



English Medium Term Plan

Year A	Cherry Blossom	Term:	Spring 2	Unit:	The Iron Man
Prior Knowledge	<p>Listened to a range of stories.</p> <p>Understand that stories have a beginning, middle and end.</p> <p>Phase 2 and 3 grapheme recognition</p> <p>Phase 5 grapheme recognition</p>			Cross-curricular	<p>Art – drawing scenes</p> <p>Drama – acting out story</p>
				Key Vocab	<p>immense – extremely large or great</p> <p>frowned – drop eyebrows in frustration or anger</p> <p>swayed – move slowly from side to side</p> <p>torso – main part of the body</p> <p>brink – the extreme edge of land before a steep slope</p>
Key Learning – Reading				Key Learning - Writing	
IW, EN, TM, SDB, KH, CT, XF, all				IW, CT, SDB, KH, XF, TM, EN, all	
<ul style="list-style-type: none"> ▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. ▪ Identifying and discuss the main events in stories. ▪ Identifying and discuss the main characters in stories. ▪ Recalling specific information in texts. ▪ Recognising and join in with language patterns and repetition. ▪ Use patterns and repetition to support oral retelling. ▪ Relating texts to own experiences. ▪ Re telling familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i> ▪ Making predictions based on what has been read so far. ▪ Make basic inferences about what is being said and done. ▪ Discussing the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy.</i> ▪ Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i> ▪ Explaining clearly their understanding of what is read to them. <p>Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how.</p> <ul style="list-style-type: none"> ▪ Uses tone and intonation when reading aloud. ▪ Sequencing and discussing the main events in stories. ▪ Making predictions using evidence from the text. ▪ Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> ▪ Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i> ▪ Take note of punctuation when reading aloud. ▪ Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i> 				<ul style="list-style-type: none"> ▪ Say, and hold in memory whilst writing, simple sentences which make sense. ▪ Write simple sentences that can be read by themselves and others. ▪ Separate words with finger spaces. ▪ Punctuate simple sentences with capital letters and full stops. ▪ Use capital letter for the personal pronoun. ▪ Use capital letters for names of people, places and days of the week. ▪ Use simple connectives to link ideas e.g. <i>and.</i> ▪ Orally compose every sentence before writing. ▪ Re-read every sentence to check it makes sense. ▪ Orally plan and rehearse ideas. ▪ Sequence ideas/events in order. ▪ Discuss their writing with adults and peers. ▪ Read aloud their writing to adults and peers ▪ Spell words containing each of the phonemes already taught. ▪ Be able to encode the sounds they hear in words. ▪ Be able to read back words they have spelt. ▪ Use their phonic knowledge when spelling unfamiliar words (<i>i.e. produce phonically plausible spellings</i>). ▪ Spell common exception words. ▪ Children will write labels/phrases representing the sounds from phase 2 and phase 3 phonics that have been taught ▪ Children will be able to write phase 3 sounds ▪ Children will write words which are spelt phonetically ▪ Children will write simple phrases and sentences using recognisable letters and sounds 	
Treat Others with Respect – Respecting and listening others when they discuss their answers					



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FRUITS	Relationships – Work in talking partners.
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	Monday	Tuesday	Wednesday	Thursday
Week 1	Creating interest <ul style="list-style-type: none"> ▪ Make basic inferences about what is being said and done. 	Reading and Responding <ul style="list-style-type: none"> ▪ Making predictions based on what has been read so far. ▪ Making predictions using evidence from the text. ▪ Discussing the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy. 	Reading and Responding <ul style="list-style-type: none"> ▪ Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> ▪ Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i> ▪ Make basic inferences about what is being said and done. ▪ Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i> 	Reading and Responding <ul style="list-style-type: none"> ▪ Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> ▪ Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i> ▪ Make basic inferences about what is being said and done. ▪ Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i>
Weekly Grammar Focus – Full stops and capital letters – starter activities of wrong sentences allowing children to be detectives and work out what is wrong. Modelling sentences on board with capital letters and full stops allowing children to try own sentences. Finishing off sentences with capital letters and full stops.				
Week 2	Reading and Responding <ul style="list-style-type: none"> ▪ Identifying and discuss the main events in stories. ▪ Recalling specific information in texts. ▪ Explaining clearly their understanding of what is read to them. ▪ Sequencing and discussing the main events in stories. 	Reading and Responding <ul style="list-style-type: none"> ▪ Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> ▪ Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i> ▪ Make basic inferences about what is being said and done. ▪ Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i> 	Reading and Responding <ul style="list-style-type: none"> ▪ Use dictionaries to check the meanings of words ▪ Read and understand words 	Reading and Responding <ul style="list-style-type: none"> ▪ Identifying and discuss the main events in stories. ▪ Recalling specific information in texts. ▪ Explaining clearly their understanding of what is read to them. ▪ Sequencing and discussing the main events in stories.
Weekly Grammar Focus – Capital letters – following on from last week, looking at capital letters in sentences for places and people.				
Week 3	Reading and responding <ul style="list-style-type: none"> ▪ Make basic inferences about what is being said and done. ▪ Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i> ▪ Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> 	Reading and responding <ul style="list-style-type: none"> ▪ Identifying and discuss the main events in stories. ▪ Identifying and discuss the main characters in stories. ▪ Recalling specific information in texts. ▪ Explaining clearly their understanding of what is read to them. Sequencing and discussing the main events in stories. 	Reading and analysing <ul style="list-style-type: none"> ▪ Identifying and discuss the main events in stories. ▪ Identifying and discuss the main characters in stories. ▪ Recalling specific information in texts. ▪ Explaining clearly their understanding of what is read to them. Sequencing and discussing the main events in stories. 	Reading and analysing <ul style="list-style-type: none"> ▪ Identifying and discuss the main events in stories. ▪ Identifying and discuss the main characters in stories. ▪ Recalling specific information in texts. ▪ Explaining clearly their understanding of what is read to them. Sequencing and discussing the main events in stories.



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	Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i>			
Weekly Grammar Focus – Capital letters – recall all knowledge of when we use capital letters				
Week 4	Planning and Gathering Content <ul style="list-style-type: none"> ▪ Orally plan and rehearse ideas. ▪ Sequence ideas/events in order. ▪ 	Modelled and Shared Write <ul style="list-style-type: none"> ▪ Children will write labels/phrases representing the sounds from phase 2 and phase 3 phonics that have been taught ▪ Children will be able to write phase 3 sounds ▪ Children will write words which are spelt phonetically ▪ Children will write simple phrases and sentences using recognisable letters and sounds ▪ Say, and hold in memory whilst writing, simple sentences which make sense. ▪ Write simple sentences that can be read by themselves and others. ▪ Separate words with finger spaces. ▪ Punctuate simple sentences with capital letters and full stops. 	Modelled and Shared Write <ul style="list-style-type: none"> ▪ Children will write labels/phrases representing the sounds from phase 2 and phase 3 phonics that have been taught ▪ Children will be able to write phase 3 sounds ▪ Children will write words which are spelt phonetically ▪ Children will write simple phrases and sentences using recognisable letters and sounds ▪ Say, and hold in memory whilst writing, simple sentences which make sense. ▪ Write simple sentences that can be read by themselves and others. ▪ Separate words with finger spaces. ▪ Punctuate simple sentences with capital letters and full stops. 	Independent Write <ul style="list-style-type: none"> ▪ Orally plan and rehearse ideas. ▪ Sequence ideas/events in order. ▪ Children will write labels/phrases representing the sounds from phase 2 and phase 3 phonics that have been taught ▪ Children will be able to write phase 3 sounds ▪ Children will write words which are spelt phonetically ▪ Children will write simple phrases and sentences using recognisable letters and sounds ▪ Say, and hold in memory whilst writing, simple sentences which make sense. ▪ Write simple sentences that can be read by themselves and others. ▪ Separate words with finger spaces. ▪ Punctuate simple sentences with capital letters and full stops.
	Editing Focus – <ul style="list-style-type: none"> ▪ Be able to read back words they have spelt. ▪ Discuss their writing with adults and peers. ▪ Read aloud their writing to adults and peers 			

Key concept	Learning objective	Key components	Main input	Activity	Adaptive strategies
Monday - Creating Interest	<ul style="list-style-type: none"> ▪ Make basic inferences about what is being said and done. 	Listen to the sentences of the opening. Pull out the descriptive language Draw the parts of the story using the descriptive language	Children arrive into the classroom with a few bits of different tins and metal pots scattered round the room leading to a book that has been left in the middle of the carpet – what is this book? Can we read the title together? Read the first page of the story, really focusing in on the descriptive language used – can children remember what the name for descriptive language is – adjectives – these describe a noun and help us imagine things in stories if we don't have the pictures. Explain to children that today we are going to listen really closely to the description and draw what we	Children are to read back through the description of the iron man and the opening scene, pulling out key language and drawing what this represents.	Support with reading text encouraging phonic knowledge where appropriate.



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			think this will look like. Model drawing on the board by reading a sentence at a time, asking children to pick out the adjectives as we read.		
Tuesday - Reading and Responding	<ul style="list-style-type: none"> ▪ Making predictions based on what has been read so far. ▪ Making predictions using evidence from the text. ▪ Discussing the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy. 	<p>Know what prediction means.</p> <p>Know that I start my sentence with I think/ I predict.</p> <p>Use clues from title, pictures.</p> <p>Orally rehearse sentence.</p> <p>Write sentence.</p>	Reread with children the opening paragraph of the Iron Man, encouraging children to read parts independently with phonetically appropriate words. Explain to children that this is the start of the story, what is happening here? What do we think will happen next? Allow children to get into talk partners and discuss ideas of what they think might happen next, allow children to share their ideas – take one of these ideas and put into a sentence I think that... if children haven't given reason for their predictions, ask the class why we think this and say the full sentence out loud. Model writing this sentence on the board allowing children to remind about finger spaces, full stops, capital letters and the next word in the sentence.	Children are to write their prediction of what will happen in the story including reasons why they think that.	<p>Sentence starters</p> <p>Adapted sentences – I think that</p> <p>Because.....</p> <p>Sound mat</p>
Wednesday - Reading and Responding	<ul style="list-style-type: none"> ▪ Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> ▪ Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i> ▪ Make basic inferences about what is being said and done. ▪ Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i> 	<p>Identify main characters.</p> <p>Describe characters.</p> <p>Recognise emotions.</p> <p>Explain why emotions are felt.</p>	Read through Chapter one with the children, allow them to stop you if they hear something interesting like a word or phrase that captures their attention, allow them to stop if there is an unfamiliar word and discuss that with them. Discuss with the children how the Iron Man might be feeling during each part of the story, why might he feel like this? Tell children that today we are each going to take it in turns to pretend to be the Iron Man but at different parts of the chapter – model the activity – pick a part of the chapter and act out the part of the Iron Man, allow TAs to ask questions for them to find out which part of the story is happening.	Allow children to pick a part of the story and act it out, encourage other children to ask questions to allow them to find out which part of the chapter is happening and for them to verbalise which part when they know.	<p>Discussions with staff about each part of the chapter</p> <p>Give children a part of the chapter if unsure</p> <p>Question examples to ask</p>
Thursday - Reading and Responding	<ul style="list-style-type: none"> ▪ Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> ▪ Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i> 	<p>Identify main characters.</p> <p>Describe characters.</p> <p>Recognise emotions.</p> <p>Explain why emotions are felt.</p>	Remind children of what we did yesterday, can we discuss how the Iron Man might feel at different parts of the chapter. Show children pictures of each part of the chapter in order and read key points out of each bit. Allow children to write on whiteboards how they feel	Children are to have a range of photos from chapter one and say how the Iron Man is feeling and why?	<p>Emotion pictures to help</p> <p>Sentence starters I think that..... because.....</p>



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	<ul style="list-style-type: none"> ▪ Make basic inferences about what is being said and done. ▪ Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i> 		the Iron Man might have felt at that point – can they give reasons why?		
Monday – Reading and Responding	<ul style="list-style-type: none"> ▪ Identifying and discuss the main events in stories. ▪ Recalling specific information in texts. ▪ Explaining clearly their understanding of what is read to them. ▪ Sequencing and discussing the main events in stories. 	Understand the story including main ideas, events Understand the setting Understand the plot structure.	Reread Chapter one of the story, encouraging children to join in on familiar words. Discuss with children what happened in Chapter One. What happened in the start of the chapter, in the middle and in the end? Using pictures from the book, have these displayed on the board – what is happening in each of the pictures? Are these in the right order. Once the pictures are in the right order, allow children to discuss with partners what happens in each bit. Start with the first picture and ask children what happened. Model writing this sentence on the board.	Children are to have pictures of Chapter one of the Iron Man and sequence the story writing short sentences about each part.	Cut out pictures of the story Sound mat
Tuesday – Reading and Responding	<ul style="list-style-type: none"> ▪ Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> ▪ Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i> ▪ Make basic inferences about what is being said and done. ▪ Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i> 	Identify main characters. Describe characters. Recognise emotions. Explain why emotions are felt.	Begin to read Chapter 2 with the children, are children able to identify who the other characters are in the story. What are they called? Ask children to close their eyes and pretend they are Hogarth sat fishing, have some calming stream music to help them imagine – then have them open their eyes to imagine an Iron man standing there staring at them. Remind them of the description of the Iron man. Allow children to chat about how they might be feeling or what they might be thinking at this point. Model writing these thoughts are feelings on the board.	Using a love heart for feelings and a thought bubble, allow children to write how Hogarth would be feeling and thinking at this point in the story.	Emotion words Sound mats
Wednesday – Reading and Responding	<ul style="list-style-type: none"> ▪ Use dictionaries to check the meanings of words ▪ Read and understand words 	Identify the word. Do we know the word? Identify parts of the word. Use dictionary to find meaning	Discuss what has happened in the story so far and ask children questions to recall what they know. Complete reading Chapter 2 and focus in on key vocabulary that has been highlighted, pick each word out and ask children if they know what this word means. Do they know another word that they could use instead of this one in the sentence? Re read the part of the story with the key vocabulary in and ask children again what each word means.	Children are to play the dice game with the key vocabulary words – 1. Say it, 2. Shout it, 3. Whisper it, 4. Clap it, 5. Meaning, 6. Another word for it. Children are then to use the sentences with the key words in and	Key vocabulary with meanings Sound mat



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				identify where they are, then using the dice game to help write another word that could be used instead that means the same thing.	
Thursday – Reading and Responding	<ul style="list-style-type: none"> ▪ Identifying and discuss the main events in stories. ▪ Recalling specific information in texts. ▪ Explaining clearly their understanding of what is read to them. ▪ Sequencing and discussing the main events in stories. 	Understand the story including main ideas, events Understand the setting Understand the plot structure.	Recap with children what has happened in Chapter two. Discuss with children what happened in Chapter two. What happened in the start of the chapter, in the middle and in the end? Using a story mat, beginning, middle and end – model writing on the board what happens in each part. Orally rehearse sentences and then model on the board.	Children are to complete story mat to say what happened in the beginning, middle and end of Chapter two.	Sound mat
Read Chapter 3 during class time.					
Monday - Reading and Responding	<ul style="list-style-type: none"> ▪ Make basic inferences about what is being said and done. ▪ Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i> ▪ Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> ▪ Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i> 	Identify main events Describe events. Recognise emotions. Explain why emotions are felt.	Begin to read Chapter 4 with the children encouraging children to join in where possible with phonetically appropriate words. Ask children what is happening, allowing them to imagine if they were there. How would they feel? What has actually happened? Explain to children that today we are going to be news reporters and tell the world what has happened. Explain to them that we need to tell them the facts of what have happened, discuss how people might be feeling, tell them to stay safe and calm and explain what might happen next. Model being a news reporter reporting on the incident of the dragon landing in Australia.	Children are to use the information that they have so far to create their own news report. Discuss a headline that they might use.	Have some sentence starters displayed
Read the rest of Chapter 4 during class time.					
Tuesday - Reading and Responding	<ul style="list-style-type: none"> ▪ Identifying and discuss the main events in stories. ▪ Identifying and discuss the main characters in stories. ▪ Recalling specific information in texts. 	Identify question type Identify key information in question Answer question Make inferences if needed	Recap with the children what has happened during the story so far, how are the different characters feeling? Read to Chapter 5, allow children to echo read what is read to them during exciting parts of the story. Have a range of questions about Chapter 5 including inference questions, give these questions out on the carpet with children working in pairs to	Children have a list of comprehension questions including inference questions to allow the children to answer to demonstrate their understanding.	Question type hand Sound mat



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	<ul style="list-style-type: none"> ▪ Explaining clearly their understanding of what is read to them. ▪ Sequencing and discussing the main events in stories. 		see if they can discuss answers between themselves. At the end of each question, bring the children back and discuss the answer and then model writing the answer to the question on the board.		
Wednesday – Reading and Analysing	<ul style="list-style-type: none"> ▪ Identifying and discuss the main events in stories. ▪ Identifying and discuss the main characters in stories. ▪ Recalling specific information in texts. ▪ Explaining clearly their understanding of what is read to them. ▪ Sequencing and discussing the main events in stories. 	Understand the story including main ideas, events Understand the setting Understand the plot structure. Use appropriate story language. Have appropriate eye contact and volume of voice.	Recall the story of the Iron Man, focusing on a chapter at a time. Ask children to come out and perform read certain parts of the story. Discuss again the main parts of the story, starting at the beginning and working through the middle and the end. Allow children to orally retell the story to their friends.	Children are to orally retell the story.	Pictures to help sequence
Thursday - Reading and analysing	<ul style="list-style-type: none"> ▪ Identifying and discuss the main events in stories. ▪ Identifying and discuss the main characters in stories. ▪ Recalling specific information in texts. ▪ Explaining clearly their understanding of what is read to them. ▪ Sequencing and discussing the main events in stories. 	Understand the story including main ideas, events Understand the setting Understand the plot structure.	Recall everything that happened in the story of The Iron Man. Focus on a chapter at a time and model writing on the board what has happened in each part of the story. Allow children to add in bits as they remember them.	Children are to focus on a chapter at a time, writing a short summary of what has happened.	Pictures to help sequence
Monday – Planning and gathering content	<ul style="list-style-type: none"> ▪ Orally plan and rehearse ideas. 	Demonstrate understanding of main events in story. Identify beginning, middle, end. List the main points in the story. Identify plot twists in story. Sequence events in order. Add an extra chapter on to the end	Recall everything that happened in the story of The Iron Man. Focus on a chapter at a time and model writing on the board what has happened in each part of the story. Explain to children that we are going to write another chapter to the Iron Man – what happened next to him? Allow children to share and discuss ideas on the carpet and share them with each other. Explain to children that we are going to plan what happens next, so what will happen in the beginning, middle and end of our new chapter. Model writing one of the ideas on the board on a planning format.	Children are to use their ideas to plan a new chapter of the Iron Man	Sound mat. Story pictures.



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Tuesday - Modelled and Shared write	<ul style="list-style-type: none"> ▪ Children will write labels/phrases representing the sounds from phase 2 and phase 3 phonics that have been taught ▪ Children will be able to write phase 3 sounds ▪ Children will write words which are spelt phonetically ▪ Children will write simple phrases and sentences using recognisable letters and sounds ▪ Say, and hold in memory whilst writing, simple sentences which make sense. ▪ Write simple sentences that can be read by themselves and others. ▪ Separate words with finger spaces. Punctuate simple sentences with capital letters and full stops. 	<p>Look at plan and gather content and ideas. Read back over what has been wrote. Sequence ideas from the opening sentences. Develop characters. Introduce problem.</p>	<p>Looking at the class plan from yesterday, explain to children that we are going to write the beginning part of our story. Model writing this on the board and adding in adjectives to make the sentences better and more exciting using our grammar focus from the last week.</p>	<p>Children are to use their plan to begin to write their story.</p>	<p>Sound mat Sentence starters Adjectives mat</p>
Wednesday - Modelled and Shared write	<ul style="list-style-type: none"> ▪ Children will write labels/phrases representing the sounds from phase 2 and phase 3 phonics that have been taught ▪ Children will be able to write phase 3 sounds ▪ Children will write words which are spelt phonetically ▪ Children will write simple phrases and sentences using recognisable letters and sounds ▪ Say, and hold in memory whilst writing, simple sentences which make sense. ▪ Write simple sentences that can be read by themselves and others. ▪ Separate words with finger spaces. Punctuate simple sentences with capital letters and full stops. 	<p>Look at plan and gather content and ideas. Read back over what has been wrote. Sequence ideas from the opening sentences. Resolve the main problem. Conclude the story.</p>	<p>Looking at the class plan from yesterday and re reading what has been written so far in our class story, explain to children that we are going to write the rest of our story. Model writing this on the board and adding in adjectives to make the sentences better and more exciting using our grammar focus from the last week.</p>	<p>Children are to write the rest of the story</p>	<p>Sound mat Sentence starters Adjectives mat</p>



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Thursday - Independent Write	<ul style="list-style-type: none"> ▪ Children will write labels/phrases representing the sounds from phase 2 and phase 3 phonics that have been taught ▪ Children will be able to write phase 3 sounds ▪ Children will write words which are spelt phonetically ▪ Children will write simple phrases and sentences using recognisable letters and sounds ▪ Say, and hold in memory whilst writing, simple sentences which make sense. ▪ Write simple sentences that can be read by themselves and others. ▪ Separate words with finger spaces. Punctuate simple sentences with capital letters and full stops.		Remind children of all the work we have been doing over the last couple of weeks in English, ask them to recall the story of The Iron Man— where did he go. Re read the opening sentence to the story. Tell children that today we are going to use what we have learnt but we are going to write our own version of the story – have pictures of different places that they could go. Model writing some sentences about one of the places.	Children are to write everything they can remember about the story.	Sound mats. Sentence structure reminders Sequence pictures.