



**Early Learning Goals (and Development Matters)**

Pupils should be taught: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions  
 Make comments about what they have heard and ask questions to clarify their understanding  
 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary  
 Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher  
 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play  
 Spell words by identifying sounds in them and representing the sounds with a letter or letters  
 Write simple phrases and sentences that can be read by others

Day	SPAG/Phonics Learning Objective	SPAG/Phonics Activity	Main Learning Objectives and Success Criteria (must/should/could)	Main Teaching/ Development of knowledge including modelled and shared reading/writing	Activity and Differentiation	Plenary	Assessment
Mon	<u>L.O. To read and write the 'st' digraph.</u>	Recap sounds and HFW. Introduce 'st' Blend words with 'st' Reading and writing words with 'st' activities.	<b><u>L.O. To express an opinion.</u></b>  <u>Success Criteria:</u> 1. I must give my opinion. 2. I should draw a picture. 3. I could write a simple sentence.	Begin by talking with the children about their pets. Do they have any? Are there pets that they would like to have if only their parents would allow it? What reasons do their parents give them for why they aren't allowed to have certain pets? Ask children what they think would happen if they asked to have a spider for a pet - would their family like it? What sorts of thing do people say about spiders? On an A2 page with a picture of a spider, jot these down in a list, starting with: Spiders are... You could finish by adding one of your own- 'Aaaarrgghh, Spider!'	Children to draw a picture of a spider and then write a sentence about whether a spider is a good pet or not.  A spider is a good pet because... or A spider isn't a good pet because...	Which rooms in the family house did the spider go?	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b> <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

				Show the children the initial picture from the book but turn it the right way up and cover over the text. Chat together with the children about anything they notice before zooming the picture round to focus in on the spider whose story this is. Read the story aloud to the end.			
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**Notes/ feedback following lesson:**

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Tues	<u>L.O. To read and write the 'nd' digraph.</u>	Recap sounds and HFW. Introduce 'nd' Blend words with 'nd' Reading and writing words with 'nd' activities.	<b><u>L.O. To express an opinion.</u></b>  <u>Success Criteria:</u> 1. I must give my opinion. 2. I should draw a picture. 3. I could write a simple sentence.	Re-read the story to the children. Talk with children about their initial responses to this story. What did they like about it? What didn't they like? What did they think about the ending? Scribe their comments as shared writing onto an A2 page with picture of front cover.  What would the world really look like to a spider? Suggest children draw 'the spider's eye view' of their bedroom or another room in their house for continuous provision.	Children to draw a picture of one of the characters from the book. Then draw a speech bubble and write "Out you go!" Explain the meaning of exclamation marks.	When the spider became a pet, where did the family take him?	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

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Wed	<u>L.O. To read and write the 'mp' digraph.</u>	Recap sounds and HFW. Introduce 'mp' Blend words with 'mp' Reading and writing words with 'mp' activities.	<u>L.O. To freeze frame.</u> <u>L.O. To write speech bubbles.</u>  <u>Success Criteria:</u> 1. I must freeze frame and think about what characters are saying or thinking. 2. I should write a simple sentence with support. 3. I could write a simple sentence independently.	Re-read the story in parts – with half the class reading the part of the spider and half the class reading in role as the different members of the family. Act the story out with everybody taking all the parts first before casting the story and acting it out again. Ask children to make a freeze frame of the living room scene where the spider tries dancing. In turn go round the family group asking each family member to say what he or she are thinking. As shared writing write thought bubbles for the scene before children go on to write their own.	Have pictures of the family in different scenes with thought bubbles.  Children to write what they think the family are thinking in the thought bubbles.	How would you feel if you found a spider in your bath?	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>
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Thurs	<u>L.O. To read and write the 'nt' digraph.</u>	Recap sounds and HFW. Introduce 'nt' Blend words with 'nt' Reading and writing words with 'nt' activities.	<u>L.O. To ask questions.</u>  <u>Success Criteria:</u> 1. I must freeze frame and think about what characters are saying or thinking. 2. I should write a simple sentence with support. 3. I could write a simple sentence independently.	With the children's help draw a large spider on a A2 page, and around the outside of the drawing write everything the children already know about spiders. Inside the drawing write all the questions they would like to find answers to (for example, they might ask: what do spiders eat? What are baby spiders like? Do all spiders make webs?).  Children will also be able draw on this chart as a word bank in their own independent writing.	Using the internet, find answers to their questions.  Children to write one fact that they discovered.	How do you think a spider would dance?	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

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Fri	<u>L.O. To read and write the 'nk' digraph.</u>	Recap sounds and HFW. Introduce 'nk' Blend words with 'nk' Reading and writing words with 'nk' activities.	<u>L.O. To</u> <u>Success Criteria:</u>	<u>Main Teaching</u>	Word of the Week:		<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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