

Brief description of the progression in the teaching of reading and writing linked to the text

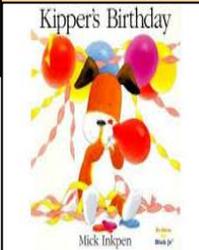
<i>Week 1</i>	<p>Read the first half of the book up to 'feeling very full and very sleepy'</p> <p>M - retell the story in small world</p> <p>T - Talk for writing $\frac{1}{2}$ class write - cake instructions</p> <p>W - whole class write - cake instructions</p> <p>T - $\frac{1}{2}$ class write - cake instructions</p> <p>F - guided reading</p>
<i>Week 2</i>	<p>Read the book to the end</p> <p>M - retell the story in small world</p> <p>T - Talk for writing $\frac{1}{2}$ class write - thank you note to Kipper's friends</p> <p>W - whole class write - thank you note to Kipper's friends</p> <p>T - $\frac{1}{2}$ class write - thank you note to Kipper's friends</p> <p>F - guided reading</p>
<i>End outcome</i>	<p>Have a party in each class family that the children will need to organise and plan for the Friday afternoon.</p>

*Year R
Text: Kipper's Birthday*

Synopsis ...

Kipper organises a birthday party. He writes invitations, bakes a cake etc. But he hands the invitations out on the wrong day and his friends show up a day late!

In the end, they have a party together.



What key vocabulary will be learning?

<i>Vocabulary</i>	<i>Definition</i>
Currants	It's a small, dry grape that doesn't have any seeds inside.
Mixture	A mixture is when you put different things together and stir them up.
Flat	Something that is flat is smooth and quite straight across.
Decoration	They are used to make something look nicer and to make it look special. Kipper decorates his cake and he decorate his home with brightly coloured balloons.
Peacefully	When something is done calmly, quietly and gently.
Puzzled	If you are puzzled, it means you are confused and do not understand something.
Disappointed	If you are disappointed you are a little bit sad about something. Something hasn't gone as you hoped.
Useful	If something is useful, you can use it to help you with something. It is helpful.

Introduction to the text (Monday-Wow)

Have birthday balloons set up in the classroom and a plate with crumbs on so it looks like the cake has been eaten. A note from Kipper to say he is feeling so sad that his friends did not come to his party. The book should be wrapped up ready to read to find out more.

Link to prior knowledge/ prior texts/ future learning/ texts...

The children have been looking at different celebrations such as Diwali, Bonfire Night etc.

All the children will have experience of a birthday and may have helped to prepare for celebrations such as writing invitations, baking cakes etc.



Subject specific teaching to draw from the text...

M - everyday language related to time s yesterday, tomorrow, today, one o'clock etc.

UW - share birthday experiences, do we all celebrate birthdays the same? Party, meal, day out, at home?

CL - opportunities to retell the story with a story tray, using above vocabulary.