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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** | Friendship  Loss  Courage  Perseverance | Conservation  Caring for the environment | Feelings & experiences linked to family | Intercultural family life  Concept of family; how each family can be/look different and mean something different to all of us | Caring for animals | Endurance  Compassion  What makes something special  Trust & 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 |
| **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. | | | | | |
| **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 are  related;  • 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   • 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 are  related;  • 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 * Listen and respond appropriately to adults and peers; * 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 * re-read 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** * 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 | **Reading**   * Increase familiarity with a range of texts, including non-fiction * 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 | **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 are  related;  • 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 * Listen and respond appropriately to adults and peers; * 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 * re-read 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 stories from other cultures  • 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 are  related;  • 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 * Listen and respond appropriately to adults and peers; * 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 * re-read 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 |
| **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 |