

Unit Focus: Sequenced Curriculum



Unit C: Superhero Theme

Vehicle Text

Juniper Jupiter

Writing Outcome & Writing Purpose

Narrative: A Superhero Story

Purpose: Retell the superhero story and write sentences

Information: Letter

Purpose: To write Letter sentences

Explicitly teaching of the following concepts of print: Print has meaning; Print can have different purposes; Print in English is directed from left to right and top to bottom.

Explicitly teach that each spoken word when written is separated by a space.

Grammar: Word

Focus on:

Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught. GPC This may take place in both during practitioner-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts Until new graphemes have been taught.

There is an emphasis in this progression document on the role of Mark Making and Writing as forms of communication.

Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates influencing their ability to write in sentences.

*Words shown below need to be in line with phonics scheme being followed by your school.

Build on previous unit & focus on:

- Represent words in print segmenting using known GPs to make phonemically plausible attempts at spelling
- *Secure previous unit high frequency words and teach Common Exception Words: was, my, by, her, you, they, all, are

Grammar: Sentence

Build on previous units & focus on:

- Orally rehearse sentences and Word Count the number of words spoken prior to writing.
 - Connect one idea or action using a range of connectives
 - Re-read what they have written to check for meaning
- Focus on a simple sentence – Subject, verb object. e.g: Her wish for a side-kick
- Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)
 - Joining words and clauses using 'and'
- Practitioner model, support and encourage independence in the correct use of the Sentence Accuracy Check.

Grammar: Text

Build on previous units & focus on:

- Listen to and talk about stories to build familiarity and understanding.
 - Learn new vocabulary from texts.
- Recognise four parts of a simple narrative – opening, build up, problem and ending.
 - Retell the story -some as exact repetition and some in own words including:
Once upon a time, So, the very next day, So, and Suddenly.
 - Sequence sentences to form short narratives.

Grammar: Punctuation

Build on previous units & focus on:

Letter formation,
Separation of words with spaces
Capital letters
Personal pronoun – I, She, He
Full stops