
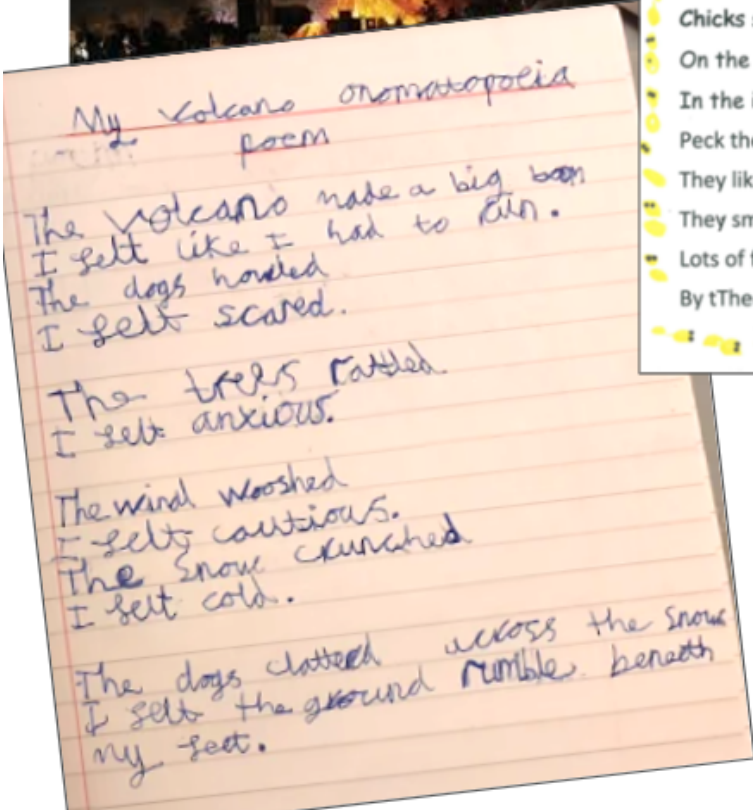
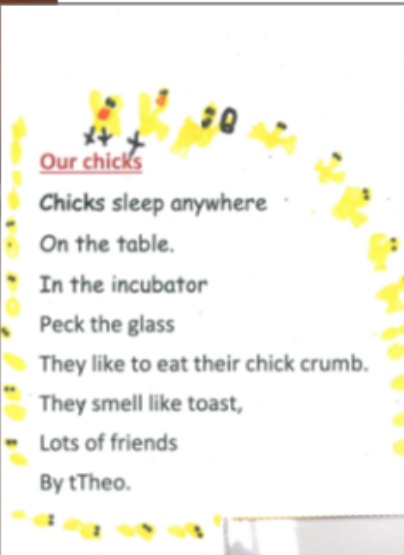
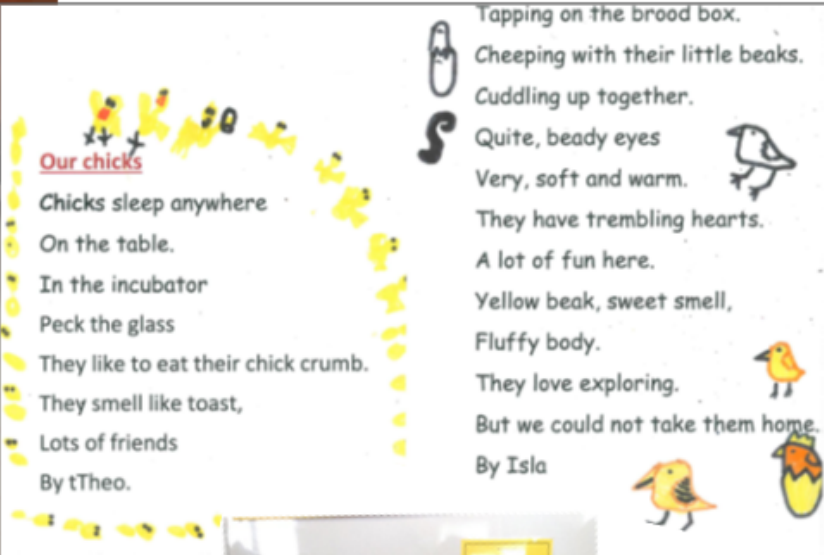



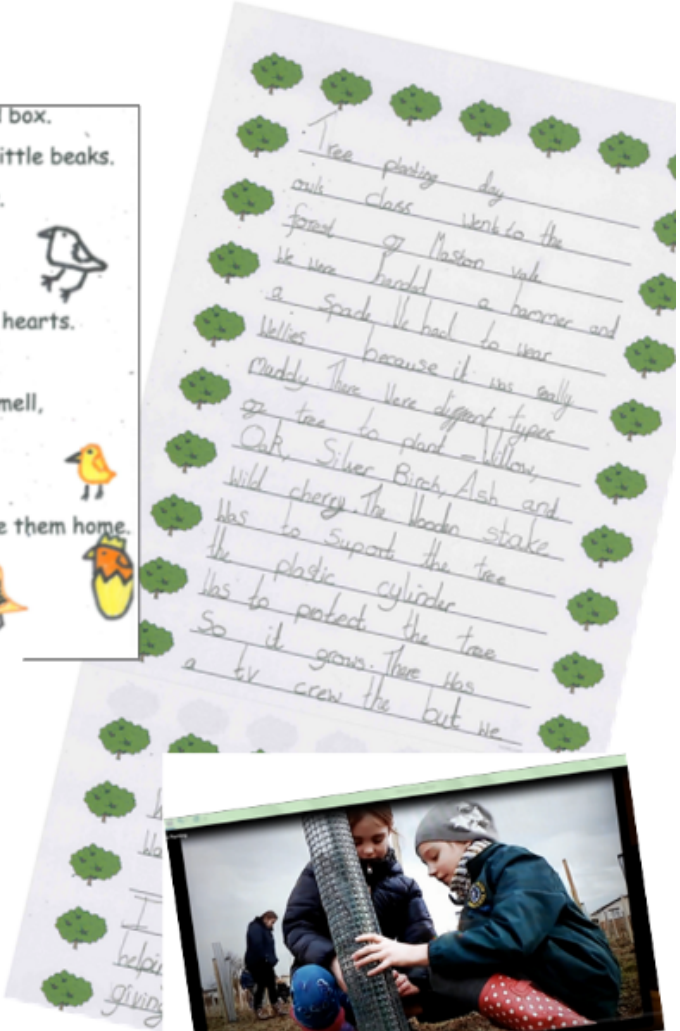
English programmes of study: KS 1 and 2

| <u>What do we aim to achieve? (Our intent)</u> | <u>How do we do it? (Our implementation)</u> |
|--|---|
| <p>We know that a high-quality education in English teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others.</p> <p>Through reading, pupils have the chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading in particular enables pupils to acquire knowledge for themselves, in all curriculum areas, and encourages them to build on what they already know.</p> <p>By developing their spoken language pupils capacity to improve across the whole curriculum is enhanced - cognitively, socially and linguistically.</p> <p>Effective writing skills ensure pupils can form, articulate and communicate their ideas and organise them coherently for a reader.</p> <p>We know that all of these skills are essential for our children to participate as fully as possible as a member of society. We therefore want them to have a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.</p> | <p>We use the Hamilton Trust Scheme of work as the basis of our planning across KS 1 and 2. Most of the key texts used are chosen for their use of language, and are often by well-known authors. This develops our pupils love of literature, and encourages them to read more widely outside of the classroom. Where clear topic links can be made, teachers are encouraged to follow those particular instances (e.g. drama, or writing for a purpose). The spoken language is developed through quality texts, discussion, and developing pupils' capacity to explain their understanding of books and other reading, and preparing their ideas before they write.</p> <p>Phonics is emphasised in the early teaching of reading to ensure the development of pupils' competence in word reading. Comprehension draws from experience of high-quality discussion and wide reading. Teachers enhance pupils' vocabulary through SPAG activities (spelling, punctuation and grammar) and promote pupils' competence in writing by supporting their articulation and communication of ideas.</p> |
| | <p><u>What happens as a result of this learning? (Our impact)</u></p> <p>Our pupils have a love of reading and develop a strong command of the spoken and written word across a range of genres. Their love of literature is enhanced so that pupils read widely across fiction and non-fiction texts, and read for enjoyment. In this way they develop their knowledge of themselves and the world in which they live. They develop confidence to articulate their thoughts for other listeners, and to transcribe these thoughts fluently, understanding nuances in meaning and increasingly writing using figurative language.</p> |

Look what we have been learning about




Examples of work completed within school, and completed at home during the 2020 school closure through Google Classroom teaching activities

English programmes of study: KS 1 and 2

| YEAR A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|--|--|---|---|---|
| Theme | All About Me | Winter Wonderland | Superheroes | Minibeasts | Around the World in 30 Days | On the Farm |
| EYFS | <p>Phase 1 & 2: Reading and writing simple CVC words</p> <p>Letter formation; writing own names; Read a range of rhyming songs & stories; continue a rhyming string</p> | <p>Phase 2: Reading and writing range of CVC words, read/write labels and captions</p> <p>Writing Polar animal facts; writing lists for Polar expedition; firework writing; fiction & non-fiction. Reporting favourite facts to group.</p> | <p>Phase 3: Reading and writing simple sentences, reading and spelling of common exception words</p> <p>Cape descriptions; Superhero profiles, "Supertato" (Key text); story predictions; wanted posters</p> | <p>Phase 3: Reading and writing simple sentences, reading and spelling of common exception words</p> <p>Fiction & non-fiction; "The Very Hungry Caterpillar" (key text) minibeast fact files; labelling minibeast body parts; minibeast hunt (what I saw)</p> | <p>Phase 3 & 4: Reading and writing extended sentences with finger spaces, CL and full stop, CCVC/CVCC words</p> <p>Giving verbal instructions. Instructional writing (fruit salad); postcards; information text (chosen country); "The Runaway Wok" - speech bubbles</p> | <p>Phase 4: Reading and writing extended sentences with finger spaces, CL and full stop, polysyllabic words</p> <p>Poetry; alliteration (with initial sound); letters; memories of Reception; "Farmer Duck" - recount</p> |

KEY STAGE 1

What does each lesson cover and how does it link together over time? NC aims for Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 and 4) :

- 2E1: read easily, fluently and with good understanding
- 2E2: develop the habit of reading widely and often, for both pleasure and information
- 2E3: acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- 2E4: appreciate our rich and varied literary heritage
- 2E5: write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- 2E6: use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- 2E7: are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spellings - As set out in the NC English appendix

| Theme | AUTUMN TERM: TOYS | | |
|-------------------|---|---|--|
| KS1 (Yr 1 & 2) | <p>Reading Children are expected and encouraged to read daily at home. Good quality books are provided and changed daily. More able readers are encouraged to choose a variety of authors but also choose books by the same author if they have enjoyed them. They are supported in expressing opinions about the books they have read. Guided reading groups will use books of the same genre as the focus task.Children will discuss texts and explore different aspects.</p> <p>Fiction Plan 1A: Stories in familiar settings Required texts: The Tiger who comes to tea by Judith Kerr Dogger by Shirley Hughes Whatever next by Jill Murphy Goat's sore Tummy – Hamilton Group Readers</p> <p>Description: Three popular books are used to capture children's imaginations and get them story writing during this unit. Explore and discuss similarities and differencesStarting with The Tiger Who Came to Tea, then Whatever Next! Children will make up their own stories about all sorts of strange and wonderful things! Read their stories to the class.</p> <p>Grammar focus: Year 1 1. Write, leaving spaces between words 2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</p> <p>Year 2 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 2. Learn how to use sentences with different forms: statement, question, exclamation, command. 3. Co-ordination: use conjunctions (and, or, but) to join simple sentences</p> <p>-----</p> <p>Plan 2A: Stories involving fantasy Required texts: Oi! Get off my Train! and The Magic Bed all by John Burningham plus other books by same author Chicken and Shark – Hamilton Group Readers</p> <p>Description: Explore fantasy narratives through two great John Burningham books. First read Oi! Get off our Train. Practise using capital letters and full stops and write a new scene for the story. Then</p> | <p>Reading Children are encouraged to choose non- fiction books as a choice for home readers. Guided reading groups will use non-fiction books when this is the focus genre.</p> <p>Non-Fiction Plan 1A: Labels, lists, signs & posters Required texts: The Favourite T-shirt Hamilton Animated Text Clothes Hamilton Animated Text Boris and the bug – Hamilton Group Readers The sad donkey – Hamilton Group Readers</p> <p>Description: Chn think about their favourite item of clothing and discuss reasons why and write captions describing this. They write lists for shopping, study & design labels for clothes. They explore the use of posters, design their own and record feelings in writing signs.</p> <p>Grammar focus: Year 1 1. Write, leaving spaces between words 2. Use capital letters for the names of people, places, days of the week, etc.. Year 2 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 2. Learn how to use sentences with different forms: statement, question, exclamation, command. 3. Use grammatical terminology</p> <p>-----</p> <p>Plan 2A: Information texts Required texts: Great white man-eating Shark by Margaret Mahy Rainbow Bear by Michael Morpurgo The Ice Bear by Nicola Davies Boris and Sid meet a shark – Hamilton Group Readers</p> <p>Description: Using and comparing fiction (Great white man-eating shark by Mayo and Rainbow Bear by Morpurgo) and non-fiction books about sharks and polar bears (The Ice Bear by Davies) chn discover the features of non-fiction texts. Chn collect info about sharks and polar bears to write factual phrases and sentences about sharks and then to compile a report about polar bears.Present their reports to the class.</p> <p>Grammar focus: Year 1 1. Write, leaving spaces between words</p> | <p>Reading Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre Emphasis will be given to reading with rhythm and expression..</p> <p>Poetry Plan 1A: Songs and repetitive poems Required texts: Move it, Conversation, I'm the youngest in this house, by Michael Rosen A variety of repetitive poems and chants provided</p> <p>Description: Chn read, then memorise a variety of short repetitive funny poems and also write their own verses. Conversation poems are used to stimulate more sustained writing and work on punctuating different forms of sentence.</p> <p>Grammar focus: Year 1 1. Write, leaving spaces between words 2. Use capital letters for the names of people, places, days of the week, etc.. Year 2 1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns 2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 3. Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>-----</p> <p>Plan 2A: Poems about animals Required texts: Hairy Tales and Nursery Crimes by Michael Rosen The Works edited by Paul Cookson</p> <p>Description: Children have great fun reading, learning and reciting a variety of traditional and modern rhymes including some from Hairy Tales and Nursery Crimes by Rosen. They use these for word-play and phonics work, as well as writing their own versions of animal poems, composed after seeing an animal.</p> <p>Grammar focus: Year 1 1. Use capital letters for the names of people, places, days of the week, etc. 2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</p> |

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| | <p>chn plan and write a fantasy story based on The Magic Bed.</p> <p>Grammar focus:</p> <p>Year 1</p> <ol style="list-style-type: none">1. Write, leaving spaces between words2. Use capital letters for the names of people, places, days of the week, etc.. <p>Year 2</p> <ol style="list-style-type: none">1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks2. Learn how to use sentences with different forms: statement, question, exclamation, command. | <ol style="list-style-type: none">2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. <p>Year 2</p> <ol style="list-style-type: none">1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks2. Learn how to use sentences with different forms: statement, question, exclamation, command.3. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns | <p>Year 2</p> <ol style="list-style-type: none">1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks3. Learn how to use sentences with different forms: statement, question, exclamation, command.4. Use grammatical terminology |
| Theme | SPRING TERM: HOUSES AND HOMES | | |
| KS1 (Yr 1 & 2) | <p>Reading</p> <p>Children are expected and encouraged to read daily at home. Good quality books are provided and changed daily. More able readers are encouraged to choose a variety of authors but also choose books by the same author if they have enjoyed them. They are supported in expressing opinions about the books they have read.</p> <p>Guided reading groups will use books of the same genre as the focus task.Children will discuss texts and explore different aspects.</p> <p>Fiction</p> <p>Plan 1A: Stories in familiar settings</p> <p>Required texts:</p> <p>The Whales’ Song by Dylan Sheldon and Gary Blythe</p> <p>Description:</p> <p>Using the beautiful book The Whales’ Song, chn will learn all about whales; describing them to each other and writing descriptive sentences. They use the structure of the story to go on and write their own stories based on this.Children read examples of their work to the class.</p> <p>Grammar focus:</p> <p>Year 1</p> <ol style="list-style-type: none">1. Write, leaving spaces between words2. Form lowercase letters correctly.3. Begin to punctuate sentences correctly, using capital letters and full stops. <p>Year 2</p> <ol style="list-style-type: none">1. Use adjectives to modify nouns; create expanded noun phrases.2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks | <p>Reading</p> <p>Children are encouraged to choose non- fiction books as a choice for home readers. Guided reading groups will use non-fiction books when this is the focus genre.</p> <p>Non-Fiction</p> <p>Plan 1A: Instructions</p> <p>Required texts:</p> <p>Thad Gets to the Moon Hamilton Animated Text</p> <p>Stop that sound – Hamilton Group Readers</p> <p>Description:</p> <p>We use the animated tale Thad Gets to the Moon to identify favourite toys and what they mean to us. The story provides opportunity for chn to learn about the features of instructions and write instructions for playing football both on the Moon and on Earth. Children can give and follow verbal instructions.</p> <p>Grammar focus:</p> <p>Year 1</p> <ol style="list-style-type: none">1. Begin to punctuate sentences correctly, using a capital letter at the start and a full stop at the end. <p>Year 2</p> <ol style="list-style-type: none">1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks2. Learn how to use sentences with different forms: statement, question, exclamation, command.3. Use grammatical terminology | <p>Reading</p> <p>Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre. Emphasis will be given to reading with rhythm and expression.</p> <p>Poetry</p> <p>Plan 1A: Playing with language</p> <p>Required texts:</p> <p>The Works Chosen by Paul Cookson</p> <p>Walking the bridge of your nose Selected by Michael Rosen</p> <p>The Works Key Stage 1 chosen by Pie Corbett</p> <p>A variety of poems and chants provided</p> <p>Description:</p> <p>Playing with language is great! In this unit you wrap your tongue around twisters, enjoy writing mixed-up nursery rhymes and scratch your head to understand nonsense poetry. You use capital letters for people’s names and the beginning of lines. You use adjectives and enjoy exploring the effect of verbs.</p> <p>Grammar focus:</p> <p>Year 1</p> <ol style="list-style-type: none">1. Begin to punctuate sentences correctly, using a capital letter at the start and a full stop at the end.2. Use capital letters for the names of people, places, days of the week, etc. <p>Year 2</p> <ol style="list-style-type: none">1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks3. Begin to use present and past tenses correctly |
| | <p>Plan 2A: Traditional Tales from different cultures</p> <p>Required texts:</p> <p>Hansel and Gretal, Stories of Baba Yaga</p> <p>Readers Hansel and Gretel – Hamilton Group</p> <p>A wide variety of oral and written tales from Hamilton and the internet.</p> <p>Description:</p> <p>Listen to and read a traditional story from two cultures. Compare the witches and their homes. Compose a story together with a problem to solve, and steps to solve it. Write a fantastic escape from Baba Yaga story.Children read examples of their work to the class.</p> <p>Grammar focus:</p> <p>Year 1</p> <ol style="list-style-type: none">1. Begin to use capital letters from proper nouns2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. <p>Year 2</p> <ol style="list-style-type: none">1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks2. Co-ordination: use conjunctions (and, or, but) to join simple sentences3. Subordination: use a variety of conjunctions to create subordinate clauses. | <p>Plan 2A: Recounts</p> <p>Required texts:</p> <p>Farmer Duck by Martin Waddell and Helen Oxenbury</p> <p>The Animals’ Outing – Hamilton Group Readers</p> <p>Description:</p> <p>Chn learn about how to write a recount by hearing the story of Farmer Duck who has to do all the work on the farm while the farmer stays in bed. Discover useful words to help with writing longer sentences. Chn then write a recount about their day. Children read examples of their work to the class.</p> <p>Grammar focus:</p> <p>Year 1</p> <ol style="list-style-type: none">1. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.2. Begin to use past tense and to differentiate it from present tense. <p>Year 2</p> <ol style="list-style-type: none">1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks2. Co-ordination: use conjunctions (and, or, but) to join simple sentences3. Subordination: use a variety of conjunctions to create subordinate clauses.4. Use past tense correctly in recounts | <p>Plan 2A: The Sound Collector</p> <p>Required texts:</p> <p>The Works Chosen by Paul Cookson</p> <p>The Works 3 Chosen by Paul Cookson</p> <p>Read Me First Chosen by Louise Bolongaro</p> <p>Description:</p> <p>Chn look at a variety of poems which take the five senses as their inspiration. With a grammar focus on adjectives and noun phrases, chn use their senses to write their own poems. During the 2nd week The Sound Collector by Roger McGough is the main stimulus for writing. Children perform the poems to the class.</p> <p>Grammar focus:</p> <p>Year 1</p> <ol style="list-style-type: none">1. Use capital letters for the names of people, places, days of the week, etc..2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. <p>Year 2</p> <ol style="list-style-type: none">1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks3. Learn how to use sentences with different forms: statement, question, exclamation, command.4. Use grammatical terminology |
| Theme | SUMMER TERM: TRAVEL THE WORLD | | |
| KS1 (Yr 1 & 2) | <p>Reading</p> <p>Children are expected and encouraged to read daily at home. Good quality books are provided and changed daily. More able readers are encouraged to choose a variety of authors but also choose books by the same author if they have enjoyed them. They are supported in</p> | <p>Reading</p> <p>Children are encouraged to choose non- fiction books as a choice for home readers. Guided reading groups will use non-fiction books when this is the focus genre.</p> <p>Non-Fiction</p> <p>Plan 1A: Letters</p> | <p>Reading</p> <p>Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre. Emphasis will be given to reading with rhythm and expression.</p> <p>Poetry</p> |

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| | <p>expressing opinions about the books they have read.</p> <p>Guided reading groups will use books of the same genre as the focus task.Children will discuss texts and explore different aspects.</p> <p>Fiction</p> <p>Plan 1A: Fairy stories- African tales</p> <p>Required texts: Rumplestiltskin</p> <p>The stories from Anansi- Anansi and the yams</p> <p>Description:</p> <p>Read and explore fantastic versions of Anansi the trickster and compare with Rumpelstiltskin. Chn use puppets and masks to really get to know the stories and their characteristics. They then retell or write a new version of a fairy tale of their choice.</p> <p>Grammar focus:</p> <p>Year 1</p> <ol style="list-style-type: none">1. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.2. Join words and join clauses using ‘and’3. Use a capital letter for names, days of the week, etc. <p>Year 2</p> <ol style="list-style-type: none">1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks2. Use present and past tenses correctly and consistently.3. Use apostrophes for contracted forms4. Use the grammar for Y2 in Appendix A | <p>Required texts: Dear Zoo by Rod Campbell Dear Greenpeace by Simon James Letters from the Zoo – Hamilton Group Readers</p> <p>Description:</p> <p>Letters are a great way to communicate! Whether is it sharing facts, asking for information or saying thank you, this unit teaches chn the format of writing a letter or postcard. They will practice writing statements and asking questions to compose their own letters. They will read their letters to each other.</p> <p>Grammar focus:</p> <p>Year 1</p> <ol style="list-style-type: none">1. Begin to punctuate sentences correctly, using a capital letter at the start and a full stop at the end.2. Leave spaces between words3. Use a capital letter for names, days and for ‘I’4. Use ‘and’ to join words and clauses <p>Year 2</p> <ol style="list-style-type: none">1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks2. Learn how to use sentences with different forms: statement, question, exclamation, command.3. Use subordination and co-ordination, writing sentences with more than one clause4. Use some features of standard written English5. Use commas for lists | <p>Plan 1A: Poems on a theme: The sea</p> <p>Required texts: Where the forest meets the sea by Jeannie Baker Poems by Celia Warren (provided in resources) A variety of poems and chants provided</p> <p>Description:</p> <p>Use Where the Forest Meets the Sea & poems by C Warren & A Shavick to describe emotions stimulated by poetry. Explore use of rhyme, adjectives & expanded noun phrases.By reading and performing explore the sound of different poems. Study sentence structure including use of capital letters/question marks. Write poems.</p> <p>Grammar focus:</p> <p>Year 1</p> <ol style="list-style-type: none">1. Begin to punctuate sentences correctly, using a capital letter at the start and a full stop at the end.2. Use capital letters for the names of people, places, days of the week, etc.3. Leave spaces between words <p>Year 2</p> <ol style="list-style-type: none">1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks |
| LOWER KEY STAGE 2 | | | |
| Theme | AUTUMN TERM: ROTTEN ROMANS | | |
| KS2 (Yr 3 & 4) | <p>Reading</p> <p>Children are expected and encouraged to read daily at home. Good quality books are provided and changed regularly. Children are encouraged to choose a variety of different themed books They are supported in expressing opinions about the books they have read, on occasion writing reviews.</p> <p>Guided reading groups will use books of the same genre as the focus task.Children will discuss texts and explore different aspects, recognising different themes and conventions, demonstrating they can draw inferences, make comparisons and evidence their answers.</p> <p>Fiction</p> <p>Plan 1A: Myths and legends</p> <p>Essential books: The Orchard Book of Roman Myths by Geraldine McCaughrean Roman Myths by Marcia Williams The Hamilton Book of Traditional Tales</p> <p>Description:</p> <p>Become familiar with a range of Roman Myths.</p> | <p>Reading</p> <p>Children are encouraged to choose non- fiction books as a choice for home readers. Guided reading groups will use non-fiction books when this is the focus genre. Children will make use of dictionaries, thesaurus and non-fiction texts for research.</p> <p>Non-fiction</p> <p>Plan 1A: Instructions and explanations</p> <p>Essential books: Various instruction and explanation texts provided</p> <p>Description:Chn will learn about instructions and explanations based around the glitzy world of the game show! They will learn about features of explanations before going on to write their own based on a game show with a special treat at the end!</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs | <p>Reading</p> <p>Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre. Emphasis will be given to reading with rhythm and expression.</p> <p>Poetry</p> <p>Plan 1A: Creating images</p> <p>Essential books: Wind Poems by Christina Rossetti Hamilton Animated Text Various poems provided</p> <p>Description:</p> <p>Use a selection of poems to explore how to create images using words. Chn find & use adjectives & adjective phrases to convert a poem to prose. Use their voice to add excitement to a poem performance & compose poems using the themes of animals & weather.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Use grammatical terminology specifically by using and recognising adjectives, nouns and adverbs2. Understand and use adverbials and fronted |

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| | <p>Use them to study powerful verbs, verb tenses, use of 1st & 3rd person, paragraphs & ways of showing dialogue. Chn draw story maps to learn a Roman Myth off by heart & to retell another myth in written form.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Extend the range of sentences with more than one clause by using a wider range of conjunctions2. Use conjunctions, adverbs and prepositions to express time and cause.3. Use and punctuate direct speech. <hr/> <p>Plan 1A: Adventure Stories Essential books: <i>Escape from Pompeii</i> by Christina Balit</p> <p>Description: Using <i>Escape from Pompeii</i> by Christina Balit, children look for examples of adverbs and adverbials (prepositional phrases). They memorise a section of dialogue and use it as a basis for their own writing.They will learn about adverbial clauses to make their writing more interesting and use commas to organise their writing.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Use grammatical terminology, specifically using and recognising adjectives, nouns and prepositional phrases2. Use prepositions to express time, place and cause | <ol style="list-style-type: none">2. Understand that writing can be first or third person.3. Use and understand grammatical terminology <hr/> <p>Plan 2A: Information texts Essential books: <i>Gladiators</i> Usborne Children’s Books</p> <p>Description: Chn read & study the structure & language features of non-chronological reports before planning, researching & finally composing their own report. At the end of the plan the class explore persuasive language & different points of view, ending in a debate about what was good or bad about being a gladiator</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Extend the range of sentences with more than one clause by using a wider range of conjunctions2. Use conjunctions, adverbs and prepositions to express time and cause.3. Use grammatical terminology <hr/> <p>Plan 2A1: Letters Essential books: <i>The Christmas Story</i> Hamilton Group Reader <i>Dear Father Christmas</i> by Alan Durant</p> <p>Description: Christmas is coming! This fun plan builds up to Christmas with writing letters to Father Christmas, learning about tense, writing in the 3rd person and using powerful verbs to write their own letters..</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs2. Use the perfect form of verbs | <p>adverbials.</p> <ol style="list-style-type: none">3. Use and understand grammatical terminology <hr/> <p>Plan 2A: Humorous poems Essential books: <i>The Truth about Teachers</i> by Paul Cookson et al <i>The Works</i> chosen by Paul Cookson <i>Read Me and Laugh</i> chosen by Gaby Morgan</p> <p>Description: Chn will enjoy these humorous poems about teachers which will inspire learning about powerful verbs, verb tenses, adverbs and adverbial phrases. Chn use the poems they read as models for writing their own verses & poems, which they will perform to the class.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs2. Understand and use adverbs, adverbials and fronted adverbials.3. Use and understand grammatical terminology |
| Theme | SPRING TERM: AMAZING ANGLO-SAXONS | | |
| KS2 (Yr 3 & 4) | <p>Reading Children are expected and encouraged to read daily at home. Good quality books are provided and changed regularly. Children are encouraged to choose a variety of different themed books They are supported in expressing opinions about the books they have read, on occasion writing reviews.</p> <p>Guided reading groups will use books of the same genre as the focus task.Children will discuss texts and explore different aspects, recognising different themes and conventions, demonstrating they can draw inferences, make comparisons and evidence their answers.</p> <p>Fiction Plan 1A: Stories from long ago Essential books: <i>King Arthur and the Knights of the Round Table</i> by Marcia Williams</p> <p>Description: Using the fascinating Anglo-Saxon legend of King Aruther and his knights, retold in comic book style, chn have many opportunities to change simple sentences into compound & complex sentences with powerful verbs. They then create their own story-boards to make a comic strip or story.Children will have opportunities to read their most powerful sentences.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Use powerful verbs/ Begin to recognise the concept of a verb.2. Understand that writing can be 3rd or 1st person.3. Use and punctuate direct speech. <hr/> <p>Plan 2A: Stories about imaginary worlds Essential books: <i>Beowulf (Usborne)</i> by Rob Lloyd Jones & Victor Tavares</p> <p>Description: Using this version of the Anglo-Saxon classic, chn familiarise themselves with features of narrative; finding examples from the book & through role play & hot-seating. Focus on direct speech & use the features & format they have seen to plan & write their own fantastic stories!</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Introduce the idea of tense in verbs.2. Use pronouns for cohesion and to avoid repetition and ambiguity.3. Use dialogue punctuation. | <p>Reading Children are encouraged to choose non- fiction books as a choice for home readers. Guided reading groups will use non-fiction books when this is the focus genre. Children will make use of dictionaries, thesaurus and non-fiction texts for research.</p> <p>Non-fiction Plan 1A: Recounts Essential books: <i>The Day I Swapped my Dad for Two Goldfish</i> by Neil Gaiman & Dave McKean <i>Diary of a Killer Cat</i> by Anne Fine</p> <p>Description: Read & explore The Day I Swapped my Dad for Two Goldfish. Act out swap stories; learn about adverbials & recounts using past tense & 1st person & chronological order. Write a new version of The Diary of a Killer Cat using recount features & complex sentences.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Use adverbs and adverbials (prepositional phrases which act as adverbs).2. Create complex sentences.3. Use commas after or before phrases and clauses.4. Use and punctuate direct speech. <hr/> <p>Plan 2A: Non-chronological reports Essential books: Selection of <i>Harry Potter</i> books by J K Rowling</p> <p>Description: Read an online newspaper report about an amazing model of Hogwarts recently opened to the public. Chn design a poster or leaflet to advertise it and look at school reports Hogwarts style. They collaborate to design a Hogwarts school prospectus.They give a TV report or pod cast on the opening</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Extend the range of sentences with more than one clause: compound and complex sentences.2. Use commas after or before phrases and clauses.3. Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion. | <p>Reading Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre. Emphasis will be given to reading with rhythm and expression.</p> <p>Poetry Plan 1B: List Poems and Kennings Required texts: A variety of poems selected from The Works.</p> <p>Description: Study a range of list poems including some based on similes. Look in detail at the word types used: nouns, adjectives, verbs, prepositions and adverbs. Then investigate kenning poems – contracted metaphor list poems. Chn are inspired to write and perform poetry.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Use grammatical categories: Noun, adjective, verb, adverb and preposition2. Use prepositions to express time or place.3. Write sentences with more than one clause using a wider range of connectives. <hr/> <p>Plan 2A: Performance poems Essential books: Various performance poems provided</p> <p>Description: Listen to a range of performance poems & explore the features that poets use. Chn identify & use conjunctions that indicate time & cause. Investigate negative prefixes, informal language & rhymes. Chn write extra lines to one of poems & then a rap that they then perform.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Use and recognise nouns, adjectives and adjectival phrases.2. Use conjunctions to express time or cause.3. Use possessive apostrophe with singular and plural nouns. |
| Theme | SUMMER TERM : INCREDIBLE INDIA | | |

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| KS2 (Yr 3 & 4) | <p>Reading Children are expected and encouraged to read daily at home. Good quality books are provided and changed regularly. Children are encouraged to choose a variety of different themed books. They are supported to express opinions about the books they have read, on occasion writing reviews. Guided reading groups will use books of the same genre as the focus task. Children will discuss texts and explore different aspects, recognising different themes and conventions, demonstrating they can draw inferences, make comparisons and evidence their answers.</p> <p>Fiction <i>Plan 2A: Stories from other cultures</i> Essential books: <i>Seasons of Splendour</i> by Madhur Jaffrey <i>The Tiger Child</i> by Joanna Troughton Description: In this three week plan children will have plenty of opportunities to read & explore Indian folk tales and myths before performing their own oral re-telling and written adaptations. In the second week the focus is on complex & compound sentences as children write an animal adventure story set in India. Grammar focus: 1. Extend sentences using adverbials and fronted adverbials. 2. Use commas to separate fronted adverbials. 3. Use and punctuate direct speech. 4. Use a wide range of connectives to create sentences with more than one clause.</p> <hr/> <p><i>Plan 2A: Plays and Dialogues</i> Essential books: <i>The Witches</i> by Roald Dahl <i>Plays for children: The Witches</i>, adapted by David Wood and <i>Other plays for children</i> adapted from Roald Dahl Description: By reading a variety of Roald Dahl texts, define proverbs and work out the meanings. Identify and use adverbs and powerful verbs. Create characters using description, stage directions and dialogue. Compare dialogue and playscripts, then write and perform playscripts, one based on a proverb and one on a Roald Dahl chapter. Grammar focus: 1. Understand and use adverbs. 2. Use and punctuate direct speech. 3. Use powerful verbs. 4. Use and understand grammatical terminology</p> | <p>Reading Children are encouraged to choose non-fiction books as a choice for home readers. Guided reading groups will use non-fiction books when this is the focus genre. Children will make use of dictionaries, thesaurus and non-fiction texts for research.</p> <p>Non-fiction <i>Plan 1A: Persuasive writing</i> Essential books: Advertisements in magazines and on TV Description: Children read explore and discuss adverts. They find key features of persuasive writing and use these with a twist, to persuade people NOT to buy! Using compound and complex sentences the children will then write a persuasive letter about their bedtime! Use their skills to debate the issue! Grammar focus: 1. Use a wide range of connectives to extend sentences to include more than one clause. 2. Use conjunctions. 3. Use commas after or before phrases and clauses.</p> <hr/> <p><i>Plan 2A: Non-chronological reports</i> Essential books: <i>The History Detective Investigates: The Indus Valley</i> Description: This jam-packed information text answers a range of questions about the Indus Valley. Children will be itching to write their own reports about this fascinating ancient civilisation!</p> <p>Grammar focus: 1. Express time, place and cause using conjunctions, prepositions and adverbs. 2. Identify and use the present and past tense consistently and appropriately. 3. Extend the range of sentences with more than one clause, using punctuation as required (e.g. commas). 4. Use nouns or pronouns to avoid repetition or ambiguity and to add clarity and cohesion.</p> | <p>Reading Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre. Emphasis will be given to reading with rhythm and expression.</p> <p>Poetry <i>Plan 1A: Traditional poems</i> Essential books: <i>Going to the Fair</i> by Charles Causley <i>The Puffin Book of Fantastic First Poems</i> Description: Read a selection of traditional poems by Charles Causley and Eleanor Farjeon. Explore the vocabulary of sounds and study the use of adjectives and adverbs/adverbials as descriptions. Children write poetry inspired by Sounds in the Evening and I am the Song and perform to the class. Grammar focus: 1. Use adverbs and fronted adverbials. 2. Use commas after fronted adverbials. 3. Use grammatical terminology correctly and with confidence. 4. Recognise and identify prepositions used to indicate time and place.</p> <hr/> <p><i>Plan 2A: Shape poems: Playing with form</i> Essential books: <i>I Like this Poem</i> by Kaye Webb <i>Read Me, Read Me First</i> and <i>The Works</i> are desirable Description: During this unit children will be immersed in shape poems. They read, recite and discuss a variety before writing their own, including poems using possessive apostrophes and relative clauses. Grammar focus: 1. Use possessive apostrophe with singular/plural nouns. 2. Extend the range of sentences with more than one clause by using a wide range of conjunctions.</p> |

How does all this build on their learning from the Early Years?

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| Early Learning Goal Spoken word | Communication and Language | Listening and Attention | To listen attentively in a range of situations. To give their attention to what others say and respond appropriately, whilst engaged in another activity. |
| | | Understanding | To follow instructions involving several ideas or actions. |
| | | Speaking | To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. To express themselves effectively, showing awareness of listeners’ needs. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. |
| | Personal, Social and Emotional Development | Self-Confidence and Self-Awareness | To speak confidently in a familiar group and talk about their ideas. |
| Reading | Literacy | Reading | To use phonic knowledge to decode regular words and read them aloud accurately. To read some common irregular words. To read and understand simple sentences. To demonstrate understanding when talking with others about what they have read. |
| | Communication and Language | Listening and Attention | To listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. |
| | | Understanding | To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. |

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| | | Speaking | To express themselves effectively, showing awareness of listeners' needs. |
| Writing | Literacy | Writing | To use their phonic knowledge to write words in ways which match their spoken sounds. To write some irregular common words. |
| | Communication and Language | Speaking | To develop their own narratives and explanations by connecting ideas or events. To express themselves effectively, showing awareness of listeners' needs. To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future |
| | Literacy | Writing | To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |

| YEAR B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | All about Me | Fabulous Festivals | Dinosaurs | Traditional Tales | Transport | Pirates/ Under the Sea |
| EYFS | Phase 1 & 2: Reading and writing simple CVC words Letter formation; writing own names; rhyming songs & stories; continue a rhyming string | Phase 2: Reading and writing range of CVC words, reading/writing labels and captions Firework writing; What are we thankful for?Explaining to others. Write a list of food for our own celebration; letters to Santa | Phase 3: Reading and reading and spelling common exception words writing simple sentences, Difference between fiction & non-fiction texts; Writing dinosaur facts; Labelling dinosaur body parts; "Rumble in the jungle" (descriptions); Dinosaur hunt (reading clues | Phase 3: Reading and writing simple sentences, Reading and spelling common exception words Read, discuss & retell traditional tales; sequencing pictures/ events; character descriptions ("Wanted" posters); hot seating; drama; letters | Phase 3 & 4: Reading and writing extended sentences with finger spaces, CL and full stop, CVCC/CCVC words Writing short stories ("Magic Carpet") - story maps; postcards; information text (Hedgehogs); instructional writing; read instruction cards | Phase 3 & 4: Reading and writing extended sentences with finger spaces, CL and full stop, polysyllabic words Poetry, rhyming words; messages in a bottle; memories of Reception; reading clues (Treasure Hunt); speech bubbles |

KEY STAGE 1

What does each lesson cover and how does it link together over time?

NC aims for Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 and 4) :

- 2E1: read easily, fluently and with good understanding
- 2E2: develop the habit of reading widely and often, for both pleasure and information
- 2E3: acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- 2E4: appreciate our rich and varied literary heritage
- 2E5: write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- 2E6: use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- 2E7: are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spellings - As set out in the NC English appendix 1

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| Theme | AUTUMN TERM: FAMOUS PEOPLE WHO CHANGED OUR LIVES | | |
| KS1 (Yr 1 & 2) | Reading Children are expected and encouraged to read daily at home. Good quality books are provided and changed daily. More able readers are encouraged to choose a variety of authors but also choose books by the same author if they have enjoyed them. They are supported in expressing opinions about the books they have read. Guided reading groups will use books of the same genre as the focus task.Children will discuss texts and explore different aspects. Fiction Plan 1B: Stories in familiar settings Required texts: Oscar Got the Blame by Tony Ross Not Now Bernard by David McKee Description: By reading Not Now Bernard and Oscar Got the Blame, chn will develop the concept of writing sentences for different purposes: statements, questions and exclamations. They will learn how to include speech within narrative writing and create their own version of a well-known story, performing it to their peers. Grammar focus: Year 1 1. Write, leaving spaces between words 2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. Year 2 1. Learn how to use punctuation correctly, | Reading Children are encouraged to choose non- fiction books as a choice for home readers. Guided reading groups will use non-fiction books when this is the focus genre. Non-Fiction Plan 1B: Labels, lists, signs & posters Recommended texts: I Love Whales and Dolphins, and I love Sharks, both are first facts and pictures by Steve Parker Description: Children use labels, lists, signs and posters to explore their features and then write about sea creatures and The Lonely Sea Monster. They write about their own imaginary creatures and undersea worlds. Grammar is capital letters for proper nouns, punctuation of sentences, conjunctions and contractions. Grammar focus: Year 1 1. Use capital letters for Proper names 2. Demarcate sentences using capital letters, full stops, exclamation and question marks. Year 2 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 2. Use commas in lists 3. Use apostrophes for contractions ----- Plan 2B: Information texts Required texts: | Reading Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre Emphasis will be given to reading with rhythm and expression.. Poetry Plan 1B: Silly poems Required texts: Book of very silly poems, by Michael Rosen Poems for the Very Young, edited by Michael Rosen Description: Using Michael Rosen's Book of Very Silly Poems children will explore what it is like to read, write and understand funny and unusual poetry. They will develop a comprehensive understanding of extended noun phrases and know that there are different sorts of sentences that writers use for different effects. Performing their work to their peers. Grammar focus: Year 1 1. Write, leaving spaces between words 2. Use capital letters for the names of people, places, days of the week, etc. Beginning to use 'and' or 'but' or 'or' to join sentences Year 2 1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns 2. Learn how to use punctuation correctly, incl. |

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| | <p>incl. capital letters, full stops, question or exclamation marks</p> <p>2. Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>3. Co-ordination: use conjunctions (and, or, but) to join simple sentences</p> | <p>Mister Seahorse by Eric Carle</p> <p>Animals and Their Young, How Animals Produce and Care for Their Young by Pamela Hickman and Pat Stephens</p> <p>Description:</p> <p>Mister Seahorse by Eric Carle provides chn with a fun starting point to explore and write informative paragraphs for a shoe-box aquarium. They then look at and read the information book Animals and Their Young to inspire them to write their own non-fiction book! Giving a report of their wow facts to their peers.</p> <p>Grammar focus:</p> <p>Year 1</p> <p>1. Write, leaving spaces between words</p> <p>2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</p> <p>Year 2</p> <p>1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks</p> <p>2. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns</p> | <p>capital letters, full stops, question or exclamation marks</p> <p>3. Learn how to use sentences with different forms: statement, question, exclamation, command.</p> |
| | <p>-----</p> <p>Plan 2B: Stories involving fantasy</p> <p>Required texts:</p> <p>Croc and Bird; Beegu both by Alexis Deacon</p> <p>The Alien Egg – Hamilton Group Readers</p> <p>Description:</p> <p>Read and explore the story of two unlikely friends in Croc and Bird by Alexis Deacon, role playing and hot seating the characters and learn about the features of fantasy stories. Then read Beegu by the same author and write and word process a fantasy story for a class book.</p> <p>Grammar focus:</p> <p>Year 1</p> <p>1. Write, leaving spaces between words</p> <p>2. Use capital letters for the names of people, places, days of the week, etc..</p> <p>Year 2</p> <p>1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks</p> <p>2. Begin to understand the concept of a verb</p> <p>3. Use and distinguish past tense.</p> | | <p>-----</p> <p>Plan 2B: List Poems</p> <p>Required texts:</p> <p>The Works edited by Paul Cookson</p> <p>A variety of poems provided</p> <p>Description:</p> <p>There will be plenty of opportunities for chn to read, learn, recite and write their own list poems in this unit. They will look at The Sound Collector, Inside My Head and Ten Things Found in a Wizard's Pocket and at the end of the week chn will have the chance to perform their poetry to an audience.</p> <p>Grammar focus:</p> <p>Year 1</p> <p>1. Use capital letters for the names of people, places, days of the week, etc..</p> <p>2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</p> <p>Year 2</p> <p>1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns</p> <p>2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks</p> <p>3. Use grammatical terminology</p> |
| Theme | SPRING TERM: LONDON | | |
| KS1 (Yr 1 & 2) | <p>Reading</p> <p>Children are expected and encouraged to read daily at home. Good quality books are provided and changed daily. More able readers are encouraged to choose a variety of authors but also choose books by the same author if they have enjoyed them. They are supported in expressing opinions about the books they have read.</p> <p>Guided reading groups will use books of the same genre as the focus task.Children will discuss texts and explore different aspects.</p> <p>Fiction</p> <p>Plan 1B: Traditional Tales</p> <p>Required texts:</p> <p>The True Story of the Three Little Pigs by E. Trivizas</p> <p>The Three Little Wolves & the Big Bad Pig by Scieszka</p> <p>Three Little Monsters – Hamilton Group Readers</p> <p>Description:</p> <p>Chn learn the story of The Three Little Pigs by heart and explore alternative versions - The Three Little Wolves and the Big Bad Pig and The True Story of the Three Little Pigs. They write their own version learning about conjunctions and punctuation.</p> <p>Grammar focus:</p> <p>Year 1</p> <p>1. Write, leaving spaces between words</p> <p>2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</p> <p>Year 2</p> <p>1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks.</p> <p>2. Use expanded noun phrases to describe/specify.</p> <p>3. Co-ordination: use conjunctions (and, or, but) to join simple sentences.</p> <p>4. Use conjunctions (when, if, because, ...) to join subordinate clauses.</p> | <p>Reading</p> <p>Children are encouraged to choose non- fiction books as a choice for home readers.</p> <p>Guided reading groups will use non-fiction books when this is the focus genre.</p> <p>Non-Fiction</p> <p>Plan 1B: Instructions and Lists</p> <p>Recommended texts:</p> <p>Shh! We Have a Plan by Chris Haughton</p> <p>We're Going on a Bear Hunt by Michael Rosen</p> <p>Description:</p> <p>This unit uses Chris Haughton's book Shh! We have a Plan as a fun starting point for learning how to write statements, commands, exclamations and instructions. Chn then write instructions about how to catch a creature of their choice. They can then read their instructions to their peers.</p> <p>Grammar focus:</p> <p>Year 1</p> <p>1. Use capital letters for Proper nouns</p> <p>2. Demarcate sentences using capital letters, full stops, exclamation and question marks.</p> <p>Year 2</p> <p>1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks</p> <p>2. Use commas in lists</p> <p>3. Use apostrophes for contractions and possessive singular.</p> <p>4. Write sentences with different forms: statement, question, exclamation, command.</p> | <p>Reading</p> <p>Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre</p> <p>Emphasis will be given to reading with rhythm and expression..</p> <p>Poetry</p> <p>Plan 1B: Bedtime poems</p> <p>Required texts:</p> <p>Switching on the Moon: A very first book of bedtime poems (2010) Walker Books</p> <p>Description:</p> <p>Chn read Switching on the Moon, to explore poetry about bedtime. They write verses to add to familiar poems and their own poetry. Chn use similes, rhyming couplets and statements and consider the most effective adjectives and verbs for their compositions. They are confident at using capital letters to start sentences, including extended noun phrases to enhance description and know how to separate a list of adjectives in a sentence with commas. chn will have the chance to perform their poetry to the class.</p> <p>Grammar focus:</p> <p>Year 1</p> <p>1. Use capital letters for the names of people, places,</p> <p>2. Begin to use ‘and’ or ‘but’ or ‘or’ to join sentences</p> <p>Year 2</p> <p>1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns</p> <p>2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks</p> <p>3. Learn how to use sentences with different forms: statement, question, exclamation, command.</p> |

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| | <p>scared before writing their own stories about shadows, sharing their best best bits with the class.</p> <p>Grammar focus:</p> <p>Year 1</p> <p>1. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</p> <p>2. Use capital letters for the names of people, places.</p> <p>Year 2</p> <p>1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks.</p> <p>2. Co-ordination: use conjunctions (and, or, but) to join simple sentences.</p> <p>3. Use conjunctions (when, if, because, ...) to join subordinate clauses.</p> | <p>subordinate clauses.</p> | <p>1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns</p> <p>2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks</p> <p>3. Use apostrophes for contracted forms</p> |
| Theme | SUMMER TERM: EXPLORE THE WORLD | | |
| KS1 (Yr 1 & 2) | <p>Reading</p> <p>Children are expected and encouraged to read daily at home. Good quality books are provided and changed daily. More able readers are encouraged to choose a variety of authors but also choose books by the same author if they have enjoyed them. They are supported in expressing opinions about the books they have read.</p> <p>Guided reading groups will use books of the same genre as the focus task.Children will discuss texts and explore different aspects.</p> <p>Fiction</p> <p>Plan 1B: Traditional Tales from other cultures</p> <p>Required texts:</p> <p>Any short traditional version of The Three Little Pigs</p> <p>Stories from the Billabong by James Vance Marshall and Francis Firebrace</p> <p>The Rainbow Bird by Eric Maddern and Adrienne Kennaway</p> <p>Wombat goes Walkabout by Michael Morpurgo and Christian Birmingham</p> <p>Dingo Dog and the Billabong Storm by Andrew Fusek Peters and Anna Wadham</p> <p>What Made Tiddalik Laugh Hamilton group readers</p> <p>Description:</p> <p>Using Stories from the Billabong and other popular Australian Traditional Tales, chn learn about the features of traditional tale narratives. Chn read and respond to stories to develop their comprehension, learn stories off-by-heart and develop their understanding of character and plot to write their own story. They interrogate a range of texts to find evidence to support their opinions and revel in traditional stories from another culture.</p> <p>Grammar focus:</p> <p>Year 1</p> <p>1. Learn the grammar for Year 1.</p> <p>2. Join words and clauses using and.</p> <p>Year 2</p> <p>1. Learn how to use the past tense correctly and consistently, including the progressive form.</p> <p>2. Use some features of written Standard English.</p> <p>3. Learn the grammar for Year 2.</p> <p>-----</p> <p>Plan 2B: Humorous stories</p> <p>Required texts:</p> <p>Chicken’s Bad Dream Hamilton Group Readers</p> <p>Boris and Sid Go Camping Hamilton Group Readers</p> <p>Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst</p> <p>Traction Man is Here by Mini Grey</p> <p>Traction Man meets Turbo Dog by Mini Grey</p> <p>Description:</p> <p>Explore the humour in Alexander and the Terrible, Horrible, No Good, Very Bad Day and share ideas, question each other, about what sometimes gets the chn’s day off to a bad start. Then read Traction Man is Here and enjoy his adventures, again looking at the humour. Chn will then plan and write their own version of the story.</p> <p>Grammar focus:</p> | <p>Reading</p> <p>Children are encouraged to choose non- fiction books as a choice for home readers.</p> <p>Guided reading groups will use non-fiction books when this is the focus genre.</p> <p>Non-Fiction</p> <p>Plan 1B: Letters and Books</p> <p>Recommended texts:</p> <p>It’s a Book by Lane Smith</p> <p>Description:</p> <p>Chn will discuss It’s a Book by Lane Smith which explores the relative advantages of books and screen gadgets in simple terms. They will read a letter from a library and write a reply. They will browse and discuss favourite books and write a letter for a class book and read it to the class.</p> <p>Grammar focus:</p> <p>Year 1</p> <p>1. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>2. Join words, phrases and sentences using ‘and’.</p> <p>3. Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.</p> <p>Year 2</p> <p>1. Learn how to use new punctuation correctly (including question marks, commas for lists).</p> <p>2. Use sentences with different forms: statement, question, exclamation, command.</p> <p>3. Expand noun phrases to describe and specify.</p> <p>-----</p> <p>Plan 2B: Information Texts - Owls</p> <p>Required texts:</p> <p>Owl Babies by Martin Waddel</p> <p>Owls (Usborne Beginners) by Emily Bone</p> <p>Dusk until Dawn by Martin Bradley</p> <p>The Owl and the Night Hamilton Group Readers</p> <p>Description:</p> <p>Chn will learn about information texts by exploring exciting facts about owls. They start with Owl Babies and then look at the structure of non-fiction in Usborne First Reading - Owls. Next they make a quiz using the information texts to support this. After this, they focus on Barn Owls and read From Dusk to Dawn. Finally they make an owl poster using some of the key feature of information texts. They share their favourite facts with the group.</p> <p>Grammar focus:</p> <p>Year 1</p> <p>1. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>2. Learn the grammar for Year 1.</p> <p>Year 2</p> <p>1. Use sentences with different forms: statement, question, exclamation, command.</p> <p>2. Learn the grammar for Year 2.</p> | <p>Reading</p> <p>Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre</p> <p>Emphasis will be given to reading with rhythm and expression..</p> <p>Poetry</p> <p>Plan 1B: Poems to say aloud</p> <p>Required texts:</p> <p>Read Me Out Loud! Chosen by Nick Toczek and Paul Cookson</p> <p>Description:</p> <p>Using Read Me Out Loud!, chn participate in poetry specifically written to share with an audience. They compose their own tongue twisters to experience writing with alliteration, and list poems to reinforce writing statements, exclamations and questions. Chn are exposed to a variety of different styles of performing poetry, and select the most effective strategies to perform familiar poems to a real audience.</p> <p>Grammar focus:</p> <p>Year 1</p> <p>1. Use capital letters for the start of lines/sentences.</p> <p>2. Leave spaces between words.</p> <p>Year 2</p> <p>1. Use both familiar and new punctuation correctly.</p> <p>2. Use sentences of different forms: statements, exclamations, and questions.</p> <p>-----</p> <p>Plan 2B: Poems by the same author - Milligan</p> <p>Required texts:</p> <p>A Children’s Treasury of Milligan by Spike Milligan</p> <p>Description:</p> <p>Spike Milligan is one of the nations’ favourite poets and during this unit the chn will have the full fun Milligan experience! Reading many of his exuberant poems.They will learn poems by heart; extend Today I saw a Little Worm using rhyming words and invent their very own fantasy creature using Hipprhiinostricow as their inspiration.</p> <p>Grammar focus:</p> <p>Year 1</p> <p>1. Use a capital letter for the personal pronoun.</p> <p>2. Leave spaces between words.</p> <p>Year 2</p> <p>1. Learn how to use punctuation, including full stops, capital letters, exclamation marks and apostrophes for contracted forms.</p> <p>2. Use expanded noun phrases to describe and specify.</p> |

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| | <p>Year 1 1. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</p> <p>Year 2 1. Learn how to use the past tense correctly and consistently, including the progressive form.</p> <p>2. Use sentences with different forms: statement, question, exclamation, etc.</p> <p>3. Use subordination (using when, if, that, or because) and coordination (using or, and, or but).</p> | | |
| LOWER KEY STAGE 2 | | | |
| Theme | AUTUMN TERM: TOMB RAIDERS | | |
| KS2 (Yr 3 & 4) | <p>Reading Children are expected and encouraged to read daily at home. Good quality books are provided and changed regularly. Children are encouraged to choose a variety of different themed books. They are supported in expressing opinions about the books they have read, on occasion writing reviews. Guided reading groups will use books of the same genre as the focus task. Children will discuss texts and explore different aspects, recognising different themes and conventions, demonstrating they can draw inferences, make comparisons and evidence their answers.</p> <p>Fiction Plan 1B: Fables Required texts: Aesop's Fables by Michael Rosen Description: Reading a wide range of fables, including Rosen's Aesop's Fables, chn explore dialogue through drama, debate moral messages and write letters in role. Chn write their own fables exploring one of the School's Values, hold a festival and try them out on a live audience. Will they win rave reviews? Grammar focus: 1. Recognise simple sentences 2. Begin to recognise (Y3) or revise (Y4) compound and complex sentences 3. Use conjunctions to express time or cause 4. Learn how to use dialogue punctuation (Y3) or revise this (Y4)</p> <hr/> <p>Plan 2B: Stories in Familiar Settings Required texts: The Egyptian Cinderella by Shirley Climo Simon Description: Explore familiar settings by meeting Cinderella transported back in time to Ancient Egypt. Learn about and use adverbs, adverbials and prepositions. Children adapt their own choice of Fairy Tale and set this in Ancient Egyptian times. Grammar focus: 1. Use and recognise nouns, adjectives and prepositional phrases 2. Use adverbs 3. Use adverbs and prepositions to express time and place</p> | <p>Reading Children are encouraged to choose non-fiction books as a choice for home readers. Guided reading groups will use non-fiction books when this is the focus genre. Children will make use of dictionaries, thesaurus and non-fiction texts for research.</p> <p>Non-Fiction Plan 1B: Instructions and explanations Required texts: Egyptian Things to Make and Do: Emily Bone Description: This creative unit uses art activities and the book Egyptian Things to Make and Do as a vehicle for instruction writing. Chn will practise using imperative verbs and pronouns. They then learn about explanation writing. Inspiration for writing comes from projects including a pharaoh's headdress, a moving Egyptian god puppet, and a mummy in a sarcophagus. Grammar focus: 1. Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs 2. Choose nouns and pronouns for clarity and to avoid repetition</p> <hr/> <p>Plan 2B: Information texts Texts which are recommended (not essential): The Kingfisher Book of Music- published by Kingfisher Children's Book of Music -pub by Dorling Kindersley Usborne Introduction to Music: Internet Linked by Eileen O'Brien Description: The children read, map out and learn by heart a text about drums. They produce a shared text about the tabla drums and then use this as a model for their own report writing and an oral presentation about a chosen instrument. Grammar focus: 1. Extend the range of sentences with more than one clause by using a wider range of conjunctions 2. Use conjunctions, adverbs and prepositions to express time & cause. 3. Use grammatical terminology</p> | <p>Reading Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre. Emphasis will be given to reading with rhythm and expression.</p> <p>Poetry Plan 1B: Creating images Required texts: Window by Jeannie Baker Various poems - provided Description: A picture is worth a thousand words? Not if you choose those words wisely! Chn explore how simile and metaphor can be used to create powerful images, though reading and discussing poems. Photographs, collage and Window by Jeannie Baker inspire chn's own image poetry.. Grammar focus: 1. Use grammatical terminology specifically by using and recognising adjectives, nouns and adverbs 2. Understand and use adverbials and fronted adverbials. 3. Use and understand grammatical terminology</p> <hr/> <p>Plan 2B: Poetic form: Syllabic poems Required texts: Various poems provided Description: Read and study haikus, tankas and cinquains recognising the syllabic structure and use of powerful verbs and descriptive language. Study the use of adverbs and adverbials to enhance the poetry. Children write some in traditional style about seasons and nature. They then use computers to manipulate images enhancing the poetry presentation. Grammar focus: 1. Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs 2. Understand and use adverbs, adverbials and fronted adverbials.</p> |
| Theme | SPRING TERM: DISAPPEARING RAINFORESTS | | |
| KS2 (Yr 3 & 4) | <p>Reading Children are expected and encouraged to read daily at home. Good quality books are provided and changed regularly. Children are encouraged to choose a variety of different themed books. They are supported in expressing opinions about the books they have read, on occasion writing reviews. Guided reading groups will use books of the same genre as the focus task. Children will discuss texts and explore different aspects, recognising different themes and conventions, demonstrating they can draw inferences, make comparisons and evidence their answers.</p> <p>Fiction Plan 1B: Myths and Legends Required texts: How to Catch A Mermaid by Jane Ray The Seal Children by Jackie Morris</p> | <p>Reading Children are encouraged to choose non-fiction books as a choice for home readers. Guided reading groups will use non-fiction books when this is the focus genre. Children will make use of dictionaries, thesaurus and non-fiction texts for research.</p> <p>Non-Fiction Plan 1B: Recounts Required texts: Little Mouse's Book of Fears by Emily Gravett Description: Read Little Mouse's Big Book of Fears by Emily Gravett and enjoy her unusual style. Children discuss fears they had when they were little, 'hot seating' each other and create a recount page for a class book. They write a fictional recount about an animal escaping from a predator. Grammar focus: 1. Understand grammatical terms: verb, noun,</p> | <p>Reading Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre. Emphasis will be given to reading with rhythm and expression.</p> <p>Poetry Plan 1A: Traditional poems Essential books: A Child's Garden of Verses by Robert Louis Stevenson Description: Read & explore the poems of Robert Louis Stevenson and write a class poem using rhyming couplets. Revise verb tenses and learn about prepositions. Explore the poem Windy Nights and learn it by heart. Produce a class book containing poems written by the children. Grammar focus:</p> |

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| | <p>Description: Using <i>Can You Catch a Mermaid</i>, and <i>The Seal Children</i>, chn explore legends identify their features. They spot and use powerful verbs and adjectives and develop their understanding of past tense and present perfect verbs. Chn plan and write their own legend.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Use powerful verbs and adjectives.2. Use the present perfect rather than simple past tense3. Understand that writing can be 3rd or 1st person.4. Use and punctuate direct speech.5. Use apostrophes in possessives. <hr/> <p>Plan 2B: Fairy Stories and Playscripts Required texts: Beware of the Storybook Wolves, by Lauren Child The Pea and the Princess, by Mini Grey The Princess and the Pea, by Lauren Child</p> <p>Description: Using The Princess and the Pea and The Pea and the Princess, chn explore, read and write fairytales with a twisted point of view. Chn write dialogue, explore tense & pronouns, before role-playing and writing playscripts, inspired by Beware of the Storybook Wolves.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Use past tense and the perfect form of verbs2. Use pronouns for cohesion and to avoid repetition and ambiguity.3. Use dialogue punctuation. | <p>adjective, adverb.</p> <ol style="list-style-type: none">2. Use adverbs and adverbials (prepositional phrases which act as adverbs).3. Use past tense4. Begin to understand the perfect form of verbs. <hr/> <p>Plan 2B: Persuasive writing Required texts:</p> <p><i>The Vanishing Rainforest</i> by Richard Platt <i>Where the Forest Meets the Sea</i> by Jeannie Baker</p> <p>Online research School library topic books</p> <p>Description: By reading <i>The Vanishing Rainforest</i> and <i>Where the Forest Meets the Sea</i> children learn about the effect human beings can have on the world. Using online research and through topic books children will investigate non-chronological reports. They produce and present their own interesting reports in order to effectively share information.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Present tense of verbs;2. Extending range of sentences with more than one clause and using a wide range of conjunctions, including those expressing time, place and cause. | <ol style="list-style-type: none">1. Introduce the idea of tense in verbs.2. Use prepositions to express time or place.3. Write sentences with more than one clause using a wider range of connectives. <hr/> <p>Plan 2B: Poems to Perform Required texts: Poems to Perform: A Classic collection, chosen by Julia Donaldson</p> <p>Description: Inspired by Julia Donaldson's Poems to Perform, chn watch, perform, read and write a range of performance poetry. Chn tell tales, using possessive apostrophes and explore the uses of pronouns, editing poetry & writing profiles about themselves as performer poets. Chn share their learning with a wider audience!</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Choose and use pronouns appropriately for cohesion and to avoid repetition.2. Use possessive apostrophe with singular and plural nouns. |
| Theme | SUMMER TERM: WE’LL MEET AGAIN! (WW2) | | |
| KS2 (Yr 3 & 4) | <p>Reading Children are expected and encouraged to read daily at home. Good quality books are provided and changed regularly. Children are encouraged to choose a variety of different themed books. They are supported in expressing opinions about the books they have read, on occasion writing reviews. Guided reading groups will use books of the same genre as the focus task. Children discuss texts & explore different aspects, recognising different themes and conventions, demonstrating they can draw inferences, make comparisons & evidence their answers.</p> <p>Fiction Plan 1B: Stories with humour Required texts: Mr Stink by David Walliams Billionaire Boy by David Walliams</p> <p>Description: Using David Walliams' Billionaire Boy and Mr Stink, children investigate, read and write humorous stories. They exercise their imagination and develop rounded characters as they explore their own humorous style as they investigate the distinctive style of other authors. They investigate dialogue and structure, and organise paragraphs appropriately.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Choose nouns & pronouns appropriately for clarity and cohesion and to avoid repetition.2. Recognise and begin to use possessive apostrophes correctly for singular and plural nouns.3. Indicate possession using possessive apostrophes correctly.4. Use apostrophes in contractions.5. Revise sentences with different forms: statements, commands, questions and exclamations. <hr/> <p>Plan 2B: Stories based on past events Required texts: <i>When Hitler Stole Pink Rabbit</i> by Judith Kerr</p> <p>Description: Children read this semi-autobiographical and unforgettable story of a Jewish family fleeing from Germany before the start of WW2. Write a description of an event from the story using extended sentences.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Extending the range of sentences with more than one clause by using a wider range | <p>Reading Children are encouraged to choose non- fiction books as a choice for home readers. Guided reading groups will use non-fiction books when this is the focus genre. Children will make use of dictionaries, thesaurus and non-fiction texts for research.</p> <p>Non-Fiction Plan 1B: Persuasive writing Required texts: The Rainbow Bear by Michael Morpurgo Zoo by Anthony Browne The Ice Bear by Nicola Davies</p> <p>Description: Are zoos good or bad? Children look at information to help them decide their own opinion on this matter, beginning with Zoo and Rainbow Bear before moving on to analysing different persuasive writing. Finally they will write to persuade us to be for or against zoos! They can debate their findings.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Learning the grammar for Years 3 and 4 in Appendix 2.2. Using and punctuating direct speech.3. Using the present perfect form of verbs in contrast to the past tense. <hr/> <p>Plan 2B: Chronological Reports Required texts: Henry’s Freedom Box by Ellen Levine Who Was Rosa Parks? by Yona Zeldis McDonough</p> <p>Description: Children explore chronological reports through reading & discussing the inspirational true life texts: Henry's Freedom Box and Who Was Rosa Parks? They create story maps, write letters and newspaper reports; and explore dialogue through drama. Grammar focuses include: past tense; present perfect form and using conjunctions, adverbs and prepositions to express time and cause. The unit ends with investigation and games exploring prefixes.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Extend the range of sentences with more than one clause.2. Use the perfect form of verbs in to mark relationships of time and cause.3. Use and punctuate direct speech.4. Use conjunctions, adverbs and prepositions to express time and cause. | <p>Reading Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre. Emphasis will be given to reading with rhythm and expression.</p> <p>Plan 2B: Poetry by heart Required texts: <i>What Are We Fighting For?</i> new poems about War <i>Off By Heart – Poems for YOU to remember</i> chosen by Roger Stevens</p> <p>Description: Children immerse themselves in poetry and learn some poems by heart, From learning short poems, they move on to a longer poem inspired by <i>Off By Heart – Poems for YOU to Remember</i>. Children select a poem of their choice and explore prepositions and fronted adverbials, in their own compositions.</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Use and understand LKS2 grammar accurately and appropriately.2. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.3. Identify and use fronted adverbials4. Use commas after fronted adverbials5. Use conjunctions, adverbs and prepositions to express time and cause <p>-----</p> <p>-</p> <p>Poetry Plan 1B: Nonsense poetry Required texts: <i>A variety of poems selected from</i> The Works.</p> <p>Description: Using Edward Lear's <i>Book of Nonsense</i>, Hamilton's version of <i>The Pobble With No Toes</i>, and <i>Jabberwocky</i> by Lewis Carroll, children study the features that poets use when creating nonsense poems. Children plan, create and perform their own imaginative poems and concentrate on rhythm, rhyming patterns and syllable usage in poetry</p> <p>Grammar focus:</p> <ol style="list-style-type: none">1. Recap on grammar terminology from Year2 and use and understand KS2 grammar terminology – particularly word classes: noun, adjective, verb, adverb, pronoun2. Identify and use fronted adverbials.3. Use commas after fronted adverbials.4. Use and understand the grammatical terminology from Eng Appendix 2. |

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| | of conjunctions 2. Using fronted adverbials. 3. Using commas after fronted adverbials. 4. Using conjunctions, adverbs and prepositions to express time and cause. | | |
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What do they go on to learn about in Year 5 and 6?

Year 5 and 6

Reading: apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology); continuing to read and discuss an increasingly wide range of texts (incl reference books) and for a range of purposes, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
Writing: transcription - using further prefixes and suffixes, spell some words with “silent” letters; distinguish between homophones; use knowledge of morphology and etymology in spelling; use dictionaries; use a thesaurus.
Writing - composition -
planning by identifying the audience and purpose, noting and developing initial ideas; consider how authors develop character and setting;
drafting and writing by selecting appropriate grammar and vocabulary; describing settings, characters and atmosphere and integrating dialogue; precisng longer passages; building cohesion; using organisational devices to structure text (e.g. headings and bullet points)
evaluate and edit by assessing effectiveness; proposing changes to vocabulary, grammar and punctuation; ensuring consistency and correct subject/verb agreement,
proof-reading for spelling and punctuation errors.
perform own compositions using appropriate intonation, volume and movement so that meaning is clear.
Writing - vocabulary, grammar and punctuation
recognising vocabulary and structures appropriate for formal speech and writing, including subjunctive forms; use passive verbs, the perfect form of verbs, expanded noun phrases, moval verbs or adverbs, relative clauses, and learn grammar for years 5 & 6 as set out in the National Curriculum appendix 2.
Indicate grammatical and other features by using commas, hyphens, brackets, dashes or commas, semi-colons, colons or dashes, a colon to introduce a list, punctuating bullet points consistently.
Use and understand the grammatical terminology in Appendix 2 accurate and appropriately;
Spellings - As set out in the NC English appendix 1

Examples of how these units are linked to the National Curriculum

Key Stage 1: Year A: Autumn term: Note: Individual breakdowns are available for each key stage, and for each term. There are too many to include in this document, but printed copies will be available on request. The coverage grids are for: spoken language, word reading, reading comprehension, writing transcription, writing composition, and writing vocabulary, grammar and punctuation. Please ask the class teacher, or office manager, for full printed copies.

Each term focuses on different aspects of the English curriculum in order that pupils receive the full coverage. The examples here show 3 of the 6 breakdown grids, and are for the Autumn term in Owls class (year A of our rolling programme).

Spoken language – Coverage in Autumn plans: Year 3/4 Set A

| Objective | Fiction 1A | Fiction 2A | Non-F 1A | Non-F 2A | Non-F 2A1 | Poetry 1A | Poetry 2A |
|--|------------|------------|----------|----------|-----------|-----------|-----------|
| Listen and respond appropriately to adults and their peers | | | | | | | |
| Ask relevant questions to extend their understanding and knowledge | | | | | | | |
| Use relevant strategies to build their vocabulary | | | | | | | |
| Articulate and justify answers, arguments and opinions | | | | | | | |
| Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | | | | | | | |
| Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | | | | | | |
| Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | | | | | | | |
| Speak audibly and fluently with an increasing command of Standard English | | | | | | | |
| Participate in discussions, presentations, performances, role play, improvisations and debates | | | | | | | |
| Gain, maintain and monitor the interest of the listener(s) | | | | | | | |
| Consider and evaluate different viewpoints, attending to and building on the contributions of others | | | | | | | |
| Select and use appropriate registers for effective communication | | | | | | | |

Word Reading – Coverage in Autumn plans: Year 3/4 Set A

| Objective | Fiction 1A | Fiction 2A | Non-F 1A | Non-F 2A | Non-F 2A1 | Poetry 1A | Poetry 2A |
|--|------------|------------|----------|----------|-----------|-----------|-----------|
| Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet | | | | | | | |
| Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | | | | | | | |

Writing: Vocabulary, Grammar and Punctuation – Coverage in [Autumn](#) plans: Year 3/4 Set A

| Objective | Fiction 1A | Fiction 2A | Non-F 1A | Non-F 2A | Non-F 2A1 | Poetry 1A | Poetry 2A |
|--|---------------|---------------|-------------|-------------|--------------|--------------|--------------|
| Pupils should be taught to: | | | | | | | |
| Develop their understanding of the concepts set out in Appendix 2 by: | | | | | | | |
| • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although | | | | | | | |
| • using the present perfect form of verbs in contrast to the past tense | | | | | | | |
| • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | | | | | | | |
| • using conjunctions, adverbs and prepositions to express time and cause | | | | | | | |
| • using fronted adverbials | | | | | | | |
| • learning the grammar for years 3 and 4 in English Appendix 2 | | | | | | | |
| Indicate grammatical and other features by: | | | | | | | |
| • using commas after fronted adverbials | | | | | | | |
| • indicating possession by using the possessive apostrophe with plural nouns | | | | | | | |
| • using and punctuating direct speech | | | | | | | |
| Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading | | | | | | | |