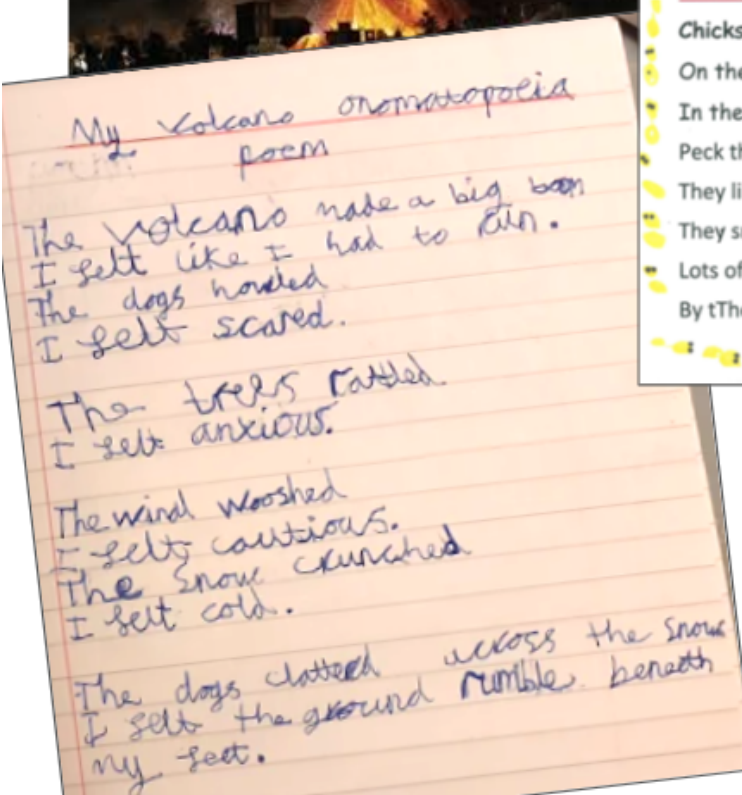


# English programmes of study: KS 1 and 2 - HAMILTON

<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 <b>strong command of the spoken and written word</b>, and to <b>develop their love of literature</b> 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. 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> <hr/> <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



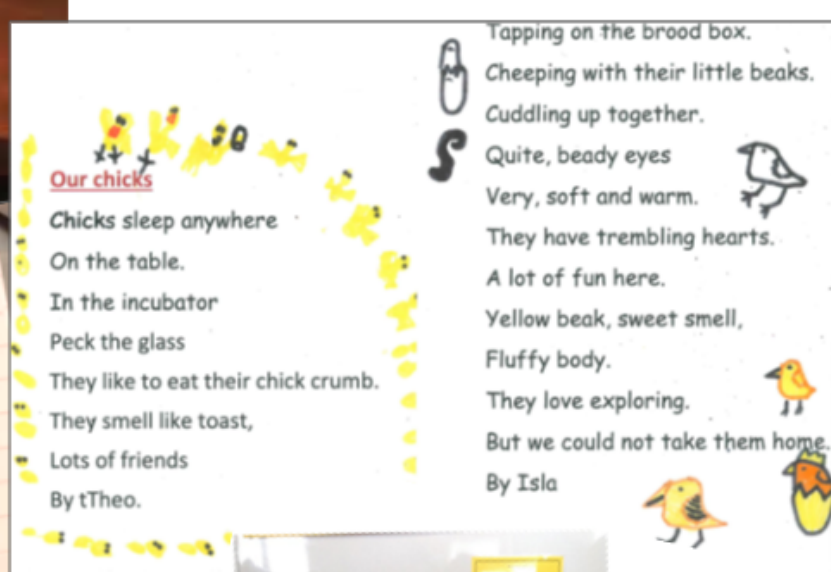
My volcano onomatopoeia poem

The volcano made a big boom  
I felt like I had to run.  
The dogs howled  
I felt scared.

The trees rattled  
I felt anxious.

The wind whooshed  
I felt cautious.  
The snow crunched  
I felt cold.

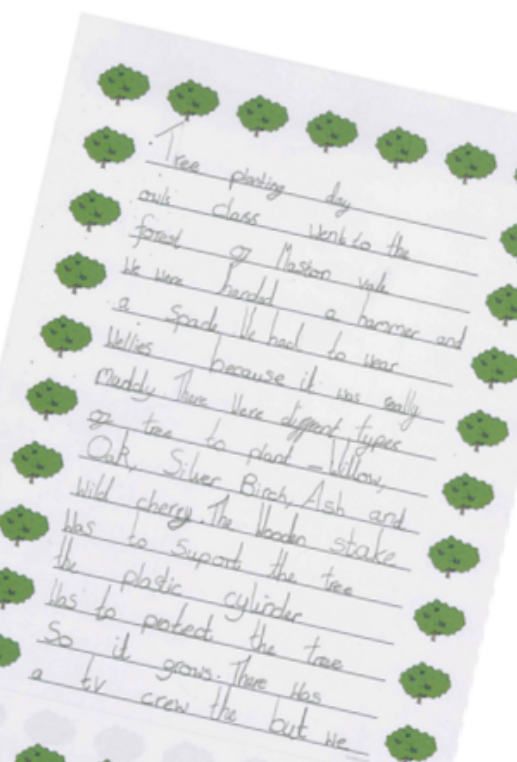
The dogs clattered across the snow  
I felt the ground rumble beneath my feet.



Our chicks




Chicks sleep anywhere  
On the table.  
In the incubator  
Peck the glass  
They like to eat their chick crumb.  
They smell like toast,  
Lots of friends  
By tTheo.

Tapping on the brood box.  
Cheeping with their little beaks.  
Cuddling up together.  
Quite, beady eyes  
Very, soft and warm.  
They have trembling hearts.  
A lot of fun here.  
Yellow beak, sweet smell,  
Fluffy body.  
They love exploring.  
But we could not take them home.  
By Isla



Tree planting day

Our class went to the forest of Mason Vale.  
We were handed a hammer and a spade. We had to wear helmets because it was really muddy. There were different types of trees to plant - Willow, Oak, Silver Birch, Ash and Wild cherry. The wooden stake was to support the tree. The plastic cylinder was to protect the tree so it grows. There was a tv crew there but we

Examples of work completed within school, and completed at home during the 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 &amp; 2: Reading and writing simple CVC words</p> <p>Letter formation; writing own names; Read a range of rhyming songs &amp; 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 &amp; 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 &amp; non-fiction; "The Very Hungry Caterpillar" (key text) minibeast fact files; labelling minibeast body parts; minibeast hunt (what I saw)</p>	<p>Phase 3 &amp; 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 Year 1	<b>FICTION</b>	<b>NON-FICTION</b>	<b>POETRY</b>
	<p><b>Reading</b></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. Guided reading groups will use books of the same genre as the focus task. Children will discuss texts and explore different aspects.</p> <p><b>Fiction</b></p> <p><b>Plan 1A: Stories in familiar settings</b></p> <p><b>Required text:</b> <i>Dogger</i> by Shirley Hughes</p> <p>Description: Use the story of <i>Dogger</i> to inspire children to write a story about their favourite soft toy.</p> <p>Practise forming upper &amp; lower case letters. Use capital letters for names &amp; to start sentences. Investigate words ending in 'le' and words containing /oy/.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Write, leaving spaces between words.</li><li>2. Use capital letters for the names of people, places, days of the week, etc.</li></ol>	<p><b>Reading</b></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><b>Non-Fiction</b></p> <p><b>Non-fiction 2: Information texts</b></p> <p><b>Required texts:</b></p> <p>Toys past and present books (from the library)</p> <p><i>Scooters</i> Hamilton Group Reader</p> <p><b>Description:</b></p> <p>Use simple information texts to find out all about toys from the past and present and what they can do. Begin to learn about the structure of non-fiction texts and how they are different to fiction. Discussions about toys to take place prior to making information leaflets. Choose a toy from the artifacts and write an information leaflet about it. Make labels too.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Write, leaving spaces between words.</li><li>2. Use capital letters for the names of people, places, days of the week, etc.</li><li>3. Use grammatical terminology.</li></ol>	<p><b>Reading</b></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><b>Poetry</b></p> <p><b>Plan 1: Poems about the senses</b></p> <p><b>Required texts:</b></p> <p><i>The Works</i>, chosen by Paul Cookson ISBN 0330481045</p> <p><i>Sensational: Poems</i> inspired by the Five Senses chosen by Roger McGough</p> <p><b>Description:</b></p> <p>Chn are introduced to a variety of poems by selected poets on the theme of 'The Senses', and are encouraged to learn parts of them by heart. They then respond, focusing on finding interesting adjectives, and recognising and creating their own similes. They work, collaboratively and individually, to create their own poems about hearing and touch.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Begin to punctuate sentences correctly.</li><li>2. Use capital letters for the start of lines in poems</li></ol>
	<p><b>Fiction 3: Friendship Aut 2 wk 1-2</b></p> <p><b>Required texts:</b></p> <p><i>The Cloudspotter</i> by Tom McLaughlin</p> <p><i>Imaginary Fred</i> by Eoin Colfer and Oliver Jeffers</p> <p><i>No Friends</i> by Ruth Merttens and Anne Holm Petersen, Hamilton Group Reader.</p> <p><b>Description:</b></p> <p>Friendship is rewarding to have, but can be difficult to understand! In this unit children use <i>The Cloudspotter</i> by Tom McLaughlin and <i>Imaginary Fred</i> by Oliver Jeffers to share their ideas about making friends and justify their opinions about the activities they enjoy doing alone, with a partner or as part of a group. They learn how to write correctly punctuated statements about activities they enjoy doing. They orally prepare and write questions to find out information about new friends, discovering new information about people familiar to them.</p>	<p><b>Non-fiction 3: Commands Aut 2 wk 3-4</b></p> <p><b>Required texts:</b></p> <p><i>What You Shouldn't Do At School</i> by Joshua McManus</p> <p><i>I'm Mad About Pizza</i> by Joshua McManus</p> <p><i>What you shouldn't do before school</i> by Ruth Merttens, Hamilton Group Reader.</p> <p><b>Description:</b></p> <p>Using <i>What You Shouldn't Do At School</i> and <i>I'm Mad About Pizza</i> by Joshua McManus, children learn how commands can be informative and fun. They rehearse orally, composing questions, statements and commands, and write them using appropriate punctuation and neat handwriting. Children edit and improve their writing and read it aloud to adults and their peers. Children work collaboratively to discuss texts and to share their ideas.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Using a question mark at the end of a sentence to</li></ol>	<p><b>Poetry 2: Poems with Pattern and Rhyme Aut 2 wk 5-6</b></p> <p><b>Required texts:</b></p> <p><i>The Gingerbread man</i> by Audrey Daly</p> <p><i>The Three Little Pigs</i> by Joan Stimson (or another version of the same stories)</p> <p>Assorted poems and rhymes including <i>Down behind the Dustbin</i> by Michael Rosen</p> <p><i>Batman's Exercise Video</i> by Ian McMillan</p> <p><b>Description:</b></p> <p>Motivate chn to talk about humorous poems &amp; stories &amp; get them writing! Chn take part in skipping/chanting poems &amp; compose their own verses to poems that include repetition. This culminates in chn performing their own chorus of <i>Batman's Exercise Video</i>!</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Write, leaving spaces between words.</li><li>2. Use capital letters for the names of people,</li></ol>



	<p>Children will know how to join clauses together using a conjunction, so they can design a wanted poster for a new friend. Children plan, write and publish a book about friendship. They rehearse strategies to read independently and write a book review.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Using a capital letter and a question mark to punctuate a question.</li> <li>Joining sentences using ‘but’.</li> <li>Using full stops and capital letters to demarcate sentences.</li> </ol>	<p>indicate a question.</p> <ol style="list-style-type: none"> <li>Begin to punctuate sentences using a capital letter and a full stop.</li> </ol>	<p>places, days of the week, etc.</p>
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Theme: AUTUMN TERM: TOYS

KS1 Year 2	<p><b>FICTION</b></p> <p><b>Reading</b></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. Guided reading groups will use books of the same genre as the focus task.Children will discuss texts and explore different aspects.</p> <p><b>Fiction 1: Stories in familiar settings</b></p> <p>Required text:</p> <p><i>Nothing</i> by Mick Inkpen</p> <p>Description:</p> <p>Explore the familiar setting of home and street. Chn identify and use descriptive language, show their comprehension of the story, write the story in their own words and compare to other books by Mick Inkpen. There is a focus on using simple punctuation and story mapping.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks.</li> <li>Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns</li> </ol>	<p><b>NON-FICTION</b></p> <p><b>Reading</b></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><b>Non-fiction 1: Information texts and instructions</b></p> <p>Required texts:</p> <p>Non-fiction books about toys present and past. Instructions by Neil Gaiman</p> <p>Description:</p> <p>In this unit about toys, chn will read information books about toys. They will compare these books to fiction before researching and creating their own information pages on different types of toys. Use Instructions by Neil Gaiman to introduce chn to how to follow and write instructions. Explore features of instructions including bossy verbs.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns.</li> <li>Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks.</li> <li>Learn how to use sentences with different forms: statement, question, exclamation, command.</li> </ol>	<p><b>POETRY</b></p> <p><b>Reading</b></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><b>Poetry 1: The Senses</b></p> <p>Required texts:</p> <p>The Works chosen by Paul Cookson</p> <p>Description:</p> <p>Explore the senses through poetry. Read a range of different poems and learn some by heart. Go on a poetry walk to the playground or nature area to collect some wonderful describing words. Write simple poems using adjectives and adjectival phrases.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns</li> <li>Use and understand grammar terminology</li> <li>Use ‘when’, ‘if’, ‘that’, ‘because’ to create subordinate clauses.</li> </ol>
	<p><b>Fiction 2: Imaginary texts</b></p> <p>Required texts:</p> <p><i>The Red Gold Dragon</i> Hamilton Trust Oral story</p> <p><i>The Little Story Who Didn’t Want to be Told</i> Hamilton Group Reader</p> <p><i>The Bear and the Piano</i> by David Litchfield</p> <p><i>Flat Rabbit</i> by Bardur Oskarsson</p> <p>Description:</p> <p>This plan is all about the imagination and encouraging children to think outside the box! Using the stories of <i>The Bear and the Piano</i> and <i>Flat Rabbit</i> as well as the oral re-telling of the <i>Red Gold Dragon</i>, children will enjoy listening to, creating their own stories and performing them to an audience.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Learn how to use familiar/unfamiliar punctuation.</li> <li>Learn how to use sentences with different forms- statement, question and exclamation.</li> <li>Learn how to use subordination and co-ordination.</li> </ol>	<p><b>Non-fiction 2: Instructions</b></p> <p>Required texts:</p> <p><i>My First Baking Book</i> Cico Kids</p> <p><i>Animal recipes</i> Hamilton Group Reader</p> <p>Description:</p> <p>Be prepared to do some cooking in this unit as children are introduced to instructional writing using <i>My First Book of Baking</i> book. They will explore different recipes by reading and trying some out before using inventing their own, using commas to list ingredients and apostrophes to name their masterpieces.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Understand how to use familiar and new punctuation – commas, apostrophes.</li> <li>Learn how to use sentences with different forms: statement, question, command.</li> </ol>	<p><b>Poetry 2: Poems about family</b></p> <p>Required texts:</p> <p>Read Me 1 A Poem For Every Day of the Year chosen by Gaby Morgan</p> <p><i>Individual poems provided in text resources.</i></p> <p>The Works chosen by Paul Cookson</p> <p>The Works 3 chosen by Paul Cookson</p> <p>Description:</p> <p>In this unit, we all find out about each other's families through poetry. Children have lots of opportunities to read, discuss and then write their own poems based on themselves and their families. Some of the many poems include: <i>Daddy Fell in the Pond</i>, <i>My Mum’s Put me on the Transfer List</i> and <i>Dear Mum</i>.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Learn how to use familiar and new punctuation correctly - commas, apostrophes for contracted forms and the possessive.</li> </ol>

Theme SPRING TERM: HOUSES AND HOMES

KS1 Year 1	<p><b>FICTION</b></p> <p><b>Reading</b></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><b>Fiction</b></p>	<p><b>NON-FICTION</b></p> <p><b>Reading</b></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><b>Non-Fiction</b></p> <p><b>Plan 1: Instructions</b></p> <p>Required texts:</p> <p><i>Don’t let the pigeon stay up late</i> by Mo Willems</p> <p><i>Don’t let the pigeon drive the bus</i> by Mo Willems</p> <p><i>Boris and Sid are bad</i> Hamilton Group Readers</p> <p>Description:</p>	<p><b>POETRY</b></p> <p><b>Reading</b></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><b>Poetry</b></p> <p><b>Plan 2: Humorous Poems</b></p> <p>Required texts:</p> <p><i>The Works</i>, chosen by Paul Cookson, MacMillan</p> <p><i>The Works Key Stage 1</i>, chosen by Pie Corbett</p> <p><i>It Takes One to Know One</i>, by Gervase Phinn, Puffin</p>
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	<p><b>Plan 1: Traditional Tales</b> <b>Required texts:</b> <i>The Dragon Dinosaur</i> Hamilton Oral Story to listen to on <a href="https://player.hamilton-trust.org.uk/story_telling_display.php?cid=197">https://player.hamilton-trust.org.uk/story_telling_display.php?cid=197</a> <i>The House That Jack Built</i> by Jenny Stow <i>Anancy and Mr Dry-Bone</i> by Fiona French</p> <p><b>Description:</b> Chn listen to an entertaining traditional tale told by a storyteller. They share favourite tales. Using <i>The House that Jack Built</i> and <i>Anancy and Mr Dry-Bone</i> they discuss settings, plots and characters, then design a character and write their own version.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>Using capital letter s for proper names.</li><li>Using full stops and capitals to demarcate sentences.</li></ol>	<p>Chn learn about instructions and persuasion by exploring the fantastic Mo Willems books about Pigeon. They practise giving and receiving instructions about everyday activities and write and illustrate their own ‘Don’t let the Pigeon’ story.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>Begin to write complete sentences</li><li>Use capital letters at the start of a sentence and a full stop, exclamation or question mark at the end.</li></ol>	<p><b>Description:</b> This humorous Poetry unit gives children an opportunity to explore how capital letters are used at the beginning of people’s names and the beginning of sentences. Children explore how and can be used to join ideas together and use sentences to express their ideas creatively.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>Write proper names using capital letters.</li><li>Use capital letters for the start of lines in a poem.</li></ol>
	<p><b>Plan 3: Funny Stories</b> <b>Required texts:</b> <i>No Thank You</i> Hamilton Group Reader <i>The Day Louis Got Eaten</i> by John Fardell <i>There’s a Lion in my Cornflakes</i> by Michelle Robinson and Jim Field <i>Dog eat dog!</i> Hamilton Group Readerbn</p> <p><b>Description:</b> Children read three rib-tickling books about crazy escapades with animals – <i>No Thank You</i>, <i>The Day Louis Got Eaten</i> and <i>There’s a Lion in My Cornflakes</i> – before writing their own animal adventures and composing vivid descriptions of fantastical creatures.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.</li><li>Begin to punctuate sentences using capitals, full stops, question/exclamation marks.</li><li>Join words and sentences using ‘and’, ‘but’ and ‘or’.</li></ol>	<p><b>Plan 3: Letters and description</b> <b>Required texts:</b> <i>Mr Postmouse’s Rounds</i> by G Ghione and M Dubuc Dear Postman Hamilton Group Reader</p> <p><b>Description:</b> Letters are fun to read and exciting to write. Children use <i>Mr. Postmouse’s Rounds</i> by Yvette Ghione and Marianne Dubuc as the stimulus to improve their understanding of reading and writing letters. They explore questions, statements and exclamations. They understand how to read each sentence using the correct intonation, how to write each sentence using the correct punctuation and how to edit their sentences to ensure they make sense. They will understand that proper nouns and the personal pronoun 'I' are spelt with initial capital letters. Children also learn the effect and power of using descriptive vocabulary in their writing.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>Begin to punctuate sentences using a full stop, question mark or exclamation mark.</li><li>Use a capital letter for the names of people and places.</li><li>Leave spaces between words.</li><li>Use the grammatical terminology in Appendix 2 in discussing their writing.</li></ol>	<p><b>Plan 1: Poems about nature</b> <b>Required texts:</b> <i>Poem Maker</i>, <i>Word Shaker</i> by Pie Corbett <i>The Works</i>’ chosen by Paul Cookson <i>My first Oxford Book of Poems</i> chosen by John Foster <i>The Puffin Book of Utterly Brilliant Poetry</i></p> <p><b>Description:</b> In this plan chn investigate poems about nature. They read, discuss, recite verses from poems, ‘Daffodils’ and ‘Who?’ This will involve understanding capital letters, question marks and syllables. They will read, learn and write their own haiku.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>Begin to punctuate sentences correctly.</li><li>Use capital letters for the start of lines in poems.</li></ol>
Theme: SPRING TERM: HOUSES AND HOMES			
KS1 Year 2	<p><b>FICTION</b> <b>Reading</b> 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><b>Fiction 1: Traditional Tales</b> <b>Required texts:</b> <i>Hamilton Traditional Tales: Ant &amp; Grasshopper</i>– available from Hamilton Education <i>The Frog &amp; the Scorpion</i> – Hamilton oral story</p> <p><b>Description:</b> Explore the brilliant fables: <i>The Frog and the Scorpion</i> and <i>The Ant and the Grasshopper</i>. Write a dialogue between grasshopper’s indignant sister and the cruel ant! Look at compound sentences and storytelling skills. Write a fable.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>Co-ordination: use conjunctions (and, or, but) to join simple sentences.</li><li>Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks.</li><li>Learn how to use sentences with different forms: statement, question, exclamation, command.</li></ol>	<p><b>NON-FICTION</b> <b>Reading</b> 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><b>Non-fiction 1: Postcards &amp; Letters</b> <b>Required texts:</b> <i>John Patrick Norman McHennessy</i> by John Burningham <i>Dear Teacher</i> by Amy Husband <i>The Three Guinea Fowl</i> – Hamilton Group Readers</p> <p><b>Description:</b> Be inspired to write letters with fantastic excuses by reading John Patrick Norman McHennessy by John Burningham. Create an illustrated letter describing an amazing adventure based <i>Dear Teacher</i> by Amy Husband. Find out about telegrams &amp; emails.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks.</li><li>Learn how to use sentences with different forms: statement, question, exclamation, command.</li></ol>	<p><b>POETRY</b> <b>Reading</b> 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><b>Poetry 1: Humorous poems</b> <b>Required texts:</b> <i>The Works</i> chosen by Paul Cookson</p> <p><b>Description:</b> This unit is based around the wonderful poem, <i>Aliens Stole My Underpants</i>. Chn will read, memorise and perform this poem, describe objects to aliens using adjectives before finally writing their own alien poems.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns.</li><li>Use and understand grammar terminology.</li></ol>



	<p><b>Fiction 2: Stories involving fantasy</b></p> <p><b>Required texts:</b></p> <p><i>The Dragon Machine</i> by Helen Ward</p> <p><i>George and the Dragon</i> by Chris Wormell</p> <p><i>The Paper Bag Princess</i> by Robert Munsch</p> <p><b>Description:</b></p> <p>The children are introduced to <i>The Dragon Machine</i> by Helen Ward and other well-known dragon stories. They create a dragon and write similes to describe it. They then write dragon stories with a focus on using conjunctions to write longer sentences.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Use adjectives to describe nouns</li><li>2. Use conjunctions ‘and’, ‘or’, ‘but’ to join sentences</li><li>3. Use conjunctions (when, if, because) to add subordinate clauses</li></ol>	<p><b>Non-fiction 2: Recounts</b></p> <p><b>Required texts:</b></p> <p><i>Diary of a Wombat.</i> Jackie French. Harper Collins</p> <p><i>Diary of a Baby Wombat.</i> Jackie French. Harper Collins</p> <p><i>Chicken’s Bad Dream</i> – Hamilton Group Readers</p> <p><i>The dog who wouldn’t stop barking</i> – Hamilton Group Readers</p> <p><i>The Owl and the Moon</i> – Hamilton Group Readers</p> <p><b>Description:</b></p> <p>Based on the lovely story <i>Diary of a Wombat</i>, chn use conjunctions to expand sentences before writing their own recounts in a diary form about an English animal.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks.</li><li>2. Use conjunctions ‘and’, ‘or’, ‘but’ to join sentences</li><li>3. Use ‘when’, ‘because’, ‘if’, ‘where’ etc. to create subordinate clauses.</li></ol>	<p><b>Poetry 2: Monsters and dinosaur poems</b></p> <p><b>Required texts:</b></p> <p><i>In every corner</i> Hamilton Group Reader</p> <p><i>Monster Poems</i> by Korky Paul and John Foster</p> <p><b>Description:</b></p> <p>Using <i>Monster Poems</i> and <i>Dinosaur Poems</i> by Korky Paul and John Foster children will enjoy identifying, reading and writing questions, statements, exclamations and commands. They will understand how to combine sentences to write short poems and how to edit and improve their writing. They will use decoding strategies to read a selection of unfamiliar poetry. They share their thoughts and justify their ideas to adults and their peers. Children enjoy working collaboratively to perform poetry to an audience.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Learn how to use both familiar and new punctuation correctly, including capital letters and exclamation marks.</li><li>2. Learn how to use sentences with different formats: statements, exclamations and commands.</li></ol>
Theme	SUMMER TERM: TRAVEL THE WORLD		
KS1 Year 1	<p><b>FICTION</b></p> <p><b>Reading</b></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><b>Plan 1: Fairy Stories and Traditional Tales</b></p> <p><b>Required texts:</b></p> <p>Traditional versions of: <i>Cinderella</i>, <i>Billy Goats Gruff</i> and <i>Snow White</i></p> <p><i>Snow White in New York</i>, by Fiona French,</p> <p><i>Hairy Tales and Nursery Crimes</i> by Michael Rosen</p> <p><i>Billy Dogs Gruff</i> Hamilton Group Readers</p> <p><b>Description:</b></p> <p>Use traditional tales to study characters/settings, sequence events, tell oral stories and plan new versions of old favourites. Use story maps to retell tales. Chn write a story based on a traditional tale using adjectives and compound sentences.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Join words and join clauses using ‘and’.</li><li>2. Leave spaces between words.</li><li>3. Punctuate sentences with a capital letter &amp; full stop</li></ol>	<p><b>NON-FICTION</b></p> <p><b>Reading</b></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><b>Plan 2: Information texts</b></p> <p><b>Required texts:</b></p> <p><i>The Dancing Tiger</i> by Malachy Doyle</p> <p><i>Tigress</i> by Nick Dowson</p> <p><i>Surprising Sharks / Ice Bear</i> by Nicola Davies</p> <p><b>Description:</b></p> <p>Fierce animals will excite &amp; motivate chn to write their own pages for a group book. Chn explore difference between fiction &amp; non-fiction texts, in context of Tigers, Polar Bears &amp; Sharks. They learn how to write questions, statements &amp; exclamations.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Write, leaving spaces between words</li><li>2. Punctuate questions with question marks and sentences with full stops and exclamation marks.</li><li>3. Use grammatical terminology</li></ol>	<p><b>POETRY</b></p> <p><b>Reading</b></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><b>Poetry 3: Funny rhymes</b></p> <p><b>Required texts:</b></p> <p><i>Oi Frog</i> by Kes Gray and Jim Field</p> <p><i>Oi Dog</i> by Kes Gray and Jim Field</p> <p><i>Animal Upsets</i> by Ruth Merttens and Anne Holm Petersen, Hamilton Group Reader.</p> <p><b>Description:</b></p> <p>Funny poems are enjoyable to read and exciting to write. Children use <i>Oi Frog</i> and <i>Oi Dog</i> by Kes Gray and Jim Field to explore verbs, nouns and the concept of singular and plural. They consider how to change verbs in to the past and present tense by adding –ing and –ed. The children learn that the names of people and places begin with capital letters and investigate the effect of adding the prefix un- to words. They edit familiar poems and write their own poems using familiar structures. Children also learn how to perform their poetry on their own, with a partner and as part of a group.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Write, leaving spaces between words.</li><li>2. Begin to punctuate sentences using a capital letter and a full stop.</li><li>3. Use a capital letter for proper names.</li></ol>
	<p><b>Plan 2: Fantasy</b></p> <p><b>Required texts:</b></p> <p>Superheroes – all sorts: Hamilton Group Reader</p> <p><b>Description:</b></p> <p>Children explore the world of superheroes, describing their favourites, looking for superheroes in their own lives and finally writing a comic strip adventure story about a superhero and a baddie! Along the way, they write dialogue and create descriptions using ‘-ing’ words.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Use capital letters for proper names.</li><li>2. Leave space between words</li><li>2. Use full stops and capitals to demarcate sentences.</li></ol>	<p><b>Plan 1: Letters</b></p> <p><b>Required texts:</b></p> <p><i>Dear Greenpeace</i> by Simon James</p> <p><i>Boris and Sid met a shark</i> Hamilton Group Reader</p> <p><i>Cat, fish and shell</i> Hamilton Group Reader</p> <p><b>Description:</b></p> <p>Chn read <i>Dear Greenpeace</i> by Simon James, focussing on use of full stops, question and exclamation marks. In the second week, they write letters to WWF about an animal of their choice using the same story structure as in <i>Dear Greenpeace</i>.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Begin to write complete sentences</li><li>2. Use capital letters at the start of a sentence and a full stop, exclamation or question mark at the end.</li><li>3. Identify and distinguish statements, questions and exclamations</li></ol>	<p><b>Plan 2: Traditional Poems</b></p> <p><b>Required texts:</b></p> <p>None: selected websites with traditional rhymes as well as any books containing nursery rhymes you already have (one, two buckle my shoe, here are the ladies knives and forks, fox in a box)</p> <p><b>Description:</b></p> <p>Learn some traditional finger games, rounds, singing games and nursery rhymes. Have fun playing the rhymes and exploring ideas.</p> <p>Improvise and perform simple dramas based on nursery rhymes. Explore rhyming words and exclamation marks.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Write proper names using capital letters.</li><li>2. Use capital letters for the start of lines in a poem.</li><li>3. Punctuate sentences using full stops, question and exclamation marks</li></ol>
Theme: SUMMER TERM: TRAVEL THE WORLD			
KS1 Year 2	<p><b>FICTION</b></p> <p><b>Reading</b></p>	<p><b>NON-FICTION</b></p> <p><b>Reading</b></p>	<p><b>POETRY</b></p> <p><b>Reading</b></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><b>Fiction 1: Stories by the same author:</b> <b>Anthony Browne</b> <b>Required texts:</b> <i>Willy the Wimp, Gorilla, Silly Billy and The Night Shimmy All</i> by Anthony Browne <b>Description:</b> Chn read and discuss some wonderful Anthony Browne books looking at the features that make them distinctive. They use skills of inference to interpret the stories and create characters for an illustrated story book of their own, based on The Night Shimmy. <b>Grammar focus:</b> 1. Use past tense consistently 2. Use subordination and co-ordination writing sentences with two main clauses or with subordinate clauses 3. Use expanded noun phrases 4. Use familiar and new punctuation correctly</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><b>Non-fiction 1: Recounts</b> <b>Required texts:</b> <b>Maisie’s Dragon</b> by Philippa Danvers on <a href="https://player.hamilton-trust.org.uk/animated_tales_display.php?cid=149">https://player.hamilton-trust.org.uk/animated_tales_display.php?cid=149</a> <b>Description:</b> Chn learn about the structure and vocabulary of recounts first by listening to, reading and writing fictional recounts. Then they plan and write a recount from their own experience using conjunctions to write longer sentences. <b>Grammar focus:</b> 1. Use subordination and co-ordination writing sentences with two main clauses or with subordinate clauses 2. Punctuate questions with question marks and sentences with full stops and exclamation marks. 3. Use grammatical terminology</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><b>Poetry 1: Favourite poems</b> <b>Required texts:</b> A selection of classic poems is provided in resources <b>Description:</b> Chn listen to and read a range of poems of different types. They choose their favourite of each type and write it out in their best handwriting. Discuss punctuation used in poetry and the features of good handwriting. Chn recite their favourite poem from home. <b>Grammar focus:</b> 1. Use a variety of end of sentence punctuation. 2. Use capital letters for the start of lines in poems. 3. Begin to use commas correctly.</p>
	<p><b>Fiction 2: Quest and adventure stories</b> <b>Required texts:</b> <i>Lost and Found</i> AND <i>The Way Back Home</i> by Oliver Jeffries <i>We’re going on a bear hunt</i> by Michael Rosen <i>The Quest</i> Hamilton Group Readers <b>Description:</b> Chn read a range of quest stories, exploring structure and language choice. They explore 4 types of sentence and experiment with tense. Chn write their own extended stories, concluding by performing their writing to a younger child. <b>Grammar focus:</b> 1. Identify and use sentences with different forms 2. Use and distinguish past and present tense 3. Learn how to use familiar and new punctuation</p>	<p><b>Non-fiction 2: Information texts</b> <b>Required texts:</b> <i>Harry and The Bucketful of Dinosaurs</i> by Ian Whybrow <i>Nana, what is an information text?</i> By Ruth Merttens. Hamilton Group Reader <i>Tyrannosaurus Drip</i> by Julia Donaldson <b>Description:</b> Chn learn about the different dinosaurs in <i>Harry and the Bucketful of Dinosaurs</i>. They explore the features of information texts and write a fact file about a dinosaur. They write questions, design a quiz and use past and present verb tenses. <b>Grammar focus:</b> 1. Learn how to use past and present tense correctly including the progressive form 2. Learn how to use familiar and new punctuation</p>	<p><b>Plan 2: Really looking! Poems about birds</b> <b>Required texts:</b> None: selected websites and poems in resources. <b>Description:</b> Children use their imagination to write a class poem about where they would go if they could fly like a bird. They look at eagles and swans and find exciting vocabulary. Then they write short poems based on haiku about birds that interest them. <b>Grammar focus:</b> 1. Use expanded noun phrases in writing descriptions 2. Use familiar and new punctuation correctly</p>
LOWER KEY STAGE 2			
Theme	AUTUMN TERM: ROTTEN ROMANS		
KS2 Year 3	<p><b>FICTION</b> <b>Reading</b> 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><b>Plan 1: Stories by the same author</b> :Required texts: <i>I’ll Take You to Mrs Coles</i> by Nigel Gray and Michael Foreman <b>Dinosaurs and All that Rubbish</b> by Michael Foreman <i>Other books by Michael Foreman</i> <b>Description:</b> Using the delightful illustrations and books of Michael Foreman, children have many opportunities to practice simple, compound and complex sentences with powerful verbs. They then create their own stories based around <i>I’ll Take You to Mrs Cole</i>, by Nigel Gray and Michael Foreman.</p>	<p><b>NON-FICTION</b> <b>Reading</b> 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><b>Plan 1A: Instructions and explanations</b> Essential books: Various instruction and explanation texts provided <b>Description:</b> 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! <b>Grammar focus:</b> 1. Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs 2. Understand that writing can be first or third person. 3. Use and understand grammatical terminology</p>	<p><b>POETRY</b> <b>Reading</b> 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><b>Plan 1A: Creating images</b> Essential books: <i>Wind Poems</i> by Christina Rossetti Hamilton Animated Text Various poems provided <b>Description:</b> Use a selection of poems to explore how to create images using words. Chn find &amp; use adjectives &amp; adjective phrases to convert a poem to prose. Use their voice to add excitement to a poem performance &amp; compose poems using the themes of animals &amp; weather.</p> <p><b>Grammar focus:</b> 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>



	<p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>Extending the range of sentences with more than clause</li> <li>Use and understand the grammatical terminology in Appendix 2</li> <li>Use and punctuate direct speech</li> </ol>		
	<p><b>Fiction</b>  <b>Plan 1A: Myths and legends</b>            Essential books:  <i>The Orchard Book of Roman Myths</i> by Geraldine McCaughrean  <i>Roman Myths</i> by Marcia Williams  <i>The Hamilton Book of Traditional Tales</i></p> <p><b>Description:</b>            Become familiar with a range of Roman Myths. Use them to study powerful verbs, verb tenses, use of 1st &amp; 3rd person, paragraphs &amp; ways of showing dialogue. Chn draw story maps to learn a Roman Myth off by heart &amp; to retell another myth in written form.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>Use and punctuate direct speech.</li> </ol>	<p><b>Non-Fiction</b>  <b>Plan 2: Newspaper Reports: Required texts:</b>  <i>The Roman Record</i> by Paul Dowswell  <i>Escape From Pompeii</i> by Christina Balit</p> <p><b>Description:</b>            All about the Romans and Pompeii, children will be immersed in what life was like in Roman times by research, role-play, <b>Escape to Pompeii</b> and <b>The Roman Record</b>. They will then write a variety of recounts to create a Roman newspaper.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>Use the present form of verbs in contrast to the past tense</li> <li>Use adverbs to express time and cause</li> <li>Use and punctuate direct speech</li> </ol>	<p><b>Poetry</b>  <b>Plan 2A: Humorous poems</b>            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><b>Description:</b>            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 &amp; poems, which they will perform to the class.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs</li> <li>Understand and use adverbs, adverbials and fronted adverbials.</li> <li>Use and understand grammatical terminology</li> </ol>

Theme: AUTUMN TERM: ROTTEN ROMANS

KS2 Year 4	<p><b>Reading</b>            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><b>Fiction</b>  <b>Plan 1: Stories in familiar settings</b>  <b>Essential books:</b>  <i>Horrid Henry</i> by F Simon  <i>Horrid Henry’s Birthday Party</i> by F Simon</p> <p><b>Description:</b>            Explore familiar settings by meeting Horrid Henry and his friends (and enemies). In particular read <i>Horrid Henry</i> and <i>Horrid Henry’s Birthday Party</i> both by Francesca Simon. Learn about and use adverbs, adverbials and prepositions. Write a new Horrid Henry story.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>Learn the grammar in Eng Appendix 2 of the NC</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Use fronted adverbials correctly, including commas</li> </ol>	<p><b>Reading</b>            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><b>Non-fiction</b>  <b>Instructions and Explanations</b>  <b>Essential books:</b>  <i>The Usborne Complete Book of Art Ideas</i> by Fiona Watt            Also acceptable are <i>The Usborne of Art Skills</i> or <i>The Usborne Book of Art Ideas</i></p> <p><b>Description:</b>            This creative unit uses art activities and the book <b>The Usborne Complete Book of Art ideas</b> as a vehicle for instruction writing. Children will practise using imperative verbs and pronouns. They then learn about explanation writing.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>Learn the grammar in Eng Appendix 2 of the NC</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ol>	<p><b>Reading</b>            Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre. <b>Emphasis will be given to reading with rhythm and expression.</b></p> <p><b>Poetry</b>  <b>Syllabic poems</b>  <b>Essential books:</b>  <b>Various poems provided</b></p> <p><b>Description:</b>            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.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>Use the present and past tenses correctly</li> <li>Use adverbs to express time and cause</li> <li>Use fronted adverbials, including the use of commas appropriately</li> </ol>
	<p><b>Fiction</b>  <b>Fables</b>  <b>Essential books:</b>  <i>Aesop’s Fables</i> by Michael Rosen</p> <p><b>Description:</b>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?</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>Use and punctuate direct speech</li> <li>Extend the range of sentences with more than one clause</li> <li>Use conjunctions to express time or cause</li> </ol>	<p><b>Non - Fiction</b>  <b>Biography</b>  <b>Essential books:</b>  <i>Leonardo da Vinci for Kids, His Life and Ideas</i> by J Herbert</p> <p><b>Description:</b>Children discuss inventions and imagine what it might be like to go to a school in the future using Hamilton’s animated tale – Was it Better Now? They explore the wonderful book <i>Leonardo da Vinci for Kids, His Life and Ideas</i> and write a short imaginative autobiography about their lives now and in the future.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>Use the present perfect form of verbs in contrast to the past tense</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Use fronted adverbials appropriately</li> </ol>	<p><b>Poetry</b>  <b>It’s raining cats and dogs</b>  <b>Essential books:</b>  <b>Various poems provided</b></p> <p><b>Description:</b><i>It’s Raining Cats and Dogs!</i> Children explore lots of poems about dogs, cats and other pets. They investigate the form and language of a poem and make comparisons. Children write and perform poems from the point of view of one of their pets.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>Indicate possession by using possessive apostrophe with plural nouns</li> </ol>

Theme		SPRING TERM: AMAZING ANGLO-SAXONS	
KS2 Year 3	<p><b>FICTION</b></p> <p><b>Reading</b></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><b>NON-FICTION</b></p> <p><b>Reading</b></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><b>Plan 1: Recounts: Required texts:</b></p> <p><i>The Day I Swapped my Dad for Two Goldfish</i> by Neil Gaiman &amp; Dave McKean</p> <p><i>Diary of a Killer Cat</i> by Anne Fine</p> <p>Description:</p> <p>Explore <i>The Day I Swapped my Dad for Two Goldfish</i>. Act out swap stories; learn about adverbials &amp; recounts using past tense &amp; 1st person &amp; chronological order. Write a new version of <i>The Diary of a Killer Cat</i> using recount features &amp; complex sentences.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Use adverbs and adverbials (prepositional phrases which act as adverbs).</li><li>2. Create complex sentences.</li><li>3. Use commas after or before phrases and clauses.</li><li>4. Use and punctuate direct speech.</li></ol>	<p><b>POETRY</b></p> <p><b>Reading</b></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><b>Plan 1: Stories about imaginary worlds</b></p> <p>Required texts:</p> <p><i>Fantastic Mr Fox</i> by Roald Dahl (plus DVD)</p> <p>Description:</p> <p>Using <i>Fantastic Mr Fox</i>, chn familiarise themselves with features of narrative; finding examples from the book &amp; through role play &amp; hot-seating. Focus on direct speech &amp; use the features &amp; format they have seen to plan &amp; write their own fantastic stories!</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Introduce the idea of tense in verbs.</li><li>2. Use pronouns for cohesion and to avoid repetition and ambiguity.</li><li>3. Use dialogue punctuation.</li></ol>		<p><b>Plan 1: Traditional poems: Required texts:</b></p> <p><i>A Child's Garden of Verses</i> by Robert Louis Stevenson</p> <p>Description:</p> <p>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 <i>Windy Nights</i> and learn it by heart. Produce a class book containing poems written by the children.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Introduce the idea of tense in verbs.</li><li>2. Use prepositions to express time or place.</li><li>3. Write sentences with more than one clause using a wider range of connectives.</li></ol>
	<p><b>Fiction</b></p> <p><b>Plan 3: Myths and legends – Arthurian legends</b></p> <p><b>Essential Books:</b></p> <p><i>King Arthur and the Knights of the Round Table</i> retold and illustrated by Marcia Williams</p> <p>Walt Disney DVD of <i>The Sword in the Stone</i></p> <p>Director Wolfgang Reitherman</p> <p>Description:</p> <p>Explore Arthurian legends through Marcia Williams book <i>King Arthur and the Knights of the Round Table</i>. Read about <i>The Sword in the Stone</i>, <i>Excalibur</i> and <i>The Round Table</i>. Write a collaborative story, an imaginative recount and a story in the style of a comic book.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Use and punctuate direct speech.</li><li>2. Learn the grammar for yrs 3 and 4 in Eng Appendix 2.</li><li>3. Choose nouns or pronouns appropriately.</li></ol>	<p><b>Non-Fiction</b></p> <p><b>Plan 2: Non-chronological reports</b></p> <p><b>Essential Books:</b></p> <p>Selection of Harry Potter books by J K Rowling</p> <p>Description:</p> <p>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.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Extend the range of sentences with more than one clause: compound and complex sentences.</li><li>2. Use commas after or before phrases and clauses.</li><li>3. Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion.</li></ol>	<p><b>Poetry</b></p> <p><b>Essential Books:</b></p> <p>Various performance poems - provided</p> <p>Description:</p> <p>Listen to a range of performance poems &amp; explore the features that poets use. Chn identify &amp; use conjunctions that indicate time &amp; cause. Investigate negative prefixes, informal language &amp; rhymes. Chn write extra lines to one of poems &amp; then a rap.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Use and recognise nouns, adjectives and adjectival phrases.</li><li>2. Use conjunctions to express time or cause.</li><li>3. Use possessive apostrophe with singular and plural nouns.</li></ol>
Theme: SPRING TERM: AMAZING ANGLO-SAXONS			
KS2 Year 4	<p><b>Reading</b></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><b>Reading</b></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><b>Reading</b></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><b>Fiction</b></p> <p><b>Myths and legends</b></p> <p><b>Essential books:</b></p> <p><i>How to Catch A Mermaid</i> by Jane Ray</p> <p><i>The Seal Children</i> by Jackie Morris</p> <p><i>Beowulf</i> retold by Michael Morpurgo</p> <p><b>Description:</b></p> <p>Using <i>Can You Catch a Mermaid</i>, <i>The Seal Children</i> and <i>Beowulf</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><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Use powerful verbs and adjectives.</li></ol>	<p><b>Non-fiction</b></p> <p><b>Recounts</b></p> <p><b>Essential books:</b></p> <p><i>Little Mouse's Book of Fears</i> by Emily Gravett</p> <p><b>Description:</b></p> <p>Read <i>Little Mouse's Big Book of Fears</i> 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.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Understand grammatical terms: verb, noun, adjective, adverb.</li><li>2. Use adverbs and adverbials (prepositional phrases which act as adverbs).</li><li>3. Use past tense</li><li>4. Begin to understand the perfect form of verbs.</li></ol>	<p><b>Poetry</b></p> <p><b>List Poems and Kennings</b></p> <p><b>Essential books:</b></p> <p>A variety of poems selected from <i>The Works</i>.</p> <p><b>Description:</b></p> <p>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><b>Grammar focus:</b></p> <ol style="list-style-type: none"><li>1. Use grammatical categories: Noun, adjective, verb, adverb and preposition</li><li>2. Use prepositions to express time or place.</li><li>3. Write sentences with more than one clause using a wider range of connectives.</li></ol>



	<p>2. Use the present perfect rather than simple past tense</p> <p>3. Understand that writing can be 3<sup>rd</sup> or 1<sup>st</sup> person.</p> <p>4. Use and punctuate direct speech.</p> <p>5. Use apostrophes in possessives.</p>		
	<p><b>Fiction</b> <i>Fairy Stories and Playscripts</i> <b>Essential books:</b> <b>Beware of the Storybook Wolves</b>, by Lauren Child <b>The Pea and the Princess</b>, by Mini Grey <b>The Princess and the Pea</b>, by Lauren Child</p> <p><b>Description:</b> Using <b>The Princess and the Pea</b> and <b>The Pea and the Princess</b>, chn explore, read and write fairytales with a twisted point of view. Chn write dialogue, explore tense &amp; pronouns, before role-playing and writing playscripts, inspired by <b>Beware of the Storybook Wolves</b>.</p> <p><b>Grammar focus:</b> 1. Use past tense and the perfect form of verbs 2. Use pronouns for cohesion and to avoid repetition and ambiguity. 3. Use dialogue punctuation.</p>	<p><b>Non-fiction</b> <i>Non-chronological Reports</i> <b>Essential books:</b> <b>The Wolves in the Walls</b> by Neil Gaiman <b>Wolves</b> by Emily Gravett <b>Top Gun of the Sky</b> by Martin Bradley</p> <p><b>Description:</b> By reading <b>The Wolves in the Walls</b> (Dave McKean and Neil Gaiman), <b>Wolves</b> (Emily Gravett), and <b>Top Gun of the Sky</b> (Martin Bradley), children will investigate non-chronological reports. They will discover exciting facts about British wildlife, look at the key-features of this style of writing, and produce their own interesting reports in order to effectively share information.</p> <p><b>Grammar focus:</b> 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. 3. Use present perfect forms instead of simple past..</p>	<p><b>Poetry</b> <i>Narrative Poems</i> <b>Essential books:</b> <b>Just You Wait Till I’m Older Than You</b> by Michael Rosen <b>The Works 4</b> chosen by Pie Corbett and Gaby Morgan <b>The Works</b> chosen by Paul Cookson</p> <p><b>Description:</b> Explore a variety of narrative poetry including Michael Rosen’s <b>You Wait Till I’m Older Than You</b>, <b>Willow Pattern</b>, <b>How the Tortoise got Its Shell</b>, <b>Wolf’s Wife Speaks</b>, <b>Maggie and the Dinosaur</b> and <b>The Last Dinosaur</b>, chn identify features that poets use then learn, recite and write their own poems that tell a story.</p> <p><b>Grammar focus:</b> 1. Use adverbs and prepositions to express cause. 2. Use fronted adverbials. 3. Learn the grammar for Y4 from Eng Appendix</p>
Theme	SUMMER TERM : INCREDIBLE INDIA		
KS2 Year 3	<p><b>FICTION</b> <b>Reading</b> 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><b>Plan 1: Adventure stories: Required texts:</b> <b>The Hodgeheg</b> by Dick King-Smith <i>Selection of reference books about animals</i> <b>Description:</b> Using <b>The Hodgeheg</b> by Dick King-Smith, children look for examples of adverbs and adverbial phrases. They memorise a section of dialogue and use it as a basis for their own writing. In the second week the focus is on complex and compound sentences as children write an animal adventure story.</p> <p><b>Grammar focus:</b> 1. Use fronted adverbs. 2. Use commas after fronted adverbials. 3. Extend the range of sentences with more than one clause by using a wider range of connectives, e.g. when, if, because, although.</p>	<p><b>NON-FICTION</b> <b>Reading</b> 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><b>Plan 1: Persuasive writing Required texts:</b> <b>TV recordings – record a programme such as Milkshake on Channel 5 which features lots of chn’s adverts.</b> <b>Description:</b> Children 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!</p> <p><b>Grammar focus:</b> 1. Extend a range of sentences with more than one clause by using a wider range of connectives. 2. Use conjunctions.</p>	<p><b>POETRY</b> <b>Reading</b> Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre. <b>Emphasis will be given to reading with rhythm and expression.</b></p> <p><b>Plan 1: Traditional poems: Required texts:</b> <b>Description:</b> Read a selection of traditional poems by Charles Causley and Eleanor Farjeon with children. 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. <b>Grammar focus:</b> 1. Use and understand the grammatical terminology in Appendix 2. 2. Recognise and identify prepositions used to indicate time and place. 3. Use fronted adverbials. 4. Use commas after fronted adverbials.</p>
	<p><b>Fiction</b> <b>Plan 2: Plays and dialogues:</b> <b>Required texts:</b> <i>Proverbs</i> animated tale provided with plan <i>The Witches</i> by Roald Dahl <i>Roald Dahl The Witches: Plays for Children</i> adapted by David Wood A selection of other Roald Dahl books and/or playscripts <b>Description:</b> Define proverb and work out the meanings. Identify and use adverbs and powerful verbs. Create characters using description, stage directions and dialogue. Compare dialogue and playscripts. Write and perform 2 playscripts: based on a proverb and on a Roald Dahl chapter.</p> <p><b>Grammar focus:</b> 1. Use and understand the grammatical terminology in Appendix 2. 2. Use adverbs.</p>	<p><b>Non-Fiction</b> <b>Plan 4: Letters:</b> <b>Required texts:</b> <i>Dear Father Christmas</i> by Alan Durant <i>The Christmas Story</i> – Hamilton Group Reader <b>Description:</b> <i>Christmas is coming.</i> 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, and reading <i>Dear Father Christmas</i> by Alan Durant. Hamilton Group Reader, <i>The Christmas Story</i>, demonstrates how to write a good letter.</p> <p><b>Grammar focus:</b> 1. Use and understand the grammatical terminology in Appendix 2 2. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p><b>Poetry</b> <b>Plan 2: Shape poems:</b> <b>Required texts:</b> <b>Various performance poems - provided</b> <b>Description:</b> During this unit chn 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. <b>Grammar focus:</b> 1. Indicate possession by using the possessive apostrophe with singular and plural nouns. 2. Extend the range of sentences with more than one clause by using a wider range of connectives.</p>

	3. Use and punctuate direct speech.	3. Use the perfect form of verbs to mark relationships for clarity and cohesion and to avoid repetition	
Theme: SUMMER TERM : INCREDIBLE INDIA			
KS2 Year 4	<p><b>FICTION</b></p> <p><b>Reading</b> 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><b>Stories from other cultures</b></p> <p><b>Essential books:</b> <b>Africa is not a Country</b> by Margy Burns Knight <b>Mufaro’s Beautiful Daughters</b> retold by John Steptoe <b>The Pot of Wisdom – Ananse Stories</b> retold by Adwoa Badoe</p> <p><b>Description:</b> Immerse yourselves in some wonderful stories from the great and diverse continent of Africa. Read <b>Africa is not a Country</b> by Margy Burns Knight, <b>Mufaro’s Beautiful Daughters</b> retold by John Steptoe and <b>The Pot of Wisdom – Ananse stories</b> retold by Adwoa Badoe. Write an Ananse story using extended sentences.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>2. Recognise and use fronted adverbials.</li> <li>3. Use commas after fronted adverbials.</li> </ol>	<p><b>NON-FICTION</b></p> <p><b>Reading</b> 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><b>Persuasive writing</b></p> <p><b>Essential books:</b> <b>The Rainbow Bear</b> by Michael Morpurgo <b>Zoo</b> by Anthony Browne <b>The Ice Bear</b> by Nicola Davies</p> <p><b>Description:</b> Are zoos good or bad? Children look at information to help them decide their own opinion on this matter, beginning with <b>Zoo</b> and <b>Rainbow Bear</b> 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><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Use and punctuate direct speech.</li> <li>2. Use the present perfect form of verbs in contrast to the past tense.</li> </ol>	<p><b>POETRY</b></p> <p><b>Reading</b> 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><b>Nonsense poems</b></p> <p><b>Essential books:</b> <b>Edward Lear’s Book of Nonsense: Usborne Illustrated Originals</b> <b>The Pobble With No Toes</b> Hamilton Group Reader</p> <p><b>Description:</b> 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><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Recap on grammar terminology from Year 2.</li> <li>2. Use and understand grammatical terminology in Eng Appendix 2.</li> <li>3. (Identify and use) fronted adverbials.</li> <li>4. Revise the grammatical categories – nouns, verbs, adjectives and adverbs.</li> </ol>
	<p><b>Fiction</b></p> <p><b>Fiction with an element of fantasy</b></p> <p><b>Essential books:</b> <b>The Butterfly Lion</b> by Michael Morpurgo</p> <p><b>Description:</b> Through Morpurgo’s touching <b>The Butterfly Lion</b>, children explore fiction with an element of fantasy. Children think about narrator, setting and the impact of language choice. Listening to the majority of the novel, children read selected extracts, discussing and responding to the text. Activities include letter-writing, role-play, hot-seating and the unit culminates with children writing an extra chapter for the novel. Grammar includes: 1st/3rd person, adverbs and adverbials, and dialogue punctuation.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Use and punctuate direct speech.</li> <li>2. Understand that writing can be third or first person.</li> <li>3. Use adverbs and adverbials.</li> </ol>	<p><b>Non-fiction</b></p> <p><b>Chronological reports</b></p> <p><b>Essential books:</b> <b>Henry’s Freedom Box</b> by E Levine <b>Who was Rosa Parks</b> by Zeldis McDonough</p> <p><b>Description:</b> Children explore chronological reports through reading &amp; discussing the inspirational true life texts: <b>Henry’s Freedom Box</b> and <b>Who Was Rosa Parks?</b> 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><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Introduce the idea of tense in verbs.</li> <li>2. Use the perfect form of verbs to mark relationships of time and cause.</li> <li>3. Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>4. Extend the range of sentences with more than one clause by using a wider range of conjunctions.</li> </ol>	<p><b>Poetry</b></p> <p><b>Off by heart</b></p> <p><b>Essential books:</b> <b>Poems for YOU to remember</b> chosen by Roger Stevens</p> <p><b>Description:</b> Children immerse themselves in poetry and learn some poems by heart, inspired by <b>Off By Heart – Poems for YOU to Remember</b>. From learning short poems, they move on to a longer poem of their choice and explore prepositions and fronted adverbials.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>2. Use and understand the grammatical terminology, especially ‘prepositions’.</li> <li>3. Use conjunctions, adverbs and prepositions to express time and cause.</li> </ol>

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

Foundation Stage Profile	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>



	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</li> </ul>
		Word Reading	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
		Writing	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

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

Theme	AUTUMN TERM: FAMOUS PEOPLE WHO CHANGED OUR LIVES		
KS1 (Yr 1 & 2)	<p><b>Reading</b></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><b>Fiction</b></p> <p><b>Plan 1B: Stories in familiar settings</b></p> <p>Required texts: Oscar Got the Blame by Tony Ross Not Now Bernard by David McKee</p> <p><b>Description:</b> By reading Not Now Bernard and Oscar Got the Blame, children 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.</p> <p><b>Grammar focus:</b> <b>Year 1</b></p>	<p><b>Reading</b></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><b>Non-Fiction</b></p> <p><b>Plan 1B: Labels, lists, signs &amp; posters</b></p> <p>Recommended texts: I Love Whales and Dolphins, and I love Sharks, both are first facts and pictures by Steve Parker</p> <p><b>Description:</b> 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.</p> <p><b>Grammar focus:</b> <b>Year 1</b> 1. Use capital letters for Proper names 2. Demarcate sentences using capital letters, full stops, exclamation and question marks. <b>Year 2</b></p>	<p><b>Reading</b></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><b>Poetry</b></p> <p><b>Plan 1B: Silly poems</b></p> <p>Required texts: Book of very silly poems, by Michael Rosen Poems for the Very Young, edited by Michael Rosen</p> <p><b>Description:</b> 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.</p> <p><b>Grammar focus:</b> <b>Year 1</b> 1. Write, leaving spaces between words 2. Use capital letters for the names of people, places, days of the week, etc.</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><b>Year 2</b></p> <p>1. Learn how to use punctuation correctly, 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>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</p>	<p>Beginning to use ‘and’ or ‘but’ or ‘or’ to join sentences</p> <p><b>Year 2</b></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>
	<p><b>Plan 2B: Stories involving fantasy</b></p> <p>Required texts:</p> <p>Croc and Bird; Beegu both by Alexis Deacon</p> <p>The Alien Egg – Hamilton Group Readers</p> <p><b>Description:</b></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><b>Grammar focus:</b></p> <p><b>Year 1</b></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><b>Year 2</b></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><b>Plan 2B: Information texts</b></p> <p>Required texts:</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><b>Description:</b></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><b>Grammar focus:</b></p> <p><b>Year 1</b></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><b>Year 2</b></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><b>Plan 2B: List Poems</b></p> <p>Required texts:</p> <p>The Works edited by Paul Cookson</p> <p>A variety of poems provided</p> <p><b>Description:</b></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><b>Grammar focus:</b></p> <p><b>Year 1</b></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><b>Year 2</b></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><b>Reading</b></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><b>Fiction</b></p> <p><b>Plan 1B: Traditional Tales</b></p> <p>Required texts:</p> <p>The True Story of the Three Little Pigs by E. Trivizas</p> <p>The Three Little Wolves &amp; the Big Bad Pig by Scieszka</p> <p>Three Little Monsters – Hamilton Group Readers</p> <p><b>Description:</b> 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><b>Grammar focus:</b></p> <p><b>Year 1</b></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><b>Year 2</b></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><b>Reading</b></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><b>Non-Fiction</b></p> <p><b>Plan 1B: Instructions and Lists</b></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><b>Description:</b></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><b>Grammar focus:</b></p> <p><b>Year 1</b></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><b>Year 2</b></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><b>Reading</b></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><b>Poetry</b></p> <p><b>Plan 1B: Bedtime poems</b></p> <p>Required texts:</p> <p>Switching on the Moon: A very first book of bedtime poems (2010) Walker Books</p> <p><b>Description:</b></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><b>Grammar focus:</b></p> <p><b>Year 1</b></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><b>Year 2</b></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>
	<p><b>Plan 2B: Stories about feelings</b></p> <p>Required texts:</p> <p>The Crocodile Who Didn’t Like Water by Gemma Merino</p>	<p><b>Plan 2B: Recounts &amp; Diaries</b></p> <p>Required texts:</p> <p>Oh No, George By Chris Haughton</p> <p>Samuel Pepys Diary</p> <p><b>Description:</b></p> <p>Explore how diaries are recounts. Chn meet George the dog in Chris Haughton’s book – Oh No, George! They explore George’s character by ‘hot seating’ and role play, he has good intentions but often gets a bit over excited which leads to trouble! Chn write recounts based on naughty (and good) things they did now and when they were younger.</p> <p><b>Grammar focus:</b></p> <p><b>Year 1</b></p>	<p><b>Plan 2B: Poems with an element of fantasy and humour</b></p> <p>Required texts:</p> <p>Oranges &amp; Lemons- London Rhymes</p> <p>The Works edited by Paul Cookson</p> <p>Read Me First Chosen by Louise Bolongaro</p> <p>Cat’s List Poem Hamilton Group Readers</p> <p><b>Description:</b></p> <p>In the first week humour meets fantasy and the world is turned on its head! Chn contribute to a class fantasy poem based on the classroom. Then they</p>



	<p><i>The Dark by Lemony Snicket</i>   Tom Has Feelings Hamilton Group Readers</p> <p><b>Description:</b> During this unit chn will explore all sorts of different feelings. Using the book The Crocodile Who Didn't Like Water chn think about how it feels to be different and left out. Opportunities are here for hot seating or role play. They move on to look at The Dark by Lemony Snicket and think about being scared before writing their own stories about shadows, sharing their best bits with the class.</p> <p><b>Grammar focus:</b> <b>Year 1</b> 1. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark. 2. Use capital letters for the names of people, places. <b>Year 2</b> 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks. 2. Co-ordination: use conjunctions (and, or, but) to join simple sentences. 3. Use conjunctions (when, if, because, ...) to join subordinate clauses.</p>	<p>1. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark. <b>Year 2</b> 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 2. Write sentences with different forms: statement, question, command and exclamation. 3. Co-ordination: use conjunctions (and, or, but) to join simple sentences. 4. Use conjunctions (when, if, because, ...) to join subordinate clauses.</p>	<p>read and write fantasy poems which provide the opportunity to use adjectives and descriptive phrases, performing their work to their peers. <b>Grammar focus:</b> <b>Year 1</b> 1. Use capital letters for the names of people, places, days of the week, etc. 2. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark. <b>Year 2</b> 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. Use apostrophes for contracted forms</p>
Theme	SUMMER TERM: EXPLORE THE WORLD		
KS1 (Yr 1 & 2)	<p><b>Reading</b> 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><b>Fiction</b> <b>Plan 1B: Traditional Tales from other cultures</b> Required texts: Any short traditional version of The Three Little Pigs Stories from the Billabong by James Vance Marshall and Francis Firebrace The Rainbow Bird by Eric Maddern and Adrienne Kennaway Wombat goes Walkabout by Michael Morpurgo and Christian Birmingham Dingo Dog and the Billabong Storm by Andrew Fusek Peters and Anna Wadham What Made Tiddalik Laugh Hamilton group readers <b>Description:</b> 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. <b>Grammar focus:</b> <b>Year 1</b> 1. Learn the grammar for Year 1. 2. Join words and clauses using and. <b>Year 2</b> 1. Learn how to use the past tense correctly and consistently, including the progressive form. 2. Use some features of written Standard English. 3. Learn the grammar for Year 2.</p> <p>-----</p> <p><b>Plan 2B: Humorous stories</b> Required texts: Chicken's Bad Dream Hamilton Group Readers Boris and Sid Go Camping Hamilton Group Readers Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst Traction Man is Here by Mini Grey Traction Man meets Turbo Dog by Mini Grey</p>	<p><b>Reading</b> 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><b>Non-Fiction</b> <b>Plan 1B: Letters and Books</b> Recommended texts: It's a Book by Lane Smith <b>Description:</b> 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. <b>Grammar focus:</b> <b>Year 1</b> 1. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. 2. Join words, phrases and sentences using 'and'. 3. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. <b>Year 2</b> 1. Learn how to use new punctuation correctly (including question marks, commas for lists). 2. Use sentences with different forms: statement, question, exclamation, command. 3. Expand noun phrases to describe and specify.</p> <p>-----</p> <p>---</p> <p><b>Plan 2B: Information Texts - Owls</b> Required texts: Owl Babies by Martin Waddel Owls (Usborne Beginners) by Emily Bone Dusk until Dawn by Martin Bradley The Owl and the Night Hamilton Group Readers <b>Description:</b> 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. <b>Grammar focus:</b> <b>Year 1</b> 1. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. 2. Learn the grammar for Year 1. <b>Year 2</b></p>	<p><b>Reading</b> 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><b>Poetry</b> <b>Plan 1B: Poems to say aloud</b> Required texts: Read Me Out Loud! Chosen by Nick Toczek and Paul Cookson <b>Description:</b> 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. <b>Grammar focus:</b> <b>Year 1</b> 1. Use capital letters for the start of lines/sentences. 2. Leave spaces between words. <b>Year 2</b> 1. Use both familiar and new punctuation correctly. 2. Use sentences of different forms: statements, exclamations, and questions.</p> <p>-----</p> <p><b>Plan 2B: Poems by the same author - Milligan</b> Required texts: A Children's Treasury of Milligan by Spike Milligan <b>Description:</b> 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 Hipprhoinostricow as their inspiration. <b>Grammar focus:</b> <b>Year 1</b> 1. Use a capital letter for the personal pronoun. 2. Leave spaces between words. <b>Year 2</b> 1. Learn how to use punctuation, including full stops, capital letters, exclamation marks and apostrophes for contracted forms. 2. Use expanded noun phrases to describe and specify.</p>

	<p><b>Description:</b> Explore the humour in Alexander and the Terrible, Horrible, No Good, Very Bad Day and share ideas, <b>question each other</b>, 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><b>Grammar focus:</b> <b>Year 1</b> 1. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark. <b>Year 2</b> 1. Learn how to use the past tense correctly and consistently, including the progressive form. 2. Use sentences with different forms: statement, question, exclamation, etc. 3. Use subordination (using when, if, that, or because) and coordination (using or, and, or but).</p>	<p>1. Use sentences with different forms: statement, question, exclamation, command. 2. Learn the grammar for Year 2.</p>	
LOWER KEY STAGE 2			
Theme	AUTUMN TERM: TOMB RAIDERS		
KS2  (Yr 3 & 4)	<p><b>Reading</b> 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><b>Fiction</b> <b>Plan 1B: Fables</b> Required texts: Aesop’s Fables by Michael Rosen <b>Description:</b> 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? <b>Grammar focus:</b> 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><b>Plan 2B: Stories in Familiar Settings</b> Required texts: The Egyptian Cinderella by Shirley Climo Simon <b>Description:</b> 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. <b>Grammar focus:</b> 1. Use and recognise nouns, adjectives and prepositional phrases 2. Use adverbs 3. Use adverbs and prepositions to express time and place</p>	<p><b>Reading</b> 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><b>Non-Fiction</b> <b>Plan 1B: Instructions and explanations</b> Required texts: Egyptian Things to Make and Do: Emily Bone <b>Description:</b> 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. <b>Grammar focus:</b> 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><b>Plan 2B: Information texts</b> 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 <b>Description:</b> 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. <b>Grammar focus:</b> 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 &amp; cause. 3. Use grammatical terminology</p>	<p><b>Reading</b> Children have access to poetry books as a home reading choice and guided reading groups will use poetry books as the focus genre. <b>Emphasis will be given to reading with rhythm and expression.</b></p> <p><b>Poetry</b> <b>Plan 1B: Creating images</b> Required texts: Window by Jeannie Baker Various poems - provided <b>Description:</b> 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.. <b>Grammar focus:</b> 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><b>Plan 2B: Poetic form: Syllabic poems</b> Required texts: Various poems provided <b>Description:</b> 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. <b>Grammar focus:</b> 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		



<div>KS2</div> <div>(Yr 3 &amp; 4)</div>	<div><b>Reading</b></div> <div>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.</div> <div>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.</div> <div><b>Fiction</b></div> <div><b>Plan 1B: Myths and Legends</b></div> <div>Required texts:</div> <div>How to Catch A Mermaid by Jane Ray</div> <div>The Seal Children by Jackie Morris</div> <div><b>Description:</b></div> <div>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.</div> <div><b>Grammar focus:</b></div> <div><div>1. Use powerful verbs and adjectives.</div><div>2. Use the present perfect rather than simple past tense</div><div>3. Understand that writing can be 3rd or 1st person.</div><div>4. Use and punctuate direct speech.</div><div>5. Use apostrophes in possessives.</div></div> <div><b>Plan 2B: Fairy Stories and Playscripts</b></div> <div>Required texts:</div> <div>Beware of the Storybook Wolves, by Lauren Child</div> <div>The Pea and the Princess, by Mini Grey</div> <div>The Princess and the Pea, by Lauren Child</div> <div><b>Description:</b></div> <div>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 &amp; pronouns, before role-playing and writing playscripts, inspired by Beware of the Storybook Wolves.</div> <div><b>Grammar focus:</b></div> <div><div>1. Use past tense and the perfect form of verbs</div><div>2. Use pronouns for cohesion and to avoid repetition and ambiguity.</div><div>3. Use dialogue punctuation.</div></div>	<div><b>Reading</b></div> <div>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.</div> <div><b>Non-Fiction</b></div> <div><b>Plan 1B: Recounts</b></div> <div>Required texts:</div> <div>Little Mouse's Book of Fears by Emily Gravett</div> <div><b>Description:</b></div> <div>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.</div> <div><b>Grammar focus:</b></div> <div><div>1. Understand grammatical terms: verb, noun, adjective, adverb.</div><div>2. Use adverbs and adverbials (prepositional phrases which act as adverbs).</div><div>3. Use past tense</div><div>4. Begin to understand the perfect form of verbs.</div></div> <div></div> <div><b>Plan 2B: Persuasive writing</b></div> <div>Required texts:</div> <div><i>The Vanishing Rainforest</i> by Richard Platt</div> <div><i>Where the Forest Meets the Sea</i> by Jeannie Baker</div> <div>Online research</div> <div>School library topic books</div> <div><b>Description:</b></div> <div>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.</div> <div><b>Grammar focus:</b></div> <div><div>1. Present tense of verbs;</div><div>2. Extending range of sentences with more than one clause and using a wide range of conjunctions, including those expressing time, place and cause.</div></div>	<div><b>Reading</b></div> <div>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.</div> <div><b>Poetry</b></div> <div><b>Plan 1A: Traditional poems</b></div> <div>Essential books:</div> <div><i>A Child's Garden of Verses</i> by Robert Louis Stevenson</div> <div><b>Description:</b></div> <div>Read &amp; 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.</div> <div><b>Grammar focus:</b></div> <div><div>1. Introduce the idea of tense in verbs.</div><div>2. Use prepositions to express time or place.</div><div>3. Write sentences with more than one clause using a wider range of connectives.</div></div> <div></div> <div><b>Plan 2B: Poems to Perform</b></div> <div>Required texts:</div> <div>Poems to Perform: A Classic collection, chosen by Julia Donaldson</div> <div><b>Description:</b></div> <div>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 &amp; writing profiles about themselves as performer poets. Chn share their learning with a wider audience!</div> <div><b>Grammar focus:</b></div> <div><div>1. Choose and use pronouns appropriately for cohesion and to avoid repetition.</div><div>2. Use possessive apostrophe with singular and plural nouns.</div></div>
<div>Theme</div>	<div>SUMMER TERM: WE’LL MEET AGAIN! (WW2)</div>		
<div>KS2</div> <div>(Yr 3 &amp; 4)</div>	<div><b>Reading</b></div> <div>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.</div> <div>Guided reading groups will use books of the same genre as the focus task.Children discuss texts &amp; explore different aspects, recognising different themes and conventions, demonstrating they can draw inferences, make comparisons &amp; evidence their answers.</div> <div><b>Fiction</b></div> <div><b>Plan 1B: Stories with humour</b></div> <div>Required texts:</div> <div>Mr Stink by David Walliams</div> <div>Billionaire Boy by David Walliams</div> <div><b>Description:</b></div> <div>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.</div> <div><b>Grammar focus:</b></div>	<div><b>Reading</b></div> <div>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.</div> <div><b>Non-Fiction</b></div> <div><b>Plan 1B: Persuasive writing</b></div> <div>Required texts:</div> <div>The Rainbow Bear by Michael Morpurgo</div> <div>Zoo by Anthony Browne</div> <div>The Ice Bear by Nicola Davies</div> <div><b>Description:</b></div> <div>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.</div> <div><b>Grammar focus:</b></div> <div><div>1. Learning the grammar for Years 3 and 4 in Appendix 2.</div><div>2. Using and punctuating direct speech.</div><div>3. Using the present perfect form of verbs in contrast to the past tense.</div></div> <div></div> <div><b>Plan 2B: Chronological Reports</b></div>	<div><b>Reading</b></div> <div>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.</div> <div><b>Plan 2B: Poetry by heart</b></div> <div>Required texts:</div> <div><i>What Are We Fighting For?</i> new poems about War</div> <div><i>Off By Heart – Poems for YOU to remember</i> chosen by Roger Stevens</div> <div><b>Description:</b></div> <div>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.</div> <div><b>Grammar focus:</b></div> <div><div>1. Use and understand LKS2 grammar accurately and appropriately.</div><div>2. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</div><div>3. Identify and use fronted adverbials</div><div>4. Use commas after fronted adverbials</div><div>5. Use conjunctions, adverbs and prepositions to express time and cause</div></div>

	<div>1. Choose nouns &amp; pronouns appropriately for clarity and cohesion and to avoid repetition.</div> <div>2. Recognise and begin to use possessive apostrophes correctly for singular and plural nouns.</div> <div>3. Indicate possession using possessive apostrophes correctly.</div> <div>4. Use apostrophes in contractions.</div> <div>5. Revise sentences with different forms: statements, commands, questions and exclamations.</div> <div><div>Plan 2B: Stories based on past events</div><div>Required texts:</div><div>When Hitler Stole Pink Rabbit by Judith Kerr</div><div>Description:</div><div>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.</div><div>Grammar focus:</div><div>1. Extending the range of sentences with more than one clause by using a wider range of conjunctions</div><div>2. Using fronted adverbials.</div><div>3. Using commas after fronted adverbials.</div><div>4. Using conjunctions, adverbs and prepositions to express time and cause.</div></div>	<div>Required texts:</div> <div>Henry's Freedom Box by Ellen Levine</div> <div>Who Was Rosa Parks? by Yona Zeldis McDonough</div> <div>Description:</div> <div>Children explore chronological reports through reading &amp; 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.</div> <div>Grammar focuses include: past tense; present perfect form and using conjunctions, adverbs and prepositions to express time and cause.</div> <div>The unit ends with investigation and games exploring prefixes.</div> <div>Grammar focus:</div> <div>1. Extend the range of sentences with more than one clause.</div> <div>2. Use the perfect form of verbs in to mark relationships of time and cause.</div> <div>3. Use and punctuate direct speech.</div> <div>4. Use conjunctions, adverbs and prepositions to express time and cause.</div>	<div>-----</div> <div>-</div> <div>Poetry</div> <div>Plan 1B: Nonsense poetry</div> <div>Required texts:</div> <div>A variety of poems selected from The Works.</div> <div>Description:</div> <div>Using Edward Lear's Book of Nonsense, Hamilton's version of The Pobble With No Toes, and Jabberwocky by Lewis Carroll, children study the features that poets use when creating nonsense poems.</div> <div>Children plan, create and perform their own imaginative poems and concentrate on rhythm, rhyming patterns and syllable usage in poetry</div> <div>Grammar focus:</div> <div>1. Recap on grammar terminology from Year2 and use and understand KS2 grammar terminology – particularly word classes: noun, adjective, verb, adverb, pronoun</div> <div>2. Identify and use fronted adverbials.</div> <div>3. Use commas after fronted adverbials.</div> <div>4. Use and understand the grammatical terminology from Eng Appendix 2.</div>
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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; precisising 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

Individual breakdowns are available for each key stage, and for each term. There are too many to include in this document, but printed copies can be made available on request. The coverage grids are for: spoken language, word reading, reading comprehension, writing transcription, writing composition, and writing vocabulary, grammar and punctuation.

Each term focuses on different aspects of the English curriculum in order that pupils receive the full coverage.