

St Mary's English Medium Term Plan Whole School 2023-24

Pedagogic Approach To English Lessons

EYFS and Y1 follow little wandle. Y1 begin more formal English Lessons Summer term

Y2- Y6: start lessons with No Nonsense Babcock spelling. Feedback from the previous lesson- time for response/ editing and redrafting before introducing the lesson objective in the journey. Pupils are given time to recap the previous days/ weeks/ term/ previous years lessons to apply it.

Our agreed teaching sequence for the English units are;

- Cold Task- writing of the genre on the theme- to set individual targets and know how long to spend on each phase.
- Phase 1: Creating Interest and shared outcome- explain the genre- where have pupils learnt and seen about it before.
- Phase 1: Reading: responding and analysing
- Phase 2: Gathering content – grammar included here- practise of Rainbow Grammar
- Phase 3: Writing - hot task: independent write of the genre to show application of learning
- Phase 3/4: Presentation

The amount of time spent in any one phase needs is tailored to each unit and each cohort's needs

For each lesson: Pupils gather information/ spelling/ grammar / ideas/ plan on the left hand side of their English books and apply, edit and redraft on the right hand side.

Plenary time is given at the end of each lesson for feedback and for pupils to explain how they have improved.

Hot Task: Independent extended writing outcome This is a second opportunity for the children to write in the same genre or text-type, but this time, more independently. Generally, this would take one (or at most two lessons) and should take place soon after the completion of the unit. The children should have time to think, plan and discuss their ideas and they should also have access to prompts created through the unit, e.g. content from the working wall, genre checklists, word banks, dictionaries etc. Crucially however, there should be no adult modelling of writing to support the completion of this second outcome

SHARED MODELLED READING STRATEGIES ARE USED IN THE READING PARTS OF THE JOURNEY.

Autumn 1 – EYFS		
	Unit: <u>Myself</u>	Objectives
Week 1	<u>Literacy:</u> Comprehension ELG	Topic Overview: <u>Myself</u> BASELINE ASSESSMENTS Transition, family, school. Friends, Our town, The Park, Community I can identify rhyming pairs and continue a rhyming string I can orally blend and segment. I can recognise some Phase 2 letter sound correspondences. Begin to read some simple CVC words. I can form some recognisable letters matched to sounds with support. I can begin to read and write my name.
Week 2	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	
Week 3	Anticipate – where appropriate – key events in stories;	
Week 4	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	
Week 5	Word Reading ELG Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;	
Week 6	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Week 7	Writing ELG	
Week 8	Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.	

Autumn 1 – Year 1		
<u>Penguins, Possums and Pigs</u>		
	Unit:	Objectives
Week 1	<u>Stories by the same author</u>	<ul style="list-style-type: none"> ▪ Making predictions based on what has been read so far. ▪ Identify and discuss the main events in stories. ▪ Identify and discuss the main characters in stories. ▪ Use patterns and repetition to support oral retelling. ▪ Relate texts to own experiences.
Week 2		<ul style="list-style-type: none"> ▪ Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. ▪ Make basic inferences about what is being said and done.
Week 3		<ul style="list-style-type: none"> ▪ Orally compose every sentence before writing. ▪ Re-read every sentence to check it makes sense. ▪ Punctuate simple sentences with capital letters and full stops.
Week 4		<ul style="list-style-type: none"> ▪ Use formulaic phrases to open and close texts. ▪ Use familiar plots for structuring the opening, middle and end of their stories.
Week 5		<ul style="list-style-type: none"> ▪ Recall specific information in texts. ▪ Introduce and discuss key vocabulary. ▪ Activate prior knowledge e.g. <i>what do you know about this animal?</i>

	<u>Non-chronological reports</u>	<ul style="list-style-type: none"> Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when and why. Write simple sentences that can be read by themselves and others.
Week 6		<ul style="list-style-type: none"> Use simple connectives to link ideas e.g. <i>and</i>. Identify and use question marks. Punctuate simple sentences with capital letters and full stops. Write information texts with simple text type features.
Week 7	<u>Poems on a theme</u>	<ul style="list-style-type: none"> Listening to a range of poems at a level beyond at which they can read independently. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling. Recite rhymes and poems by heart. Giving opinions and supporting with reasons.
Week 8		<ul style="list-style-type: none"> Orally plan and rehearse ideas. Write poems with simple structures. Plurals – adding s to nouns.

<u>Autumn 1 – Year 2</u>		
<u>The Place where I live</u>		
	<u>Unit</u>	<u>Objectives</u>
Week 1	Stories with familiar settings	<ul style="list-style-type: none"> Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Listen to a range of texts at a level beyond that at which they can read independently including stories. Sequence and discuss the main events in stories. Identify, discuss and collect favourite words and phrases. Make predictions using evidence from the text. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.
Week 2		<ul style="list-style-type: none"> Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? Use subordination for time using the word ‘when’. Select, generate and effectively use nouns.
Week 3		<ul style="list-style-type: none"> Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Use specific text type features to write for a range of audiences and purposes e.g. letters and narrative. Learn new ways of spelling phonemes for which one or more spellings are already known. Form lower-case letters of the correct size relative to one another.
Week 4	Non-chronological reports	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read a range of non-fiction texts including information, explanations, instructions, recounts, reports. Discussing how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Activating prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned?
Week 5		<ul style="list-style-type: none"> Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how. Use sentences with different forms: statement, question, exclamation. Use subordination for reason with ‘because/so’.

Week 6		<ul style="list-style-type: none"> Plan and discuss what to write about e.g. text <i>mapping</i>, <i>collecting new vocabulary</i>, <i>key words and ideas</i>. Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform</i>. Proofread to check for errors in spelling, grammar and punctuation.
Week 7	Poems on a theme	<ul style="list-style-type: none"> Listen to a range of poems at a level beyond that at which they can read independently. Learn and recite poems using appropriate intonation. Use tone and intonation when reading aloud. Participate in discussion about what is read to them, take turns and listen to what others say. Make contributions in whole class and group discussion.
Week 8		<ul style="list-style-type: none"> Listen and respond to contributions from others. Make personal reading choices and explain reasons for choices. Select, generate and effectively use adjectives. Write simple poems based on models. Edit and improve their own writing in relation to audience and purpose.

Autumn 1 – Year 3

Healthy Humans

	<u>Unit</u>	<u>Objectives</u>
Week 1	<u>Poems with a structure</u>	<ul style="list-style-type: none"> Cold Write: what do they think a shape poem is? Show a film clip which illustrates a shape poem in action and explain how the ideas are represented by words and images together. Discuss understanding of poems read (use shared modelled reading techniques) Analyse and evaluate poems: children describe language, structure and presentation Prepare word and phrase cards from a shape poem or calligram without showing the poem to the children. As the reading takes place, children hold up the word and phrase cards as they are read out. With the children place the cards onto the floor to create the visual shape of the poem and discuss the image created. Model reading the poem and re-read with the children joining in. Listen to and discuss a range of poems with a structure: e.g: shape, calligram concrete: e.g Angela’s poems, Young Writers, Kenn Nesbitt’s Poetry 4 Kids – how to write Concrete poetry, Word Whirls and other shape poems by John Foster, The raindrop: John Travers Moore, Snake Glides Keith Bosley. Model reading the poems as the children listen. Children predict the shape in which they think the poem is presented. Display the poem and compare predictions with the actual poem. Discuss the organisation and layout of the poem, which reflects the meaning. Identify, discuss and collect favourite words and phrases which capture the reader’s interest. Teacher models this to the children. Children to read the poems aloud and use intonation, tone and volume in small groups. Present to each other can include actions- ask their partner to identify the shape of the poem. Children collect key vocabulary as they do this on the left hand side of English books to use in their own poems.

Week 2		<ul style="list-style-type: none"> ▪ Explore and collect word families: e.g: medical, medicine or glide, gliding, glider etc (link to no nonsense spelling programme) ▪ Gather content for own poems: link to learning opportunities: science, dt/ PE/ Art: food body, sport shape poems. ▪ Model how to write a shape poem using the stimulus: e.g digital images or art work to provide a structure for the poem. ▪ Model first how to gather ideas and vocab on the theme and create a word web or mind map: model how to use a thesaurus to extend vocab. Develop words into phrases or similes. ▪ Children then work collaboratively to create their word webs/mind maps based on their image
		<ul style="list-style-type: none"> ▪ Model selecting appropriate language, vocab and phrases to write a new shape poem- take contributions from children and organise appropriately. ▪ Children write own shape poems ▪ In small groups or pairs: evaluate poems and suggest changes. Edit and improve ▪ Redraft and present for a display. ▪ Present poems to the group= group suggests the shape of the poem- show the shape of the poem.
Week 3 Week 4	<u>Persuasion Letters</u>	<ul style="list-style-type: none"> ▪ Cold Task: write a persuasive letter to have treat day every day- not just Friday lunchtimes. ▪ provide two foods: e.g an apple and chocolate bar: using the question – Which should I eat? Children do a conscience Alley- try to influence the other side. ▪ View persuasive adverts. Discuss the persuasive techniques used in the adverts. ▪ Set a mission for the school: write a letter to the children, parents in school to show them why the healthy eating policy through the school lunches, packed lunches and healthy snacks are important. (invite Raksha or Katie from FFL) as to why it is important- or the eco- team. Could invite a doctor/ nurse/ sports specialist from Loughborough university. ▪ Shared reading of persuasive letters: Dear Greenpeace: Simon James, Dear Teacher- Amy Husband/ Little Wolf’s Book of badness Ian Whybrow.. Reread the letters modelling the use of intonation and expression in relation to purpose and audience. Children re read as a class. ▪ Identify and discuss key points in the letter using the 5 ws on a hand. ▪ Paired reading: read further persuasive letters: use 5 ws key points on the question hand. Feedback techniques to manipulate the reader ▪ Model analysis of the layout of a persuasive letter: box up the sections ▪ Model text marking features of a persuasive letter ▪ Model text marking the purpose and organisation of the paragraphs. ▪ Grammar: focus on the present perfect form of verbs ▪ Use a boxed up frame and plan a persuasive letter about keeping healthy/ healthy eating/ PE policy in school? Model first- pupils do own.
Week 5		<ul style="list-style-type: none"> ▪ Writing: teacher models each section for a class persuasive letter: focus on skills in each part- present perfect form of verbs and use of conjunctions ▪ Use AFL, marking and feedback to edit and redraft daily
		<ul style="list-style-type: none"> ▪ Hot task: persuasive letter ▪ Edit and redraft- send letters to parents/ another class- include in the school newsletter.
Week 6 Week 7	<u>Fables</u>	<ul style="list-style-type: none"> ▪ <u>Reading and Gathering Content</u> ▪ Listen to a soundtrack of a fable film (ostrich and Penguin etc on Youtube): identify and predict events: Use focus boxes to structure response. View the film and compare predictions. ▪ <u>Grammar focus: some each day= determiners</u> ▪ Explore a fable- shared modelled reading- focus on punctuation. Predict endings. ▪ Discuss key events of the fable and retell orally and in writing: use sequencing through a storyboard or story map. ▪ In Pairs explore other fables: paired reading – predict endings ▪ Retell fables orally and in writing ▪ Hot seat/ interview characters from the fables – record thoughts, feelings and speech in writing.

	<ul style="list-style-type: none"> Discuss and collect the themes from a range of fables Model chunking a fable Pair animals with opposite character traits- etc bee and worm etc model a fact file and then children do this. Plan own fable for two animals-teacher models first- create a story map and ending motto. <u>Develop ideas by exploring think, say feel bubbles – add detail to the story map</u>
Week 8	<ul style="list-style-type: none"> Writing Model using shared writing techniques each part of the story map: focus skills of determiners and adverbs. Use ALF, marking and feedback to edit and redraft each section on the right hand side. Hot task of a fable Edit and redraft Present and read the fable to a child from another class- can they predict the ending?

Autumn 1 – Year 4		
<u>Sparks Might Fly</u>		
	Unit	Objectives
Week 1	<u>Explanation</u> <u>Texts: can be moved to 2 weeks</u>	<ul style="list-style-type: none"> Reading and Gathering information Cold task: write an explanation text about how something works. Model explaining how an object works- time connectives and causal. In pairs take an object and explain how it works orally. Grammar: Use rainbow grammar: introduce time and causal connectives. Shared modelled read of an explanation text. Use talking groups to focus on the what and how and record responses Read further explanation texts and demo comprehension orally as an expert
Week 2		<ul style="list-style-type: none"> Reading and Gathering Information Model creating a flow chart/ text map to plot a familiar explanation with time and causal connectives In pairs read an explanation text create a flow chart using time and causal connectives Create a whole class checklist of features of explanation texts Use clips from the Shirt machine / cracking contraptions on the Wallace and Gromit website- using time and causal connectives explain to a partner the process Create a flow chart: in small groups act out the different stages of the process Add time and causal connectives- technical vocab to the flow chart.
Week 3		<ul style="list-style-type: none"> Writing: teacher model a section of a flow chart of the explanation text- pupils then write that section: edit and redraft using AFL, marking/ feedback daily. Refer to checklist when writing each part and key skills of causal and time connectives. Hot task: explanation text- edit and redraft Present their explanation as an expert can make a demo film using the tablets
Week 4		<ul style="list-style-type: none"> Cold task: write a fantasy story <u>Reading and Gathering info</u> Use clips of fireworks: describe. Read the selected text- also use shared modelled reading opportunities. Record and use a range of drama strategies to deepen understanding- hot seating, freeze frames

	daughter book	<ul style="list-style-type: none"> From the selected text: use short writing opps – role on the wall, think say feel bubbles, diary extracts, summarising, writing in role, letters etc. Model use of writing speech – use Rainbow grammar- inverted commas. Children write interchanges of dialogue with inverted commas.
Week 5		<ul style="list-style-type: none"> <u>Reading and Gathering info</u> Select key sections of the text – e.g could be for noun phrases/ fronted adverbials- link to Rainbow grammar work Model creating a simplified plot structure of the Fire work makers daughter -model new plot based on this. Plan and innovate on the plot pattern- can use Literacy shed to aid this. E.g child could want to be a cloud/ rainbow maker etc
Week 6		<ul style="list-style-type: none"> <u>Writing</u> Use the new plot pattern- model for the children each section each day- children then write the section- edit and redraft on the right hand side. Focus on skills on left hand side for each section- noun phrases for description, esp the opening, fronted adverbials to open the paragraph, paragraphing and inverted commas for speech. Use AFL, marking/ feedback daily to edit and improve on the right hand side. Hot task- write new story- edit and redraft= publish narrative using ICT and place in school library- share the completed narrative with peers.
Week 7	<u>Film/ Playscripts</u>	<ul style="list-style-type: none"> Reading and Gathering Cold task-playscript Read playscripts together Draw inferences around the characters thoughts and feelings Select specific lines of speech and explore saying it in different ways- collect an adverb bank Evaluate reading of playscripts – role of a character respond to stage directions Identify specific features- create class checklist of playscript features Analyse use of dialogue Show narrative film with no speech use a story board add thought bubbles for the characters. Model and develop dialogue
Week 8		<ul style="list-style-type: none"> Writing and acting out playscripts Model a section at a time of the storyboard and from the film write the playscript Hot task: write a playscript Edit and redraft Perform their playscripts and improve.

Autumn 1 – Year 5 Faster higher Stronger		
	<u>Unit</u>	<u>Objectives</u>
Week 1	<u>Myths</u>	<ul style="list-style-type: none"> Reading and Gathering themes from Greek Myths Use the Comic Strip Greatest Greek Myths or short version of the King Midas story on the Literacy Shed- explain meaning of myths. What Greek myths have they heard? Cold task- write the myth. Through reading (can use shared modelled reading time too) read a range of Greek Myths. Model and use book talk to deepen comprehension and to locate key information- use left hand sides of English book pages to make notes. Explore themes within stories and list these and discuss meanings of words. Model how to summarise main ideas – children provide oral and written summaries of the Greek myths. Work in pairs to highlight how punctuation is used.

Week 2		<ul style="list-style-type: none"> ▪ From a class text/ myth- focus on the author's choice of language-collect adjectives, verbs, similes and the effect on meaning. ▪ Look at dialogue between characters- infer what we learn from the characters from this. Highlight in different colours for each character- what each character says and circle the speech verbs ▪ Create a checklist of features for a Greek myth/ story- display on the working wall ▪ Chunk the plot of a myth ▪ Develop character from modelling- ideas about behaviour, speech, powers and appearance- mind map and then describe on the right hand side in a character description- use freeze frame drama techniques to explore how the character might act. ▪ From teacher modelling- develop additional characters – e.g mythical monsters- mind map and the record in a character description. ▪ Go back and outline plot in their plan of the story map. ▪ Create a story map based on a myth- plan and tell the story to peer first
Week 3		<ul style="list-style-type: none"> ▪ Writing ▪ Modelling- Using the shared writing techniques model each part of the story map- children write each part- use AFL, marking and feedback for children to edit, redraft on the right hand side. ▪ Hot task- complete write up of their myth- edit and redraft- read to another child- could publish on a website such as Lend me your Literacy or made into a class book of myths for the school Library.
Week 4	<u>Non-chronological reports</u>	<ul style="list-style-type: none"> ▪ Cold Task of a non-chronological report- write about a sport they like or games such as the Olympics/ football competition etc. ▪ Reading and Gathering information ▪ Through shared modelled reading and independent reading- explore a range of non-chronological reports. Discuss the purpose- audience? Deepen comprehension- share reports in groups/ pairs. Summarise it orally and written in books. Present to another pair/. ▪ Meaning of words in context- root words- ▪ Highlight facts and opinions in two different colours of an explanation text. ▪ Analyse the structure of the report- teacher models how to box it up-label each paragraph/ box ▪ Analyse the structure of each paragraph ▪ Focus on punctuating complex sentences
Week 5		<ul style="list-style-type: none"> ▪ <u>Writing</u> ▪ Research: use KWL or quads grid about Olympics/ history of it/ Paralympics/ winter sports etc- teacher model how to do effective research and to take notes effectively ▪ Model the planning process- add the notes to the planning frame ▪ Children create own plans ▪ Teacher models each part of the plan: use shared writing techniques- focus on skills of complex sentences with ed and ing openers. ▪ Use AFL and marking to feedback and edit and redraft each part. ▪ Hot task: pupils write the whole non-chronological report about an aspect of the Olympic games- edit and redraft ▪ Present the finished version for a display or to share with parents/ governors as part of a Greek museum display.
Week 6	<u>Poems with figurative language</u>	<ul style="list-style-type: none"> ▪ Prepare poems to read aloud ▪ Share a poem with simple imagery such as Winter morning- by Sue Cowling- share images of this- ask pupils to select the photograph- they think matches with the imagery. ▪ Participate in discussions about poems that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. ▪ Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. ▪ Explore, recognise and use the terms <i>metaphor</i>, <i>simile</i>, <i>imagery</i>.

	<ul style="list-style-type: none"> ▪ Explain the effect on the reader of the authors' choice of language. ▪ Learn a wider range of poems by heart. ▪ Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. ▪
Week 7	<ul style="list-style-type: none"> ▪ Writing- Select the appropriate language and structures. ▪ Use similar writing models. Could write a poem about a famous Olympian from the model of the poem 'Cat began' or from a list of similes. Alternatively, for a personification poem, select an object related to the Olympics, e.g. a javelin. Again, provide line openers or a structure to support the imagery. ▪ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ▪ Hot task: write a figurative poem and present for display after editing and redrafting. ▪ Children assess the effectiveness of own and others' writing. ▪ They suggest changes to vocabulary to enhance effects and clarify meaning. ▪ New poems are learnt and performed.

<u>Autumn 1 – Year 6</u> <u>Survival</u>		
	<u>Unit</u>	<u>Objectives</u>
Week 1	<u>Novel as a theme</u>	<ul style="list-style-type: none"> ▪ Look at a rucksack and contents- who could it belong to? Select 3 items to go into the wilderness. ▪ Cold write: survival story ▪ Listening to whole novels read aloud by the teacher from a range of authors, which they may not choose themselves. ▪ Recognising themes within and across texts e.g. hope, fortune, survival. ▪ Comparing texts written in different periods. Analyse use of language ▪ Expressing preferences about a wider range of books including modern fiction and fiction from our literary heritage. ▪ Using a reading journal to record on-going reflections and responses to reading.
Week 2		<ul style="list-style-type: none"> ▪ Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point: Evidence: Explanation. ▪ Predicting what might happen from information stated and implied ▪ Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. ▪ Participating in debates on issues related to reading.
Week 3 Week 4		<ul style="list-style-type: none"> ▪ Writing ▪ Identify the subject and object of a sentence. ▪ Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken.</i> ▪ Use active and passive voice to achieve intended effects. ▪ Teacher model a simplified plot structure based on a text- e.g running wild Michael Morpurgo ▪ Pupils plan a plot structure of their own ▪ Drawing on similar writing models. ▪ Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs. ▪ Teacher models each part of the story- before pupils write that part of the story- edit and redraft on the right hand side each day – use AFL/ feedback and marking to aid editing and redrafting-ensuring pupils use passive voice to create suspense, a blend of action, dialogue and description- show me what they are doing- precise use of nouns, carefully chosen adjectives, fronted adverbials- use rainbow grammar.

		<ul style="list-style-type: none"> ▪ Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. ▪ Evaluate and improve performances of compositions focusing on intonation and volume and audience engagement. ▪ Hot task complete narrative ▪ Edit and redraft- present to peers.
	<p><u>Recount- Biography</u></p>	<ul style="list-style-type: none"> ▪ <u>Cold task- write a biography</u> ▪ <u>Reading</u> ▪ Show a short film version of a biography, such as the one of JK Rowling on the Biography.com website Show the film again asking children to note down key dates with associated events. Create a timeline of the events and use to structure a short oral biography. Include some simple devices to link events and build cohesion, e.g. <i>in the meantime, meanwhile, in due course, until then</i>. ▪ RG: Grammar: Warm ups throughout the reading phase – focus on devices to build cohesion between paragraphs in recount e.g. <i>in the meantime, meanwhile, in due course, until then</i> ▪ Analysing the conventions of different types of writing. Read a selection of biographies in print and on film ▪ Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text. ▪ Scanning for key information e.g. looking for words associated with 'childhood'. ▪ Skimming for gist. ▪ Using a combination of skimming, scanning and close reading across a text to locate specific detail. ▪
<p>Week 5</p>		<ul style="list-style-type: none"> ▪ Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. ▪ Preparing formal presentations individually or in groups. ▪ Using notes to support presentation of information. ▪ Responding to questions generated by a presentation. ▪ Analyse the conventions of biographical writing including techniques to engage the reader, appropriate tone and style, rhetorical questions, direct address to the reader. ▪ Box-up a biography to create a planning and writing frame. ▪ Discuss the purpose of paragraphs and identify key information in each paragraph. ▪ Identify and evaluate how specific information is organised within a biography e.g. sections with sub-headings, events in time order. ▪ Create a checklist of features for use in the writing phase.
<p>Week 6 Week 7</p>		<ul style="list-style-type: none"> ▪ <u>Writing</u> ▪ Select a scientist related to study of the natural world, e.g. Mary Anning (1799-1847); Charles Darwin (1809-1882); or Alfred Wallace (1823-1913). ▪ Generate questions to help focus research. ▪ Explore information about the selected person, reading information in print, on screen and by using film clips. Discuss and record information. ▪ ▪ Manipulate sentences to create particular effects. ▪ Use devices to build cohesion between paragraphs in recount e.g. <i>in the meantime, meanwhile, in due course, until then</i>. ▪ Plan their writing by drawing on similar writing models, reading and research. ▪ Use shared writing techniques to model a section at a time referring to each section of the plan. Focus on skills – devices to build cohesion, making conscious choices about techniques to engage the reader and proofreading for grammatical, spelling and punctuation errors. ▪ Children follow the modelling each day from the whole class focus. ▪ Use AFL, marking and feedback to adjust shared writing focus daily. ▪ ▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.

		<ul style="list-style-type: none"> ▪ Proofreading for grammatical, spelling and punctuation errors. ▪ Evaluate and improve performances of compositions focusing on intonation and volume, and audience engagement. ▪ Hot task: write a biography- complete version- present to peers/ display/ create a book of the biographies for next year's year 6 to use.
		<ul style="list-style-type: none"> ▪
Week 8		<ul style="list-style-type: none"> ▪ Consolidation

Autumn 2 – EYFS		
	Unit: Space	Objectives
Week 1	<u>Literacy:</u>	Topic Overview: Space
Week 2	Comprehension ELG	Planets, The Sun, Constellations, Astronauts, The moon, Aliens, Robots, Rockets.
Week 3	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	
Week 4	Anticipate – where appropriate – key events in stories;	I can name the Phase 2 letter sound correspondences, sometimes with support.
Week 5	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	
Week 6		I can some Phase 2 HFWs
Week 7		
Week 8	<p>Word Reading ELG</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing ELG</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be ready by others.</p>	<p>I can read words containing known digraphs with support.</p> <p>I can read books that match my phonic phase, sometimes with support.</p> <p>I can form most letter shapes matched to sounds.</p> <p>I can begin to write a simple phrase or sentence with some support.</p>

Autumn 2 – Year 1		
Fire! Fire!		
	Unit:	Objectives
Week 1	<u>Stories with Repetitive Patterns</u>	<ul style="list-style-type: none"> ▪ Make predictions based on what has been read so far. ▪ Identify and discuss the main events in stories. ▪ Identify and discuss the main characters in stories. ▪ Use patterns and repetition to support oral retelling.

		<ul style="list-style-type: none"> Make personal reading choices and explain reasons for their choice. Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. Make basic inferences about what is being said and done.
Week 2		<ul style="list-style-type: none"> Use question marks. Use capital letters for names of people. Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Say, and hold in memory whilst writing, simple sentences which makes sense. Separate words with finger spaces.
Week 3		<ul style="list-style-type: none"> Use familiar plots for structuring the opening, middle and end of their stories.
Week 4	<u>Poems on a Theme</u>	<ul style="list-style-type: none"> Listen to a range of poems at a level beyond at which they can read independently. Make personal reading choices and explain reasons for their choice. Recognise and join in with language patterns and repetition. Read words containing <i>-ed</i> endings. Use patterns and repetition to support oral retelling. Recite rhymes and poems by heart. Give opinions and supporting with reasons.
Week 5		<ul style="list-style-type: none"> Orally plan and rehearse ideas. Write poems with simple structures. Read aloud their writing to adults and peers. Separate words with finger spaces. Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>help – helped</i>.
Week 6	<u>Range of Non-fiction texts</u>	<ul style="list-style-type: none"> Recall specific information in texts. Introduce and discuss key vocabulary. Activate prior knowledge e.g. <i>what do you know about the Fire of London?</i> Explain clearly their understanding of what is read to them. Listen to what others say. Take turns.
Week 7		<ul style="list-style-type: none"> Demonstrate understanding of texts by answering questions related to who, what, where, when and why. Write simple sentences that can be read by themselves and others. Use question marks.
Week 8		<ul style="list-style-type: none"> Punctuate simple sentences with capital letters and full stops. Write information texts with simple text type features. Discuss their writing with adults and peers. Read aloud their writing to adults and peers.

<u>Autumn 2 – Year 2</u>		
<u>Fighting Fit!</u>		
	<u>Unit</u>	<u>Objectives</u>
Week 1		<ul style="list-style-type: none"> Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.

	<u>Traditional Tales with a Twist</u>	<ul style="list-style-type: none"> Listen to a range of texts at a level beyond that at which they can read independently including stories. Activate prior knowledge and raising questions e.g. <i>what do we know?</i> What do we want to know? What have we learned? Make contributions in whole class and group discussion. Give opinions and supporting with reasons e.g. <i>was the Prince / Goldilocks / Jack a good or a bad character?</i> Make personal reading choices and give reasons for choices. Make inferences about characters and events using evidence from the text.
Week 2		<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. Select, generate and effectively use verbs. Use past tense for narrative.
Week 3		<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. Select, generate and effectively use verbs. Use past tense for narrative. Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.
Week 4		<ul style="list-style-type: none"> Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Use specific text type features to write for a range of audiences and Write about fictional events. purposes e.g. <i>to entertain</i>. Proofread to check for errors in spelling, grammar and punctuation
Week 5	<u>Instructions</u>	<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Sequence and discuss the main events in instructions.
Week 6		<ul style="list-style-type: none"> Read a range of non-fiction texts including instructions. Make contributions in whole class and group discussion. Listen and responding to contributions from others. Consider other points of view.
Week 7		<ul style="list-style-type: none"> Use commas to separate items in a list. Select, generate and effectively use verbs. Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct</i>.
Week 8		<ul style="list-style-type: none"> Plan and discuss what to write about e.g. <i>key words and ideas</i>. Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation.

Autumn 2 – Year 3		
Rock and Roll		
	<u>Unit</u>	<u>Objectives</u>
Week 1	<u>Stories as a theme</u>	<ul style="list-style-type: none"> Using an image or film clip e.g. Stig of the Dump on YouTube (here) (3:00 to 4:39), imagine looking down into a pit and falling. Use drama to help children imagine they have stepped into the 'picture'. Predict and discuss what they think might be at the bottom of the pit and generate vocabulary by using speaking frames and warming up the imagination game e.g. 'I think there is.... at the bottom of the pit'. Reveal a sack which was 'found' at the bottom which includes items related to the chosen text e.g. spear, ragged clothes, black chalk, sticks related to cavemen. Pose questions as to who it might belong to and why. Cold Task: story- create a short story about finding the sack and meeting a stone age child. <u>Reading</u>

		<ul style="list-style-type: none"> ▪ Regularly listen to whole novels read aloud. Through shared reading, explore the opening of a selected text e.g. <i>Stig of the Dump</i> by Clive King. Use a KWL grid to structure what the children know (K) about the character and events so far, raise questions for what they want (W) to know or discuss, and complete the grid once more of the text has been read for what they have learned (L). Display on the working wall for continual use whilst reading the novel to promote active reading strategies. ▪ Continue reading of the selected text and engage children in understanding and discussing further by using focus boxes to establish understanding, saying and writing ideas in pairs or small groups. ▪ Use dictionaries to check meanings of words they have read. ▪ Sequence and discuss the main events in stories. ▪ Explain the meaning of unfamiliar words by using the context. ▪ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why she...</i> ▪ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Use drama techniques such as freeze frame to develop thoughts and feelings of a character or characters. Capture ideas following drama with short writing opportunities e.g. think and say bubbles or model writing a diary in role as a character before children complete for either character. ▪ Use point and evidence to structure and justify responses. ▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.
Week 2		<ul style="list-style-type: none"> ▪ <u>Reading and Writing</u> ▪ Model identifying key text type features of adventure narrative and create a checklist. ▪ Model sequencing and discussing main events, and analyse the plot structure of the selected text e.g. <i>Stig of the Dump</i> ▪ Planning of story ▪ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. ▪ Use inverted commas to punctuate direct speech (speech marks). ▪ Read and analyse narrative in order to plan and write their own versions. ▪ Create and develop plots based on a model. Model developing new characters and events as a class. ▪ Focus on each aspect of the new plot using visual images and props to develop ideas e.g. use a story box of ideas to provide stimulus – range of characters, setting – dump/pit/cave, range of items thrown away to decide on new inventions. Model selecting from the box to organise ideas into the new plot structure. Children select their own in pairs or small groups. ▪ Use freeze framing drama technique with props to model a ‘picture’ for each section of the plot and capture using a still image with a digital camera or iPad. Use the images to create a storyboard following the plot structure. ▪ Model writing speech developed into written dialogue using e.g. three or four interchanges of dialogue between two characters as a short writing opportunity.
Week 3		<ul style="list-style-type: none"> ▪ <u>Writing</u> ▪ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, although</i>. <ul style="list-style-type: none"> – Use shared writing techniques to model a paragraph or section at a time referring to each section of the plan. Focus on skills – prepositions and inverted commas for dialogue. Model: prepositions within sentences. – inverted commas for dialogue. ▪ text type features of adventure stories. ▪ Use AFL, marking and feedback to adjust shared writing focus daily. ▪ Model proofreading to check and improve spelling, grammar and punctuation. ▪ Children proofread their own and others’ writing with a specific focus e.g. success criteria toolkit, spelling, punctuation, prepositions, inverted commas for dialogue. ▪ Hot task: write completed story
Week 4	<u>Poems on a theme</u>	<ul style="list-style-type: none"> ▪ Use knowledge of root words to understand meanings of words. ▪ Read poems for a range of purposes e.g. <i>enjoyment</i>. ▪ Recognise some different forms of poetry e.g. <i>narrative, free verse</i>. ▪ Identify, discuss and collect favourite words and phrases which capture the reader’s interest and imagination.

		<ul style="list-style-type: none"> ▪ Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. ▪ Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary- link to no nonsense spelling. ▪ Read and analyse poetry in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, language and structures of poetry for writing. ▪ Generate and select from vocabulary banks appropriate to text type. ▪ Use appropriate intonation, tone and volume to present their writing to a group or class.
		<ul style="list-style-type: none"> ▪
Week 5	<u>Discussion</u>	<ul style="list-style-type: none"> ▪ <u>Reading and Gathering</u> ▪ Cold Task: Introduce an idea for discussion which children can relate to e.g. eating chocolate. Generate reasons for and against eating chocolate and write on sticky notes in pairs or small groups. Model sorting the sticky notes into categories using boxes or hoops – for and against. ▪ Model saying the reasons in the context of a sentence e.g. '<i>Eating chocolate is enjoyable because...</i>'; '<i>Eating chocolate can be bad for you because...</i>' ▪ Children follow the model to generate sentences orally and record in writing. Cold task of this discussion text. <p>RG: Grammar: Warm ups throughout the reading phase – focus on exploring, identifying and creating complex sentences using a range of conjunctions e.g. <i>if, although</i>.</p> <ul style="list-style-type: none"> ▪ Through shared reading or viewing, explore a discussion text or film clip section by section, and develop understanding by posing key questions e.g. <i>What have we found out? What does the author want us to think? What do you think?</i> ▪ Children read or view further discussion texts in pairs and identify responses to the key questions; record in writing. ▪ Shared read a discussion text previously shared. Model 'boxing up' the text and discuss the content and ideas in each section. Display on working wall. ▪ Model identifying the key idea and the language of discussion used in each paragraph. Summarise using annotations and notes at the side of each paragraph. <p>Children follow the modelling and identify key ideas with annotations and notes in pairs.</p> <ul style="list-style-type: none"> ▪
Week 6		<ul style="list-style-type: none"> ▪ <u>Writing</u> ▪ Pose a key question for children to explore in small groups linked to cross-curricular content and/or the focus text used in the narrative unit (Stig of the Dump) e.g. <i>Would you prefer to live in the Stone Age or in the present day? Would you live near a volcano? Why?</i> ▪ Model creating point and evidence using a focus box before children develop own ideas further, discuss in small groups and record as a group or individually ▪ Organise the class into two halves with opposing points of view – children can choose a preference if desired e.g. '<i>I would prefer to live in the Stone Age</i>' versus '<i>I would prefer to live in the present day</i>'. ▪ Model collating the responses from point and evidence focus boxes into two sections e.g. <i>for and against</i>. ▪ Provide time for children to discuss and develop their responses further with clear evidence reasons, and write notes to prepare for the debate. ▪ Set up the debate television show and invite responses from individuals for each point of view. Record using ICT. ▪ Review footage recorded for evaluation by the class, emphasising use of speaking and listening and presentation of information. ▪ Using footage and notes, model organising the reasons presented within a whole class planner for use in the writing phase. Model creating a plan for writing a discussion text Use shared writing techniques to model a paragraph or section at a time referring to each section of the plan. Focus on skills – complex sentence using conjunctions e.g. <i>if, although</i>. ▪ Provide sentence openings and frames for children to refer to when creating their written discussion text e.g. <ul style="list-style-type: none"> – <i>In our class we have been discussing...</i> – <i>Firstly, I would like to live in the Stone Age because...</i> – <i>On the other hand, I would also like to live in the present day because...</i>

	<ul style="list-style-type: none"> - <i>If I could choose..., I would... because... although...</i> ▪ Use AFL, marking and feedback to adjust shared writing focus daily. ▪ Model proofreading to check and improve spelling, grammar and punctuation. ▪ Hot task of a discussion text ▪ Publish the discussion text for display.
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<u>Autumn 2 – Year 4</u> <u>The Great Plague</u>		
	<u>Unit</u>	<u>Objectives</u>
Week 1	<u>Fairy tales</u>	<ul style="list-style-type: none"> ▪ <u>Reading and Gathering</u> ▪ Cold Task: write a fairy tale ▪ Listen to, read and discuss a fairy tale. ▪ Retell a fairy tale. ▪ Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust</i>. ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Make predictions based on information stated and implied. ▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence
Week 2		<ul style="list-style-type: none"> ▪ <u>Reading and writing</u> ▪ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> ▪ Use commas to mark clauses in complex sentences. ▪ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> ▪ Read and analyse a fairy tale in order to plan and write their own versions. ▪ Discuss and record ideas for planning e.g. <i>chunk a plot.</i>
Week 3		<ul style="list-style-type: none"> ▪ <u>Writing</u> ▪ Use the new plot pattern created. Use shared writing techniques to model a section at a time with the children. ▪ Focus on skills – appropriate use of fronted adverbials for 'where' and the inclusion of speech using inverted commas. ▪ Children follow the modelling each day from the whole class focus and use their own plan to inform writing. Use AFL, marking and feedback to adjust shared writing focus daily. ▪ Hot task: write the fairy tale in completion ▪ Present the story to an audience. This could include oral telling for a younger audience or assembly. ▪ Publish as a book for the school library, on the school's website or using ICT e.g. as a comic strip using <i>Comic Life</i>
Week 4		<u>poetry</u>

		<ul style="list-style-type: none"> ▪ Provide dictionaries for children to investigate new vocabulary in pairs or small groups. Include thesauruses to extend vocabulary and create synonym charts. ▪ Review as a class, clarifying and explaining vocabulary as appropriate, and add definitions and notes around a large version of the poem to the working wall. ▪ Develop children's responses to the poem using an approach such as zone of relevance. Provide a bank of words which may or may not be relevant to the main character. Children place words in the relevant zone justifying with evidence from the text. Record responses in writing. ▪ Repeat with further verses of the poem. ▪
		<ul style="list-style-type: none"> ▪ <u>Writing</u> Gathering content ▪ Model creating a character circle by identifying a key character and adding key words and phrases from the poem. Children create their own character circle using information gained from reading with key words and phrases from the poem and word banks and synonyms. Focus on using noun phrases to describe the key character and link to the grammar focus. ▪ Model writing a short descriptive poem with noun phrases to describe e.g. <i>The Pied Piper, The Great Plague, Macavity</i>. Children create their own descriptive poems. ▪ Prepare a poem to read aloud by text mapping the lines of each verse with pictures and vocabulary (similar to a story map) in pairs or small groups. ▪ Identify images, props and actions for the poem and annotate poetry map accordingly. ▪ Rehearse the poem in preparation for performance. ▪
Week 5	<u>Recount newspapers</u>	<ul style="list-style-type: none"> ▪ <u>Reading and Gathering</u> Creating interest ▪ Listen to, or view breaking news linked to a fairy tale, such as 'Sesame Street News Flash - The Pied Piper' YouTube clip or 'The Pied Piper: News report'. Alternatively, the teacher could be in role at the news desk to present the scenario. ▪ Engage children in discussion to explore the genre of news reporting. Pose key questions e.g. What is happening? How is this different to a story? Have you seen anything like this before? What does it remind you of? Record responses in writing. Reading and responding ▪ Model reading a newspaper report from e.g. <i>First News</i>. Emphasise intonation, tone and volume. Children evaluate the reading of the text. ▪ Provide children with a copy of the same text or other newspaper text in pairs. ▪ Use a true/false game with statements on cards for children to sort into piles to retrieve information from the newspaper reports. Children create own true/false statements for another newspaper article and challenge others to find the information. ▪ Use the question hand and model raising questions using who, what, where, when, why about a newspaper article read. Model finding answers and identify where this information is found in an article (usually the opening paragraph). ▪ Children raise own questions and find answers in pairs or small groups linked to a further newspaper article. ▪ View news reports on screen and compare how these are presented with written newspapers. Reading and analysing ▪ Read a newspaper report such as this one on the BBC News website (here), and 'box up' each section. This involves physically drawing a rectangle or 'box' around each section of the text and labelling e.g. headline, other headings, photograph, caption, paragraphs. ▪ Discuss the content of each section and how paragraphs are organised and linked together. ▪ Investigate language features of a newspaper including headlines, eye-witness reports, use of tenses, 'over the top' language and key focus on pronouns.

		<ul style="list-style-type: none"> ▪ Children evaluate further newspaper texts in pairs identifying language, structure and presentation. These could be linked to the fairy tale theme e.g. <i>Extra! Extra!: Fairy-Tale News from Hidden Forest</i> by Alma Flor Ada or <i>The Fairy Tale Times</i> by Sherill B Flora and J. Browning Wroe.
Week 6		<ul style="list-style-type: none"> ▪ <u>Writing</u> ▪ Grammar: Warm ups throughout the gathering content phase - focus on exploring, identifying collecting and using noun phrases for application in a newspaper report. ▪ Identify an event to report on. This could be an event from the fairy tale unit. ▪ Return to the chunked plot and model reorganisation into a timeline of events. Select one key section to report on from the plot which will provide exciting content. ▪ Focus on the key events and develop ideas through drama e.g. <i>on the spot reporting, interviewing in role on location, eyewitness statements, news desk drama, press conference etc.</i> ▪ Use the 'boxed up' frame created in the analysis phase. Model adding details to each section to create a plan using notes and bullet points. Children create their own plan individually or in pairs. ▪ Evaluate and discuss the content for each paragraph e.g. <i>introduction, re-telling of events, eyewitness statements etc.</i> ▪ Investigate the headline for the newspaper using a range of techniques e.g. <i>alliteration, summary, play on words.</i> ▪ Children create own headlines. ▪ Use the plan created. Use shared writing techniques to model a section at a time. Focus on skills – using appropriate pronouns and noun phrases. ▪ Children follow the modelling each day from the whole class focus and use their own plan to inform writing. <ul style="list-style-type: none"> ▪ Use AFL, marking and feedback to adjust shared writing focus daily. ▪ <u>OUTCOME-Newspaper report</u>

<u>Autumn 2 – Year 5</u> <u>Kingdom United</u>		
	<u>Unit</u>	<u>Objectives</u>
Week 1	<u>Legends</u>	<ul style="list-style-type: none"> ▪ Reading ▪ Creating interest ▪ Promote interest in the theme/genre by showing an image e.g. dragon, Loch Ness Monster, unicorn; or a film clip e.g. film trailer for Robin Hood (2010) on the YouTube. ▪ Reading ▪ Grammar: Warm ups throughout the reading phase - focus on creating and punctuating complex sentences using '-ed' openers. ▪ Reading and responding ▪ Explore the class novel through shared reading, modelling and using book talk to develop children's comprehension and response. ▪ Create reading journals; model and encourage the use of these to record questions, thoughts, responses and activities during the reading phase. ▪ Explore characters' thoughts, feelings and motives using a range of creative comprehension techniques, e.g. think, say, feel activities, freeze framing, hot seating, conscience alley, feelings map. ▪ Use short writing opportunities to further develop understanding of character and events, e.g. diary entries (before and after key events), letters, first person recount written in role. ▪ Continue the book as a class novel.
Week 2		<ul style="list-style-type: none"> ▪ Reading and Writing ▪ Reading and analysing

		<ul style="list-style-type: none"> ▪ Read other British legends - a selection can be found on the East of England Broadband Network website ▪ Watch film versions e.g. <i>Finn McCool and the Giant's Causeway</i> or <i>The Story of Gelert</i> ▪ Use a range of reading and viewing techniques to develop literal and inferential comprehension e.g. KWL grids, zone of relevance, and story mapping. ▪ Compare characters, settings and plots. Discuss themes within and across the texts, e.g. heroism. ▪ Create a class checklist of features for use during the writing phase.
Week 3		<ul style="list-style-type: none"> ▪ Writing <p>Warm ups throughout the gathering content phase – focus on blending action, dialogue and description.</p> <ul style="list-style-type: none"> ▪ Chunk the plot of one of the legends studied ▪ Model the use of these steps to plot a new story, using typical characters and settings of legends studied. Children plan their own legends based on the model. ▪ Use the new plot pattern plan created. Use shared writing techniques to model a section at a time with the children. Focus on skills – creating and punctuating complex sentences using '-ed' openers; blending action, dialogue and description within and across paragraphs. ▪ Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing. ▪ Use AFL, marking and feedback to adjust shared writing focus daily. ▪ Outcome: A story based on a legend which includes appropriate features. <p>Presentation</p> <ul style="list-style-type: none"> ▪ Present the story to an audience publishing it on the school's website or publishing site such as Lend Me Your Literacy
Week 4	<u>Persuasion</u>	<ul style="list-style-type: none"> ▪ Reading ▪ View a promotional film of an attraction such as Walt Disney World, Orlando. Compare with a critical review of the same place from a website such as TripAdvisor. Discuss the purpose of these texts. How does each attempt to persuade? <p>Reading</p> <p>Grammar: Warm ups throughout the reading phase - focus on modal verbs.</p> <p>Reading and responding</p> <ul style="list-style-type: none"> ▪ Over a series of lessons, read, compare and contrast a range of paper-based and ICT-based persuasive texts including: newspaper and magazine advertisements; promotional leaflets (places of interest, theme parks etc); more formal persuasive texts. ▪ Express views about the persuasive nature of different texts. <p>Reading and analysing</p> <ul style="list-style-type: none"> ▪ Collect and investigate use of persuasive devices. ▪ Collect persuasive words and phrases. ▪ Discuss and record common features of the text types. ▪ Create a class checklist of features for use during the writing phase.
Week 5		<ul style="list-style-type: none"> ▪ Reading and Writing <p>Gathering content</p> <p>Grammar: Warm ups throughout the gathering content phase – focus on modal verbs.</p> <ul style="list-style-type: none"> ▪ Work in groups to plan content of a presentation about a country in the British Isles – e.g. landscape, climate, attractions, communities, famous people, history, music etc. ▪ Carry out research on given aspect of the country. ▪ Use the jigsaw approach to allow pupils opportunity to give and receive feedback on their research. ▪ Show the children how to select and promote aspects from their research in order to show their country in its most positive light. ▪ Create a persuasive film/ICT presentation using information gathered from research. ▪ Watch good examples of formal presentations, e.g. BBC Junior Dragon's Den (here). ▪ Compare presentations. ▪ Using the <i>zone of relevance</i> approach, identify characteristics of an effective presentation, e.g. audible, clear, structured.

		<ul style="list-style-type: none"> Using a transcript of an effective presentation, box up the sections to create a template. Model the planning process using the template; children use the template to plan their own presentation.
Week 6		<ul style="list-style-type: none"> Writing Use shared writing techniques to model a section at a time with the children. Focus on skills – use of modal verbs, persuasive devices, persuasive words and phrases, appropriate grammar and vocabulary (Standard English). Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing. Use AFL, marking and feedback to adjust shared writing focus daily. <u>Model the opening, middle part and conclusion- one part on each day.</u> Hot write <u>Edit and redraft</u>
Week 7		<p>Outcome</p> <ul style="list-style-type: none"> A formal presentation which includes a persuasive film completed following research. <p>Presentation</p> <ul style="list-style-type: none"> Children use notes to support the presentation of their information. They rehearse their presentations prior to performing them in front of an identified audience, e.g. in an assembly, to another class. Opportunity should be provided for them to respond to questions generated by a presentation. Presentations could be filmed and shared on the school website.
Week 8		<ul style="list-style-type: none">

Autumn 2 – Year 6		
Super Sleuth		
	Unit	Objectives
Week 1	<p>Detective / Crime Fiction</p> <p>3-4 weeks</p> <p>Outcome A</p> <p>detective story to entertain and intrigue children in another class.</p>	<ul style="list-style-type: none"> Reading <p>Creating interest</p> <ul style="list-style-type: none"> Create a scenario in which a bag has been found. Share the bag and its contents with the children, explaining that they should examine these carefully as they provide clues to the identity of the owner. Contents might include train tickets, maps, photographs, books and clothing. In groups, children discuss their ideas about who might own the bag. Provide prompt questions to focus the children’s discussion. These might include: How old is the owner? Where do they live? What is their occupation? What kind of house do they live in? What do we know about their family? What interests or hobbies do they have? Encourage the children to support their ideas with evidence. Model and encourage the use of tentative language such as ‘This suggests...’ ‘Maybe...’ ‘At first I thought...’ ‘Perhaps...’ ‘This could mean...’ Each group of children is asked to create a profile of the owner of the bag. Provide each group of children with a large sheet of paper to record their ideas. Children present their profiles, again using tentative language. The point + evidence + explanation prompt could help to structure presentations. The above activities could be carried out in role with the children as detectives and the teacher in role as the chief detective inspector. <p>Grammar: Warm ups throughout the reading phase - identifying the subject and object of a sentence.</p> <p>Reading and responding</p> <ul style="list-style-type: none"> Through shared reading, explore a range of detective fiction (short stories and a class novel). Also include extracts from children’s mystery films, e.g. Scooby Doo, Young Sherlock Holmes, Basil the Great Mouse Detective, Nancy Drew.

	<ul style="list-style-type: none"> ▪ Create a large KWL grid for the working wall. Use this to examine how the writer gradually reveals clues for the reader. Plot these on the grid, recording the children's ongoing thoughts as the story progresses and clues are revealed. ▪ Support the children in using tentative language to propose, express and refine ideas, e.g. <i>I wonder whether...; Maybe...; At first I thought...but now...</i> ▪ Using Book Talk, take part in discussions as a class and in smaller groups. Support children in challenging their peers with questions, justifying opinions and responding to different viewpoints. ▪ Support the children in recognising and comparing authors' techniques to influence and manipulate the reader, e.g. the use of red herrings; character descriptions which suggest characters are unsavoury or suspicious or, conversely, upstanding and beyond reproach; providing multiple characters with a plausible motive. ▪ Focus on vocabulary. In tackling unfamiliar words, explore pronunciation as well as meaning. Use dictionaries to find definitions then discuss these in the context of the text. In order to support the writing phase, record any useful vocabulary on the working wall, including genre specific language such as <i>alibi, motive</i> and <i>red herring</i>. 					
Week 2	<ul style="list-style-type: none"> ▪ Reading and Writing ▪ Children should record ongoing responses in their reading journals. Entries might include Point + Evidence + Explanation (PEE prompt), writing in role as investigating detectives, writing summaries and making predictions. ▪ Predict what might have happened from information stated and implied. Use drama and short writing tasks to explore different theories linked to the crimes, flashing forwards and backwards in time. <p>Reading and analysing</p> <ul style="list-style-type: none"> ▪ Compare aspects of different detective stories and novels such as suspects, red herrings, detective and culprit. A full list of features can be found on the Lancashire English Team's mystery fiction tablemat. ▪ With the children, create a checklist of genre features for detective fiction. <p>Gathering content</p> <p>Grammar: Warm ups throughout the gathering content phase – use of the active and passive voice.</p> <p>The gathering content phase is particularly important for detective fiction in that all the elements need to work together to intrigue the reader. Consequently, it may be necessary to spend longer in this phase for this unit than for other narrative units.</p>					
Week 3	<ul style="list-style-type: none"> ▪ Writing <p>Developing a plot</p> <ul style="list-style-type: none"> ▪ Simple plot outlines can be provided, e.g. <table border="1" data-bbox="660 994 1321 1161"> <tr><td>Detective approached by a character asking for help.</td></tr> <tr><td>Detective explores the scene of crime.</td></tr> <tr><td>Detective interviews/meets suspects.</td></tr> <tr><td>Detective finds him/herself in danger.</td></tr> <tr><td>Detective reveals the culprit.</td></tr> </table> <ul style="list-style-type: none"> ▪ Alternative ideas for plots might include: ▪ Using ideas from nursery rhymes or fairy tales, e.g. the case of the stolen porridge (invent motives for Goldilocks, Little Jack Horner, Mrs Sprat, the Knave of Hearts...), the case of the vandalised London Bridge – (who might have damaged it?) or the case of the poisoned the apple. ▪ Plots from children's film or TV animations, e.g. Scooby-doo. ▪ The board game Cluedo – the latest versions of the game come with short biographies of all the characters and ways in which they are related or interlinked. <p>Developing characters</p> <p>The detective</p> <ul style="list-style-type: none"> ▪ Share images of fictional detectives from television, film and fiction, e.g. Sherlock Holmes, Miss Marple, Poirot, Jonathan Creek, Jessica Fletcher. 	Detective approached by a character asking for help.	Detective explores the scene of crime.	Detective interviews/meets suspects.	Detective finds him/herself in danger.	Detective reveals the culprit.
Detective approached by a character asking for help.						
Detective explores the scene of crime.						
Detective interviews/meets suspects.						
Detective finds him/herself in danger.						
Detective reveals the culprit.						

		<ul style="list-style-type: none"> Fictional detectives are often eccentric or quirky in some way and this can be shown through appearance, behaviour and speech. Provide a selection of hats, scarves, and accessories – the more unusual the better. Working in groups and following the teacher’s modelling, the children are asked to create their detective, selecting one or two items to form part of their character’s ‘signature look’. The children should then list a few words or phrases to sum up the appearance of their detective. Children should discuss the personality of their detective and list words or phrases to describe this, e.g. methodical, an introvert/extrovert etc. Vocabulary cards and opportunity to explore word meanings could be provided to support this. Ideas for each detective – including their name, words and phrases to describe appearance and personality – could be recorded on a plain white t-shirt using washable marker pens. The t-shirts could then be worn by children. In role as their detective, they could take part in interviews, e.g. a chat show. Further develop ideas about the character of the detective by providing the children with a selection of scenarios to discuss or role play, e.g. how would they react if: <ul style="list-style-type: none"> they were asked to open a jar which no one else could open? they had just missed their bus? someone spilled a hot drink in their lap? Children should be encouraged to show their character’s personality through the ways in which they act, react and interact. Use short writing opportunities to record these. <p>Additional characters (suspects) Following modelling, children should create a number of additional characters who will be the suspects. Show the children how to create characters which are clearly contrasting</p> <p>Writing</p> <ul style="list-style-type: none"> Use the plan created. Use shared writing techniques to model a section at a time. Focus on skills – effective use of the active and passive voice, devices to build cohesion between paragraphs, and introducing and developing characters through action, dialogue and description. Children follow the modelling each day from the whole class focus and use their own plan to inform writing. Use AFL, marking and feedback to adjust shared writing focus daily. Support the children in evaluating, editing and improving their stories to suit their audience and purpose
Week 4		▪
Week 5		▪
Week 6		▪
Week 7		▪
Week 8		▪

Spring 1 – EYFS		
	Unit: Our Planet	Objectives
Week 1	<u>Literacy:</u>	Topic Overview: Our Planet
Week 2	Comprehension ELG	Continents, Oceans, The Poles, Dinosaurs, Habitats and the animals that live in them, Minibeasts
Week 3	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	I can name all Phase 2 letter sound correspondences.
Week 4	Anticipate – where appropriate – key events in stories;	
Week 5		
Week 6		I can read all Phase 2 HFWs.

	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading ELG Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing ELG Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.</p>	<p>I can read some Phase 3 words containing known digraphs, with support</p> <p>I can read band books that match my phonic phase, sometimes with support</p> <p>I can write a simple phrase/sentence with support.</p> <p>I can form some recognisable letters matched to sounds.</p>
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Spring 1 – Year 1		
Growth and Green fingers		
	Unit	Objectives
Week 1	<u>Classic Stories</u>	<ul style="list-style-type: none"> ■ Make predictions based on what has been read so far. ■ Discuss the title and how it relates to the whole story. ■ Identify and discuss the main events in stories. ■ Identify and discuss the main characters in stories. ■ Read words containing <i>-ed</i>, <i>-er</i> and <i>-est</i>. ■ Use patterns and repetition to support oral retelling. ■ Give opinions and support with reasons.
Week 2		<ul style="list-style-type: none"> ■ Orally compose every sentence before writing. ■ Reread every sentence to check it makes sense. ■ Punctuate simple sentences with capital letters and full stops. ■ Say, and hold in memory whilst writing, simple sentences which makes sense.
Week 3		<ul style="list-style-type: none"> ■ Sequence events in order. ■ Identify and use exclamation marks. ■ Add suffixes to verbs where no spelling change is needed to the root word, e.g. <i>pull – pulled</i>.
Week 4	<u>Instructions</u>	<ul style="list-style-type: none"> ■ Listen to a range of instructions. ■ Recall specific information in texts. ■ Introduce and discuss key vocabulary. ■ Check that texts make sense while reading and self-correcting. ■ Listen to others. ■ Take turns. ■ Explain clearly their understanding of what is read to them.

Week 5		<ul style="list-style-type: none"> ■ Read aloud accurately texts that are consistent with their developing phonic knowledge. ■ Write simple sentences that can be read by themselves and others. ■ Punctuate simple sentences with capital letters and full stops. ■ Reread every sentence to check it makes sense. ■ Orally plan and rehearse ideas. ■ Sequence ideas in order. ■ Write in different forms with simple text features e.g. instructions. ■ Read aloud their writing to adults and peers.
Week 6	<u>Traditional Rhymes</u>	<ul style="list-style-type: none"> ■ Listen to a range of poems. ■ Recognise and join in with language patterns and repetition. ■ Recite rhymes and poems by heart. ■ Use patterns and repetition to support oral retelling. ■ Make personal reading choices and explain reasons for choices. ■ Introduce and discuss key vocabulary. ■ Listen to what others say. ■ Orally plan and rehearse ideas. ■ Write poems with simple structures. ■ Write simple sentences that can be read by themselves and others. ■ Use capital letters for names of people. ■ Separate words with finger spaces. ■ Use their phonic knowledge when spelling any unfamiliar words. ■ Read aloud their writing to adults and peers.

Spring 1 – Year 2		
Explorers		
	<u>Unit</u>	<u>Objectives</u>
Week 1	<u>Stories by the Same Author</u>	<ul style="list-style-type: none"> ■ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ■ Read further common exception words, noting tricky parts. ■ Use tone and intonation when reading aloud. ■ Listen to a range of texts at a level beyond that at which they can read independently including stories. ■ Sequence and discuss the main events in stories. ■ Introduce and discuss key vocabulary within the context of a text. ■ Identify, discuss and collect favourite words and phrases. ■ Make predictions using evidence from the text.
Week 2		<ul style="list-style-type: none"> ■ Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i> ■ Make contributions in whole class and group discussion. ■ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. ■ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i> ■ Use subordination for time, e.g. build on <i>when</i> (autumn term), and extend to other time connectives: <i>while, as, before, after.</i> ■ Use past tense for narrative.

Week 3		<ul style="list-style-type: none"> Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> Write about fictional events. Proofread to check for errors in spelling, grammar and punctuation. Read aloud their writing with intonation to make their meaning clear.
Week 4	<u>Non-Chronological reports</u>	<ul style="list-style-type: none"> Read frequently encountered words quickly and accurately without overt sounding and blending. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Read a range of non-fiction texts including information, explanations, instructions, recounts, reports. Discuss how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> Check that texts make sense while reading and self-correct. Make contributions in whole class and group discussion.
Week 5		<ul style="list-style-type: none"> Listen and respond to contributions from others. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. Use subordination for reason, e.g. build on <i>because</i> and <i>so</i> (autumn term), extend to other reason connectives; <i>if, then, for, unless.</i> Use present and past tense for non-chronological reports.
Week 6		<ul style="list-style-type: none"> Plan and discuss what to write about e.g. <i>text mapping, collect new vocabulary, key words.</i> Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform.</i> Write about real events. Edit and improve their own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation.

Spring 1 – Year 3		
	<u>Unit</u>	<u>Objectives</u>
Week 1		▪
Week 2		▪
Week 3		▪
Week 4		▪
Week 5		▪
Week 6		▪

Spring 1 – Year 4

	<u>Unit</u>	<u>Objectives</u>
Week 1		▪
Week 2		▪
Week 3		▪
Week 4		▪
Week 5		▪
Week 6		▪

<u>Spring 1 – Year 5</u>		
	<u>Unit</u>	<u>Objectives</u>
Week 1		▪
Week 2		▪
Week 3		▪
Week 4		▪
Week 5		▪
Week 6		▪

<u>Spring 1 – Year 6</u>		
	<u>Unit</u>	<u>Objectives</u>

Week 1		■
Week 2		■
Week 3		■
Week 4		■
Week 5		■
Week 6		■

Spring 2 – EYFS		
	<u>Unit: Faces of the Earth</u>	<u>Objectives</u>
Week 1	<p>Literacy: Comprehension ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading ELG Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Topic Overview: Faces of the Earth Farms, Diversity, Famous stories, Festivals, Protecting our Planet</p> <p>I can read the digraphs of Phase 3</p> <p>I can read some of the first 44 letter sound correspondences with support (Phase 3)</p> <p>I can read all Phase 3 HFWs</p> <p>I can spell Phase 2 HFWs, following a model where necessary</p> <p>I can begin to spell CVC words containing Phase 3 digraphs</p>
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		

	<p>Writing ELG Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.</p>	<p>I can read band books that match my phonic phase, sometimes with support I can write simple sentences containing learnt Phase 3 digraphs (when guided)</p>
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Spring 2 – Year 1			
Family Album			
	<u>Unit</u>	<u>Objectives</u>	
Week 1	<u>Traditional Tales</u>	<ul style="list-style-type: none"> ▪ Listen to a range of texts (traditional tales) at a level beyond that at which they can read independently. ▪ Make predictions based on what has been read so far. ▪ Identify and discuss the main events in stories. Identify and discuss the main characters in stories. ▪ Make basic inferences about what is being said and done. ▪ Use patterns and repetition to support oral retelling. ▪ Retelling familiar stories in a range of contexts <i>e.g. small world, role play, storytelling.</i> ▪ Give opinions and supporting with reasons. 	
Week 2		<ul style="list-style-type: none"> ▪ Orally compose every sentence before writing. ▪ Reread every sentence to check it makes sense. ▪ Punctuate simple sentences with capital letters and full stops. 	
Week 3		<ul style="list-style-type: none"> ▪ Sequence events in order. ▪ Use simple connectives to link ideas <i>e.g. and, but, or, so.</i> ▪ Say, and hold in memory whilst writing, simple sentences which makes sense. ▪ Add the prefix '<i>un</i>' to verbs and adjectives to change the meaning <i>e.g. untie, unkind.</i> 	
Week 4		<u>Recounts</u>	<ul style="list-style-type: none"> ▪ Listen to a range of non-fiction (recounts). ▪ Listen to others. ▪ Activate prior knowledge. ▪ Recall specific information in texts. ▪ Relate texts to own experiences. ▪ Discuss key vocabulary. ▪ Check that texts make sense while reading and self-correcting. ▪ Read aloud texts using that are consistent with their developing phonic knowledge. ▪ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
Week 5			<ul style="list-style-type: none"> ▪ Write simple sentences that can be read by themselves and others. ▪ Punctuate simple sentences with capital letters and full stops. ▪ Reread every sentence to check it makes sense. ▪ Use capital letter for the personal pronoun 'I'. ▪ Use capital letters for people, places and days of the week.

Week 6	<ul style="list-style-type: none"> ■ Orally plan and rehearse ideas. ■ Sequence ideas/events in order. ■ Write in different forms with simple text features e.g. <i>recounts</i>. ■ Read aloud their writing to adults and peers.
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Spring 2 – Year 2		
The Farm Shop		
	Unit	Objectives
Week 1	<u>Stories with familiar settings</u>	<ul style="list-style-type: none"> ■ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ■ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>. ■ Retell a wider range of stories. ■ Identify, discuss and collect favourite words and phrases. ■ Use sentences with different forms: statement, question, command, exclamation.
Week 2		<ul style="list-style-type: none"> ■ Make predictions using evidence from the text ■ Use past tense for narrative. ■ Select, generate and effectively use adjectives. ■ Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i> ■ Make inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> ■ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.
Week 3		<ul style="list-style-type: none"> ■ Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ■ Write about fictional events. ■ Evaluate their writing with adults and peers. ■ Proofread to check for errors in spelling, grammar and punctuation.
Week 4	<u>Persuasion</u>	<ul style="list-style-type: none"> ■ Read a range of non-fiction texts. ■ Discuss how specific information is organised within a non-fiction text. ■ Introduce and discuss key vocabulary within the context of a text. ■ Check that texts make sense while reading and self-correct. ■ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. ■ Use sentences with different forms: statement, question, command, exclamation. ■ Use commas to separate items in a list. ■ Use present tense for persuasive adverts. ■ Select, generate and effectively use adjectives. ■ Use suffixes <i>-er</i> and <i>-est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>.
Week 5		<ul style="list-style-type: none"> ■ Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ■ Use specific text type features to write for a range of audiences and purposes, e.g. to persuade. ■ Edit and improve their own writing in relation to audience and purpose. ■ Evaluate their writing with adults and peers. ■ Read aloud their writing with intonation to make the meaning clear.

Week 6	<u>Riddles</u>	<ul style="list-style-type: none"> Listen to a range of texts at a level beyond that at which they can read independently including contemporary and classic poetry. Identify, discuss and collect favourite words and phrases. Make personal reading choices and explain reasons for choices. Introduce and discuss key vocabulary within the context of a text. Make predictions using evidence from the text. Listen and respond to contributions from others. Say, write and punctuate simple and compound sentences using the connectives <i>and, but, or</i>. Use subordination for time, e.g. <i>when, while, as, before, after</i>. Use subordination for reason, e.g. <i>because, if, unless</i>.
Week 7		<ul style="list-style-type: none"> Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. Use specific text type features to write for a range of audiences and purposes. Write simple poems based on models. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation.

Spring 2 – Year 3		
<u>There's No Place Like Home</u>		
	<u>Unit</u>	<u>Objectives</u>
Week 1	Folk Tales Outcome: Innovation of a folk tale Presentation of the innovated narrative to an audience using props, images and actions	Cold Write Rainbow Grammar Listen to and read a folk tale To identify the structure of folk tales: retelling a range of stories/ folk tales: Grimm's Fairy Tales , Rudyard Kipling Just So Stories, The Lancashire Giant. Sequence and identify the main events in stories Identify and discuss themes: e.g good over Evil, weak/ strong, wise and foolish etc Identify and discuss conventions: e'g numbers 3 and 7, repetition of magical sentences Raise questions during the reading process : e.g: I wonder why that Character Use role play <ul style="list-style-type: none"> To use conjunctions
Week 2		To use direct speech using inverted commas: explore speech and dialogue in a folk tale- reading it first – link to drama Rainbow Grammar - Speech To punctuate direct speech <ul style="list-style-type: none"> To use prepositions: Identify, select, generate and effectively use prepositions for where: e.g above, below, beneath, within, outside, beyond. Identify the key features of folk tales and create a checklist <ul style="list-style-type: none"> Model chunking the plot into key events and create a whole class grid/ story map or story board. Create and develop plots based on a model: pupils contribute to a whole class version: add key vocabulary

		<ul style="list-style-type: none"> Read and Analyse narrative to plan their own folk tale/ traditional tale <p>Plan their own folk tale/ traditional tale</p> <ul style="list-style-type: none"> Discuss and propose changes with partners and in small groups
Week 3		<p>To develop ideas for a new folk tale: teacher models each section using the ideas generated from the whole class story: then pupils write their own from their storyboard plan</p> <p>To write the opening of a folk tale: To write a build-up for a folk tale To write the problem and resolution paragraphs To write the concluding paragraph</p> <ul style="list-style-type: none"> Hot Write <i>Edit, redraft and present</i> <i>Use appropriate intonation, tone and volume to present their folk tale to a group or class.</i>
Week 4	<u>Biography of a regional/ local hero</u>	<p>Cold Task</p> <p>To describe an event To sequence events</p> <p>Listen to and discuss a range of biographies: include print and film versions: can use stories from School Years – BBC Class clips.</p> <p>Read a range of biographies</p> <p>Discuss the purpose of paragraphs in a biography and the key idea in each paragraph.</p> <p>Evaluate how specific information is included: sub headings, contents, bullet points, glossary etc</p> <ul style="list-style-type: none"> To write questions for a biography interview: see if can get that local person to visit
Week 5		<p>To write a recount using time adverbials</p> <p>Use Rainbow Grammar to explore, identify and create complex sentences using a range of conjunctions: e.g while, after, before</p> <p>To identify sections of a biography To write in the past tense</p> <p>To sort into paragraphs: group information : plan biography</p> <ul style="list-style-type: none"> To research facts for a biography: discuss and explore information about the selected person, reading information in print, on screen or by using film clips. Discuss and record information using sticky notes. Identify and use headings and sub headings to organise information: move information from plan from the sticky notes into those sub headings.
Week 6		<p>To write introduction paragraph for a biography: teacher models each part from the whole class plan: focus on skills in each paragraph: connectives, conjunctions and paragraphs: children follow the modelling each day from the whole class focus</p> <p>To write the main paragraph to a biography To plan a biography</p> <ul style="list-style-type: none"> Hot write: To write a biography Editing and redrafting: Use AFL, marking and feedback to adjust shared writing focus daily. Presentation: Publish the biography as a poster, booklet/ ICT outcome Convert the biography into a documentary/ film using tablets.
Week 7		<ul style="list-style-type: none"> Consolidation

Spring 2 – Year 4		
	Unit	Objectives
Week 1		▪
Week 2		▪
Week 3		▪
Week 4		▪
Week 5		▪
Week 6		▪
Week 7		▪

Spring 2 – Year 5		
	Unit	Objectives
Week 1		▪
Week 2		▪
Week 3		▪
Week 4		▪
Week 5		▪
Week 6		▪
Week 7		▪

Spring 2 – Year 6		
	Unit	Objectives
Week 1		▪
Week 2		▪
Week 3		▪
Week 4		▪
Week 5		▪
Week 6		▪
Week 7		▪

Summer 1 – EYFS		
	Unit: Water	Objectives
Week 1	Literacy:	Topic Overview: Water
Week 2	Comprehension ELG	Ocean Life, Water cycle, Weather and climates, Rivers, Growing, Ponds
Week 3	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	I can read the first 44 letter sound correspondences (Phase 3)
Week 4	Anticipate – where appropriate – key events in stories;	I can read longer words containing short vowels and adjacent consonants (Phase 4) CVCC, CCVC, CCVCC, CCCVC, CCCVCC
Week 5	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	I can read some compound words by ‘chunking’.
	Word Reading ELG	I can read some root words ending in -ed, -est.
	Say a sound for each letter in the alphabet and at least 10 digraphs;	I can write a sequence of simple sentences using any taught digraphs/trigraphs (when guided)
	Read words consistent with their phonic knowledge by sound-blending;	I can form most letters correctly
	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
	Writing ELG	
	Write recognisable letters, most of which are correctly formed	
	Spell words by identifying sounds in them and representing the sounds with a letter or letters	
	Write simple phrases and sentences that can be read by others.	

Summer 1 – Year 1		
The Great Outdoors		
	Unit	Objectives

Week 1	<u>Stories with Familiar Settings</u>	<ul style="list-style-type: none"> ▪ Make predictions based on what has been read so far. ▪ Explain clearly their understanding of what is read to them. ▪ Identify and discuss the main events in stories. ▪ Identify and discuss the main characters in stories. ▪ Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. ▪ Make basic inferences about what is being said and done. ▪ Read words containing <i>-s, -es, -ing</i> and <i>-ed</i> endings. ▪ Split two and three syllable words into the separate syllables to support blending for reading.
Week 2		<ul style="list-style-type: none"> ▪ Reread every sentence to check it makes sense. ▪ Punctuate simple sentences with capital letters and full stops. ▪ Add suffixes to verbs where no spelling change is needed to the root word, e.g. <i>help – helping, camp – camping, think-thinking etc.</i> ▪ Identify and use question marks. ▪ Use simple joining words to link ideas e.g. <i>and</i>. ▪ Use familiar plots for structuring the opening, middle and end of their stories. ▪ Discuss their writing with adults and peers. ▪ Read aloud their writing to adults and peers.
Week 3	<u>Non-fiction Texts: Booklets</u>	<ul style="list-style-type: none"> ▪ Recall specific information in texts. ▪ Read aloud books closely matched to their improving phonic knowledge. ▪ Introduce and discuss key vocabulary. ▪ Activate prior knowledge e.g. <i>what do you know about camping/the park/our school grounds etc?</i> ▪ Explain clearly their understanding of what is read to them. ▪ Listen to what others say. ▪ Take turns. ▪ Demonstrate understanding of texts by answering questions related to who, what, where, when and why.
Week 4		<ul style="list-style-type: none"> ▪ Write simple sentences that can be read by themselves and others. ▪ Punctuate simple sentences with capital letters and full stops. ▪ Use question marks. ▪ Re-read every sentence to check it makes sense. ▪ Use simple joining words to link ideas e.g. <i>and</i> etc. ▪ Write information texts with simple text type features. ▪ Discuss their writing with adults and peers. ▪ Read aloud their writing to adults and peers.
Week 5	<u>Traditional Rhymes</u>	<ul style="list-style-type: none"> ▪ Recognise and join in with language patterns and repetition. ▪ Recite rhymes and poems by heart. ▪ Use patterns and repetition to support oral retelling. ▪ Orally plan and rehearse ideas. ▪ Write poems with simple structures. ▪ Write simple sentences that can be read by themselves and others. ▪ Use capital letters for names of places ▪ Separate words with finger spaces. ▪ Use their phonic knowledge when spelling any unfamiliar words. ▪ Read aloud their writing to adults and peers.

Summer 1 – Year 2

The Wind in the Willows

	Unit	Objectives
Week 1	Animal adventure stories	<ul style="list-style-type: none"> ▪ Listen to a range of texts at a level beyond that at which they can read independently including stories. ▪ Sequence and discuss the main events in stories. ▪ Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? ▪ Give opinions and support with reasons e.g. Was Goldilocks a good or bad character? ▪ Use subordination for time, e.g. <i>when, while, as, before, after</i>. ▪ Use subordination for reason, e.g. <i>because, if, unless</i>. ▪ Use the suffix <i>-ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. ▪ Select, generate and effectively use adjectives.
Week 2		<ul style="list-style-type: none"> ▪ Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ▪ Use specific text type features to write for a range of audiences and purposes e.g. entertain. ▪ Write about fictional events. ▪ Evaluate their writing with adults and peers. ▪ Proofread to check for errors in spelling, grammar and punctuation.
Week 3	Recount: letters	<ul style="list-style-type: none"> ▪ Read a range of non-fiction texts including recounts. ▪ Discuss how specific information is organised within a non-fiction text. ▪ . ▪ Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling? ▪ Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll</i>. ▪ Use past tense for recounts. ▪ Select, generate and effectively use nouns. ▪ Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>.
Week 4		<ul style="list-style-type: none"> ▪ Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ▪ Use specific text type features to write for a range of audiences and purposes. ▪ Write about real and fictional events. ▪ Evaluate their writing with adults and peers. ▪ Read loud their writing with intonation to make the meaning clear.
Week 5	<u>Classic Poetry</u>	<ul style="list-style-type: none"> ▪ Learn and recite a range of poems using appropriate intonation. ▪ Recognise use of repetitive language within a text or poem. ▪ Introduce and discuss key vocabulary within the context of a text. ▪ Make contributions in whole class and group discussion. ▪ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. ▪ Use sentences with different forms: statement; question; command; exclamation. ▪ Select, generate and effectively use adjectives. ▪ Select, generate and effectively use verbs. ▪ Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ▪ Write simple poems based on models. ▪ Evaluate their writing with adults and peers.

		<ul style="list-style-type: none"> ▪ Read aloud their writing with intonation to make the meaning clear.
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<u>Summer 1 – Year 3</u>		
	<u>Unit</u>	<u>Objectives</u>
Week 1		▪
Week 2		▪
Week 3		▪
Week 4		▪
Week 5		▪

<u>Summer 1 – Year 4</u>		
	<u>Unit</u>	<u>Objectives</u>
Week 1		▪
Week 2		▪
Week 3		▪
Week 4		▪
Week 5		▪

Summer 1 – Year 5		
	<u>Unit</u>	<u>Objectives</u>
Week 1		▪
Week 2		▪
Week 3		▪
Week 4		▪
Week 5		▪

Summer 1 – Year 6		
	<u>Unit</u>	<u>Objectives</u>
Week 1		▪
Week 2		▪
Week 3		▪
Week 4		▪
Week 5		▪

Summer 2 – EYFS		
	Unit: Sun, See and Sand	Objectives
Week 1	<p>Literacy:</p> <p>Comprehension ELG</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading ELG</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing ELG</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Topic Overview: Sun, Sea and Sand</p> <p>Rainbows, The Seaside, Pirates, Transport and Travel, Holidays</p> <p>I can confidently read all the first 44 letter sound correspondences (Phase 3)</p> <p>I can read longer words containing long vowels and adjacent consonants (Phase 4) CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>I can read some compound words by ‘chunking’.</p> <p>I can read some root words ending in -ed, -es, er, -est</p> <p>I can spell the Phase 3 HFWs, sometimes following a model</p> <p>I can read band books that match my phonic phase, sometimes with support.</p> <p>I can write a sequence of simple sentences using any taught digraphs/trigraphs.</p>
Week 2		
Week 3		
Week 4		
Week 5		

Summer 2 – Year 1		
Robots		
	Unit	Objectives
Week 1	<p><u>Stories with Fantasy Settings Recounts</u></p>	<ul style="list-style-type: none"> ▪ Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings. ▪ Identify and discuss the main events in stories. Identify and discuss the main characters in stories. ▪ Use patterns and repetition to support oral retelling. ▪ Retell familiar stories in a range of contexts, e.g. <i>small world, role play, storytelling</i>. ▪ Make predictions based on what has been read so far. ▪ Make basic inferences about what is being said and done. ▪ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy.
Week 2		<ul style="list-style-type: none"> ▪ Say and hold in memory whilst writing, simple sentences which make sense. ▪ Write simple sentences that can be read by themselves and others. ▪ Separate words with finger spaces.

		<ul style="list-style-type: none"> Punctuate simple sentences with capital letters and full stops. Use capital letters for names of people, places and days of the week. Identify and use question marks and exclamation marks. Use simple 'joining words' to link ideas. Pluralise nouns – build on using '-s' e.g. <i>dog, dogs</i>, as addressed in previous units, to using '-es', e.g. <i>wish, wishes</i>.
Week 3		<ul style="list-style-type: none"> Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Sequence ideas/events in order. Use formulaic phrases to open and close texts. Use familiar plots for structuring the opening, middle and end of their stories. Read aloud their writing to adults and peers.
Week 4	<u>Recounts</u>	<ul style="list-style-type: none"> Apply phonic knowledge for reading. Recall specific information in texts. Relate texts to own experiences. Say and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with finger spaces. Punctuate simple sentences with capital letters and full stops. Use capital letter for the personal pronoun I.
Week 5		<ul style="list-style-type: none"> Use simple joining words to link ideas. Pluralise nouns using '-s' and '-es' e.g. <i>dog, dogs; wish, wishes</i>. Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. Reread every sentence to check it makes sense. Orally plan and rehearse ideas. Sequence ideas/events in order. Write in different forms with simple text type features e.g. recounts. Discuss their writing with adults and peers.
Week 6	<u>Poems for Learning by Heart</u>	<ul style="list-style-type: none"> Spilt two and three syllable words into the separate syllables to support blending for reading. Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter. Recognise and join in with language patterns and repetition. Recite rhymes and poems by heart. Separate words with finger spaces. Identify and use question marks and exclamation marks. Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. Orally plan and rehearse ideas. Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. Read aloud their writing to adults and peers.

	<u>Unit</u>	<u>Objectives</u>
Week 1	Story as a Theme	<ul style="list-style-type: none"> ▪ Sequence and discuss the main events in stories. ▪ Retell a wider range of stories, fairy tales and traditional tales. ▪ Recognise use of repetitive language within a text or poem. ▪ Make predictions using evidence from the text. ▪ Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll</i>. ▪ Select, generate and effectively use nouns. ▪ Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>. ▪ Use subordination for time and reason.
Week 2		<ul style="list-style-type: none"> ▪ Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. ▪ Use specific text type features to write for a range of audiences and purposes, e.g. <i>to entertain</i>. ▪ Write about real and fictional events. ▪ Edit and improve their own writing in relation to audience and purpose. ▪ Evaluate their writing with adults and peers.
Week 3	Explanations	<ul style="list-style-type: none"> ▪ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>. ▪ Use commas to separate items in a list. ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>-er</i> and <i>-est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest</i>.
Week 4		<ul style="list-style-type: none"> ▪ Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. ▪ Use specific text type features to write for a range of audiences and purposes. ▪ Write simple explanations based on models. ▪ Evaluate their writing with adults and peers. ▪ Read aloud their writing with intonation to make the meaning clear.
Week 5	<u>Poems on a theme</u>	<ul style="list-style-type: none"> ▪ Learn and recite a range of poems using appropriate intonation. ▪ Identify, discuss and collect favourite words and phrases. ▪ Recognise use of repetitive language within a text or poem. ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>-er</i> and <i>-est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. ▪ Use specific text type features to write for a range of audiences and purposes. ▪ Write simple poems based on models. ▪ Evaluate their writing with adults and peers. ▪ Read aloud their writing with intonation to make the meaning clear.

<u>Summer 2 – Year 3</u>		
	<u>Unit</u>	<u>Objectives</u>

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Summer 2 – Year 4		
	Unit	Objectives
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Week 3		▪
Week 4		▪
Week 5		▪

Summer 2 – Year 5		
	Unit	Objectives
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Week 3		▪
Week 4		▪
Week 5		▪

Summer 2 – Year 6		
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	<u>Unit</u>	<u>Objectives</u>
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Week 3		▪
Week 4		▪
Week 5		▪