

Autumn 1	7 weeks
Reading – Last stop to the market • Identify purpose and audience for writing. – • Share book cover and discuss what children see and ascribe meaning to the title and images. • Predict what the story may be about after revealing CJ's relationship to his grandma. -Listens attentively to stories at an appropriate interest level. – • Can distinguish between a word, a letter and a space. – • Make inferences on what is being said and done e.g., why does the outside smell like freedom? – • Use immersive activities e.g., role play to sequence CJ's routine. • Orally share sequential language e.g., "first, next, then" • Create a map of CJ's routine and include sequential language. • Identify verbs in context of the story • Define, collect and magpie key vocabulary e.g., nouns, adjectives and verbs.	2 weeks
Narrative – retell a story <u>Lesson Sequence</u> Step One – Read CJ's story again – how is the story set out? Sequenced? Step Two – Read and answer comprehension questions on the story Step Three – Plan own sentences for retelling of CJ's story. Composing a sentence orally before writing it. Step Four – Write independent pieces. • Using spacing between words that reflects the size of the letters. • For greater depth; Letters are correctly formed and oriented, start, and finish in the correct place. • Extending sentences using the co-ordinating conjunction of "and". • Punctuating sentences correctly using a capital letter and full stop. Step Five – Edit and improve own pieces. Re-reading what they have written to check that it makes sense.	2 weeks
Reading – Elmer and the Lost Teddy • Identify purpose and audience for writing. • Listens attentively to the story at an appropriate interest level. – • Can read aloud with the correct intonation and attention to punctuation. – • Can make plausible predictions of the story. – • Sequence and re-tell the story. – • Use immersive activities to express opinions about main events and characters in stories. E.g. role-play, hot seating.	1 week
Recount <u>Lesson Sequence</u> Step One – Features of a recount Step Two – Read a range of other recounts Step Three – Plan own recount pieces – simple sentences Step Four – Write independent pieces • Using spacing between words that reflects the size of the letters. • For greater depth; Letters are correctly formed, oriented and start and finish in the correct place. • Punctuating sentences correctly using a capital letter and full stop. • Extending sentences using the co-ordinating conjunction of "and". • Applying sentence openers of: First, next, then, finally etc.	2 weeks

Step Five – Edit and improve own pieces. Re-reading what they have written to check that it makes sense.

Autumn 2		6 weeks
Reading –Kipper’s Toy Box - Identify purpose and audience for writing. - Can read aloud with the correct intonation and attention to punctuation. - Is fully engaged in the text and understanding it so that they can begin to empathise, infer and deduce. - Use immersive activities such as role-play, freeze frames and hot seating to familiarise children with the story and allow them to explore characters. - Can discuss the significance of the title and events. - Can make plausible predictions of the story. - Sequence and re-tell the story.		1 week
Recount – letter <u>Lesson Sequence</u> Step One – Expose children to different types of letters so that they can identify features. Step Two – Read a letter and make links with features - Identify different types of punctuation and what effect this has on the reader e.g. exclamation mark. - Define, collect and magpie key vocabulary e.g. nouns, adjectives, and verbs. Generate synonyms for key words such as “sad”. Step Three – Plan own letter with guidance Step Four – Write independent pieces - Extending sentences using the co-ordinating conjunction of “and”. - Composing a sentence orally before writing it. - Using spacing between words that reflects the size of the letters. - For greater depth; Letters are correctly formed, oriented and start and finish in the correct place. - Punctuating sentences correctly using a capital letter and full stop. Step Five – Edit and improve own pieces. Re-reading sentences to make sure it makes sense.		2 weeks
Reading – Beegu - Identify purpose and audience for writing. - Can read aloud with the correct intonation and attention to punctuation. - Find clues from images in the book and make predictions. - Is fully engaged in the text and understanding it so that they can begin to empathise, infer and deduce. - Infer what a character may be thinking and how they are feeling. - Sequence and re-tell the story. - Use immersive activities such as conscious alley, role on the wall etc. to discuss and explore character’s feelings and motivations. - Can make plausible predictions of the story.		1 week
Recount - diary <u>Lesson Sequence</u> Step One – Features of a diary entry		2 weeks

Step Two – Read a range of diary entries and identify common structural and language features e.g. written in first person and with the personal pronoun 'I'. Define, collect and magpie key vocabulary e.g. nouns, adjectives verbs and some prepositions

Step Three – Plan own diary pieces – simple sentences

Step Four – Write independent pieces

- Imitate language features such as adjectives, verbs and similes.
- Extending sentences using the co-ordinating conjunction of "and".
- Composing a sentence orally before writing it.
- Using spacing between words that reflects the size of the letters.
- For greater depth; Letters are correctly formed, oriented and start and finish in the correct place.
- Punctuating sentences correctly using a capital letter and full stop.
- Start applying different types of punctuation such as exclamation marks and question marks.

Step Five – Edit and improve own pieces. Re-reading sentences to make sure it makes sense.

Spring 1	7 weeks
Reading Text: Olivia Saves the Circus • Identify purpose and audience for writing. • Plan a hook for this unit of work. • Can read aloud with the correct intonation and attention to punctuation, especially inverted commas to indicate direct speech. • Is fully engaged in the text and understanding it so that they can begin to empathise, infer and deduce. • Can use phonic knowledge to attempt unknown words. • Can use pictures (unprompted) and texts to identify meaning. • Sequence and re-tell the story. • Use immersive activities such as freeze frames, role-play etc. to discuss and explore character's feelings and motivations. • Define and put words in context from the story e.g. tight ropewalker, lion tamer, and unicycle.	2 week
Narrative <u>Lesson sequence</u> Step one- What are the features of a narrative? Step two – Read, collect and magpie descriptive language for each act that Olivia performs. Step three Plan own version of narrative Step four – Write own narrative for a circus story. • Write and imitate language features and sentence types for the story e.g.: - Adjectives - Simple similes - Some adverbs for G.D • Composing a sentence orally before writing it. • Extend sentences using the co-ordinating conjunction "and" • Punctuating sentences correctly using a capital letter and full stop. • Start to insert exclamation mark and question mark where appropriate and for effect. • Using spacing between words that reflects the size of the letters. Step five - Assess own writing and correct spelling and punctuation errors. Edit word choice for greater effect.	2 weeks
Reading Text - The Something • Identify purpose and audience for writing. • Plan a hook for this unit of work (based around holes) • Can read aloud with the correct intonation and attention to punctuation. • Find clues from images in the book and make predictions. • Use immersive techniques to ensure children are fully engaged in the text and understanding it so that they can begin to empathise, infer and deduce. • Infer what a character may be thinking and how they are feeling. • Sequence the story and explore alternative endings. • Discuss their own creative ideas about what could be inside the hole. • Visualise what could be inside the hole by drawing/painting. • Collect and magpie descriptive language for the setting and characters.	1 Week

Setting description <u>Lesson Sequence</u> Step one – what are the features of a setting description? Step two – read a number of setting descriptions Step three – plan their own setting description Step four – write own setting description • Imitate language features and sentence types for descriptive setting e.g.: - Adjectives - Verbs - Similes - Adverbs to describe movement for GD - Simple sentence openers • Composing a sentence orally before writing it. • Extend sentences using the co-ordinating conjunctions of “and”. • Include some prepositions e.g. “under, below, beside, above”. • Punctuating sentences correctly using a capital letter and full stop. • Insert exclamation mark and question mark where appropriate and for effect. Step five -Assess own writing and correct spelling and punctuation errors. Edit word choice for greater effect.	2 weeks
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Spring 2	5 weeks
Reading – The Tempest • Identify purpose and audience for writing. • Listens attentively to the story and can articulate likes and dislikes about certain parts of the story/characters. • Can sequence the story. • Can use immersive techniques to explore characters further- Prospero, Caliban, Antonio etc. This can be through role on the wall, conscience alley, hot seating etc. • Discuss the setting of the Tempest and the significance of the title. • Define and contextualise simple Shakespearean English. • Choose a part of the play to perform for the festival. • Define, collect and magpie language features used to describe the setting of the storm in the sea: - Simple expanded noun phrases - Verbs - Simple similes - Simple sound words e.g. CRASH! BANG! WHOOSH! • Vocalise and read script with correct intonation and expression.	2 week
Poetry <u>Lesson sequence</u> Step one - Introduce children to poems e.g. Pussy Cat, Pussy Cat. Read the rhyme to children, then repeat it, encouraging them to join in. Point out to children, that the rhyming words are at the end of each line, and using a highlighter colour the pairs of rhyming words. Draw children's attention to the repeated phrases/words. Step two -Read a range of poems including those that describe the sounds of the sea. Identify rhymes, patterns and structural features such as verses. Step three - Imitate language features such as adjectives (2A), verbs and similes. Step four Draft and write by: • Composing and rehearsing sentences orally. • Progressively building a varied and rich vocabulary. • Using spacing between words that reflects the size of the letters. Step five -Evaluate and edit by: • Proposing changes to grammar and vocabulary to improve consistency. • Proof-read for spelling and punctuation errors. • Re-reading sentences to ensure it makes sense. • Read-aloud their own poems to the whole class.	3 weeks

Summer 1		6 weeks
Reading Text: non-fiction information books about farms or an animals' lifecycle. - Identify purpose and audience for writing. - Plan a hook for this unit of work. - Listening to and discussing a wide range of fiction and non-fiction texts on chicks.		1 week
Non- fiction/ information <u>Lesson Sequence</u> Step one-Identify features of a non-fiction book e.g. contents, glossary, index, images and diagrams etc. Compare and contrast with fiction books. Step two - Define, collect and magpie technical language from texts on a particular animal. Read and discuss potential topics for an information booklet e.g. a chicken's habitat, differences between chickens, a chicken's diet etc. Step three – plan own information text Step four - Composing a sentence orally before writing it. - Organise information using simple headings e.g. "Where Chickens Live" - Extend sentences using the co-ordinating conjunctions of "and" and "but". - Punctuating sentences correctly using a capital letter and full stop. - Insert exclamation mark and question mark where appropriate and for effect. Step five - Assess own writing and correct spelling and punctuation errors. Edit word choice for greater effect.		2 weeks
Recount Text: recount texts - Identify purpose and audience for writing. - Cold Task - Plan a hook for this unit of work. - Sequence the events of a visit - Use immersive techniques to familiarise children with the chronological events of a visit e.g. role play, freeze frames. - Use sequential language/adverbials of time to aid chronology of events. - Define, collect and magpie technical and descriptive language of the farm and animals.		1 Week
Recount <u>Lesson Sequence</u> Step one – what are the features of a recount? Step two - Read a range of recounts and identify structural features of a recount: - Introduction - Main body- chronological order of events - Simple subheadings - Simple summary/comment about whether they would visit again -Identify language features: - Adjectives - Simple adverbials of time (Next, later etc.) - Apply question marks and exclamation marks where appropriate and for effect. - Some adverbs - Written in the first person. - Written in the past tense. Step three - Plan recount including journey to the destination, activities at the destination and the journey back to school. Step four – write own recount - Orally rehearse sentences - Extend sentences with co-ordinating conjunctions of "and" and "but"		2 weeks

- Use a range of punctuation including capital letters, full stops, question marks and exclamation marks

Step five - Assess own writing and correct spelling and punctuation errors. Final draft to be published to the best possible standard.

Summer 2	7 weeks
Reading Narrative Text: Little Red Riding Hood • Identify purpose and audience for writing. • Plan a hook for this unit of work e.g., basket full of clues from the text. • Use only illustration of the text to predict what happens in the story. Use speech bubbles to predict what the characters may be saying. • Can read aloud with the correct intonation and attention to punctuation. • Sequence and re-tell the story. • Use immersive techniques e.g., role-play, hot seating, to secure knowledge of the story and characters.	1 week
Narrative <u>Lesson Sequence</u> Step one – What are the features of a narrative? Step two - Wider reading of wolves/forests and collect key vocabulary. Recap on the story of little red riding hood. Step three - Plan a simple re-telling of the story with the structure of a beginning, middle and end. HA to be extended by writing in first person from the perspective of LRH or the Wolf. Step four – write own retelling of the story • Draw/create setting and key characters • Use language features and senses to describe the setting. • Use language features to describe appearance, personality and behaviour of key characters. • Identify language features in the text and discuss impact e.g., adjectives, conjunctions. • Composing a sentence orally before writing it. -Extend sentences using the co-ordinating conjunctions of “and” and “but”. -Punctuating sentences correctly using a capital letter and full stop. -Insert exclamation mark and question mark where appropriate and for effect. Step five - Assess own writing and correct spelling and punctuation errors. Edit word choice for greater effect.	3 weeks
Poetry Shape poems Text: range of poems • Identify purpose and audience for writing. • Discuss the different forms of poetry e.g., visual/shape and structured poems. • Read aloud a range of poems and discuss its meaning. • Discuss key vocabulary for poetry e.g. verse, couplet, rhyme etc. • Identify patterns and rhyming words in the poems. • Perform poetry through drama. <u>Lesson sequence</u> Step one - Children to experiment and write their own rhyming words. What are the features of this poem? Step two – read range of poems Step three - Plan their own poems. Step four – writing their own poems	3 Week

Draft and write by:

- Composing and rehearsing sentences orally
- Progressively building a varied and rich vocabulary

Apply descriptive language to poem with:

- Adjectives
- Onomatopoeia
- Simile
- Verbs

Step five -Evaluate and edit by:

- Proposing changes to grammar and vocabulary to improve consistency
- Proof-read for spelling and punctuation errors
- Read-aloud their own poems to the whole class