. *Pre teaching new terminology such as linked to SPAG *Short, simple instructions *Provide pupils with thinking time *Adults modelling full sentences *Adults modelling writing activities	Cognition and Learning *Opportunity for hands on exploration and verbally sharing thoughts and ideas with one another. *Pre teaching new vocabulary/terminology. *Activities adapted to suit individual. *Using working walls and floorbooks to aid learning and remind of previous learning. *Visual aids as prompts of success criteria e.g. Large C for capital letters or picture of finger for finger spaces. *Word bank/mat with pictures to support writing key words or tricky words. *Highlighted letters in yellow for children to trace if needed. *Highlighted lines to support writing on the line. (Using a highlighting pen). *Adaptations to the hold a sentence process to suit individual needs e.g. some words left visible for the child or the child is inserting an initial sound to a word in the sentence. *Varying lengths of hold a sentence and types of words used within the sentence. *Tasks broken down into smaller steps.
Social, Emotional and Mental health *Awareness of individual needs, any potential triggers within the curriculum and the child's background. *Pre prepare children for any activity they could find triggering or difficult in some way. *Hold a sentence to be completed within a smaller group or 1:1 if required. *If the class are sharing their learning within a large group, take the child in a smaller focus group if they struggle with social situations. *Adjustments made where needed to suit individual. *Use now and next board *Sand timers *Movement breaks in between writing	Sensory and Physical *Adult support with any practical activities. *If a child enjoys sensory activities, then plan for this wherever possible within the lesson e.g. writing into sand, playdough, with chalk etc. *Pencil grips *Appropriate seating *Writing slope *Using a variety of writing tools *Wobble boards *Enlarged text *Variety of coloured paper to write onto