**Class One’s AUT Writing Curriculum: Stick Man, Emma-Jane’s Aeroplane, The Gruffalo**

Dictation sequence:

1: SAY (Say the sentence children repeat back x3.)

2: COUNT (Word Count - use fingers. CT then children)

3: BUILD (from left to right the pre-written words)

4: REPEAT (say accurate sentence together)

5: WRITE (CT hide the sentence built, and model writing same sentence)

6: Check (Every Time We Write)

7: Children Write

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| Phonics knowledge: s a t p i n m d g o c k ck e u r h b f lTricky words: is I the  |
| Date | Text | Vocabulary | Letter formation | Dictation: sentence/ phrase | Outcome |
| WC 4th Nov | **Talk Through Stories**Stick Man  | Word 1: twirl (twirling, twirled) Word 2: tumbling (tumble, tumbled) Word 3: shove (shoves, shoved) Word 4: weary Word 5: chuckle (chuckled, chuckling) Word 6: doze (dozed, dozing) Word 7: clattering (clatter, clattered) Word 8: drifts (drifting, drifted) | Introducing long ladder letters: l,i,t,u,j,y Practising long ladder letters: l,i Practising long ladder letters: t,u Practising long ladder letters: j,y  | Wk 1: Stick Manthe dogSanta  | WK1: Label characters |
| WC 11th Nov | Wk 2: I am stick manI can jogI can hop | WK2: Write a speech bubble for stick man |

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| WC 18th Nov | **Talk Through Stories**Emma Jane’s Aeroplane | swoops, shakes, prance, stormy, churning, zooms | Introducing curly caterpillar letters: | WK1: Write a label for their chosen animal.cat, pig, dog, hen, fox, duck, frog  | WK1: Choosing their own animal to go in the plane. Images needed of the possible animals they could spell with known sounds:cat, pig, dog, hen, fox, duck, frog |
| WC 25th Nov | WK 2: William is in the **aeroplane.**Word in bold is written for them.Change child’s name as appropriate. | Draw a picture of them in the aeroplane and write their sentence with their name. Provide the word aeroplane for them and they fill in the rest. |

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| WC 2nd Dec | **Talk For Writing**The Gruffalo Julia Donaldson https://upload.wikimedia.org/wikipedia/en/thumb/3/34/Fairuse_Gruffalo.jpg/200px-Fairuse_Gruffalo.jpg | Stroll, underground, terrible, roasted, sped. | Introducing capital letters:Children to practice writing their single letters both uppercase and lowercase. How to Use Capital Letters in English - Learn English Online | *Immersion**Hook: Footprints and a letter…* Lesson 1:Read story, create story map and explore the characters. | *Immersion*Lesson 2:Retell using story map, create a picture of the Gruffalo using the same colours. |
| WC 9th Dec | Poisonous, flew, feast, prickles, scrambled.  | *Imitation*Lesson 1:Shared short-burst write. Model sentence writing “I can hear \_\_\_\_\_ in the bushes ahead.”Collecting animal sounds from the children. | *Imitation*Lesson 2:Circle time- animals noises and what animals like to eat. *Who’s in the bag?* *What do they eat?* **Role play groups acting the story.**  |
| WC 16th Dec | Creature, bursting, ahead, fled. | *Innovation*Lesson 1:Retell with the story map. Build a sentence, hold a sentence, write a sentence.  | *Innovation*Lesson 2: Build a sentence, hold a sentence, write a sentence.  |
| *Innovation sentence ideas:* I can see a \_\_\_\_\_\_\_ on the path ahead. Draw a picture of a path in the woods. Who can you see on the path ahead? Write the sentence once, then write it again.*Extension (Lesson 2)* Label other things in the picture… twig, grass, rock…  |