

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

Week 1	<p align="center"><u>Opening</u></p> <p>M: Introduce the setting of the story allowing children to add their own words describing the setting. T: T4W of the opening of the story W: Imitate the opening TH: Change the opening by extending ideas and adding new adjectives.</p>
Week 2	<p align="center"><u>Build up</u></p> <p>M: Pictures of the places the snail and whale visited for them to add vocab and adjectives too. T: T4W of the places they visited. W: Imitate the build up TH: Change the build up by extending ideas and adding new adjectives.</p>
Week 3	<p align="center"><u>Ending</u></p> <p>M: Pictures of the ending for them to add vocab and adjectives too. T: T4W for the ending of the story. W: Imitate the ending TH: Change the ending by extending ideas and adding new adjectives.</p>
Week 4	<p align="center"><u>Presentation piece</u></p> <p>Children to write up the story of The Snail and the Whale for a presentation piece.</p>

Year 1

Text: The Snail and the whale by Julia Donaldson

Synopsis...

Go on an adventure of a lifetime with beautiful whale and slimy snail as the travel around the world.

Introduction to the text (Monday - Wow)

Children enter the classroom with a suitcase of holiday things and a wrapped book. Under the sea water playing. Read the book with music on in the background.

<i>What key vocabulary will be learning?</i>	
<i>Vocabulary</i>	<i>Definition</i>
Week 1 Opening	<u>Slithered</u> - To slide along in an uneven way.
	<u>Gazed</u> - To look at something for a long time.
	<u>Curled</u> - The shape of something.
Week 2 Middle/build up	<u>Shimmering</u> - To shine a great light.
	<u>Towering</u> - Something very tall and impressive.
	<u>Fiery</u> - Something burning strongly.
Week 3 Ending	<u>Hideous</u> - Something this is ugly or unattractive.
	<u>Helpless</u> - To not have the strength or power to help.
	<u>Terrible</u> - Something that is not a nice thing.
	<u>Squirting</u> - Liquid coming out in a thin fast stream.

Subject specific teaching to draw from the text...

Simple sentence structure.

Introduction of the magic 5. Key focus of Capital letters, finger spaces and full stops.



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

ELG: Writing simple sentences about animals using phonics to support them. Capital letters and full stops.

Tricky words during phonics and literacy in EYFS.