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| **YEAR 1 & 2** | **The Fox and the Star by Coralie Bickford-Smith** | **One Day on Our Blue Planet by Ella Bailey**  | **A First Book of Dinosaurs by Simon Mole** | **Hummingbird by Nicola Davies** | **Olga da Polga by Michael Bond** | **The Princess & the White Bear King by Tanya Robyn Batt** |
| **Literary Form**  | Narrative - fiction  | Non-fiction – information text | Poetry | Non-fiction (other cultures) | Narrative - fiction | Fiction – European folk tale |
| **PSED & Human Themes** | FriendshipLossCouragePerseverance  | Conservation Caring for the environment  | Feelings & experiences linked to family | Intercultural family lifeConcept of family; how each family can be/look different and mean something different to all of us | Caring for animals | EnduranceCompassionWhat makes something specialTrust & kindness |
| **Reading:** **Experience, Knowledge, Skills and Strategies** | * Reading Aloud
* Book Talk
* Responding to Illustration
* Role Play
* Story Mapping & story telling
 | * Storytelling
* Responding to illustration Drama and role-play
* Drawing and annotating
* Debate and argument
 | * Book Talk
* Reading aloud
* Performance Poetry
 | * Reading Aloud
* Response to illustration
* Book Talk
* Shared Writing
* Freeze Frame
 | * Respond to illustration
* Book talk
* Shared writing
* Looking at language
* Independent reading for research (guinea pigs)
 | * Storytelling
* Responding to illustration
* Drama and role-play
* Drawing and annotating
* Debate and argument
* Book-making
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| **National Curriculum** **Vocabulary, Grammar,** **Punctuation (and Spelling)** | **Year One*** Plural nouns’ suffixes; suffixes and prefixes of verbs and adjectives with no change to root word.
* Combining words to make sentences; joining words and joining clauses using ‘and’.
* Sequencing sentences to form short narratives.
* Separable words; capital letters, full stops, question marks and demarcating sentences.
* Capital letters for names and the personal pronoun ‘I’.

Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.**Year Two*** Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs.
* Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
* Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress.
* Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.
* Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.
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| **Language Competency: through reading,** **talk and writing** | **Reading**• Listen to, discuss and express views about books at a level beyond that which they can read independently;• discuss the significance of the title and events;• link what they hear or read to own experiences;• explain understanding of what is read;• discuss the sequence of events in books and how items of information arerelated;• discuss favourite words and phrases;• answer and ask questions;• predict what might happen on the basis of what has been read;• draw inferences on the basis of what is being said and done;• express views about reading• participate in discussion about what is read, taking turns and listening to others.**Talk*** Listen and respond appropriately to adults and peers;
* ask relevant questions to extend knowledge and understanding;
* consider and evaluate viewpoints, attending to and building on the contributions of others;
* participate in discussions, performances, role play, improvisations and debate about what has been read;
* use spoken language to develop understanding through imagining and exploring ideas.

**Writing** * draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;
* sequence sentences to form short narratives;
* write for different purposes including about fictional personal experiences, poetry, non-fiction and real events;
* reread and evaluate writing to check it makes sense and make simple revisions;
* read writing aloud with appropriate intonation to make the meaning clear;
* use new and familiar punctuation correctly;
* use sentences in different forms;
* expand noun phrases to describe and specify;
* use past and present tense correctly and consistently;
* use simple conjunctions to link subordinate and co-ordinating clauses
 | **Reading**• Listen to, discuss and express views about books at a level beyond that which they can read independently;* Increase familiarity with a range of texts, including non-fiction

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 | * **Reading**
* Increase familiarity with a range of texts, including poetry
* Explain and discuss understanding of books
* Discuss the sequence of events in books
* Discuss favourite words and phrases
* Be introduced to non-fiction texts that are structured in different ways
* Answer and ask questions
* Predict what might happen on the basis
* of what has been read
* Draw inferences on the basis of what is being said and done

**Talk** * Participate in discussion about what is read, taking turns and listening to what others say
* Ask relevant questions to extend their understanding and build vocabulary and knowledge
* Listen and respond appropriately to adults and peers
* Articulate and justify answers and opinions
* Use spoken language to develop understanding
* Speak audibly and fluently with an increasing command of Standard English
* Participate in performances, role-play and improvisations
* Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama

**Writing*** Draft and write by composing and rehearsing sentences orally
* Sequence sentences to form short narratives
* In narrative create settings, characters and plot
* Write for different purposes including fictional narratives and information
* Reread writing to check it makes sense and make simple revisions
* Discuss and evaluate what they have written with the teacher or other pupils
* Read aloud what they have written with appropriate intonation to make the meaning clear
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 | **Reading**• Listen to, discuss and express views about books at a level beyond that which they can read independently;Increase familiarity with a range of texts, including classic texts• discuss the significance of the title and events;• link what they hear or read to own experiences;• explain understanding of what is read;• discuss the sequence of events in books and how items of information arerelated;• discuss favourite words and phrases;• answer and ask questions;• predict what might happen on the basis of what has been read;• draw inferences on the basis of what is being said and done;• express views about reading• participate in discussion about what is read, taking turns and listening to others.**Talk*** Ask relevant questions to extend knowledge and understanding
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| **Extended Writing Outcome**  | ▪ Thought Bubbles▪Non-chronological reports ▪ Story predictions ▪Riddles ▪Written retelling (alternative perspective) | * Describing the Savannah
* Fact files
* Explanations
* Writing instructions
 | * Biographies
* Performance of the poet’s poetry
* Own written poems
* Performances of children’s own original poetry
 | * Explanation text
* Personal experiences (my family)
* Information texts (book making)
 | * Writing in role (1st person narrative)
* Letters
* Newspaper article
* Shot story
 | * Character description
* Setting description
* Speech bubbles
* Writing a narrative sequence -retelling the story
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