Year 1

2020/21	National Curriculum *Statutory Requirements* - *Continuous provision*	National Curriculum *Statutory Requirements* - *Specific teaching focuses*	Rough Ideas For laying out the teaching of the statutory requirements

Autumn 1 - Enchanted Woodland
 	
Core Driving Texts:
 	
Transition period from reception
	<u>Writing – composition</u>
	write sentences by:
	● saying out loud what they are going to write about
	● composing a sentence orally before writing it
	● sequencing sentences to form short narratives
	● re-reading what they have written to check that it makes sense
	● discuss what they have written with the teacher or other pupils
	● read aloud their writing clearly enough to be heard by their peers and the teacher.
	
	<u>Writing – vocabulary, grammar and punctuation</u>
	● leaving spaces between words
	● beginning to punctuate sentences using a capital letter and a full stop
	● using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
	
	<u>Handwriting - Discrete sessions</u>
		<u>Writing</u>
		● leaving spaces between words
		● beginning to punctuate sentences using a capital letter and a full stop
		● using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
		● joining words and joining clauses using 'and'
		
		<u>Handwriting (Frequent/Discrete)</u>
		● form capital letters ([Letter Join - Module 2 (Year 1)](#) Pg 10-16)
		● form digits 0-9 ([Letter Join - Module 2 (Year 1)](#) Pg 25)
		● begin to form lower-case letters in the correct direction, starting and finishing in the right place
		
		<u>Spelling/Phonics</u>
		● Phonics teaching grouped from end of EYFS assessments from week 1.
			<u>Writing</u>
			● Modelling writing as well as modelling the oral composing of sentences.
			● Activities that allow the chn to mark sentences or words that are incorrect (Capitals & Full Stops)
			● Building the chn's understanding up to being able to apply them in a piece of writing;
			  ○ WK 1 - something about them
			  ○ Wk 2 onwards we can begin to introduce the core text and start to tie in the writing NC requirements to the relevant parts of the text. Characters names in a list, simple sentences with challenge to expand for higher ability, etc.
			
			<u>Handwriting</u>

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Fine and gross motor activities - lesson starters, outdoor areas, PE starters/linked to PE curriculum
- Interventions geared towards honing the skills learnt in Gross & Fine Motor activities and applying them to pattern word and beginning letter formations

Letter Join - Module 2 (Year 1)
(Letter Join Planning Link)

Spelling
- Phonics teaching grouped from end of EYFS assessments from week 1.
- Within writing and reading use and explore the common exception words appropriate for yr1. The chn need to enter year 2 need to know how to spells these.
- Division of words into syllables

(Phase 2&3, Phase 3&4 and Phase 5)
- Within these sessions use and explore the common exception words appropriate for yr1.
- Days of the week (Tie in with capital letter work and can be taught through the opening few weeks of the year and used as spelling homework
- Spelling rules taken from Appendix 1 of the National Curriculum. Focusing on the appropriate vowel digraphs and trigraphs
- Teaching of the spelling rule for adding **s** & **es** (Plural nouns)
- Division of words into syllables
- Phonics check assessment 1 (Baseline for the year)

- Installing and modeling good writing behaviours including posture and grip before moving onto the teaching of a particular letter. (**Letter Join - Module 2 (Year 1)** Pg 5-9)
- This half term concentrate on activities based upon the forming capital letters **ABC...**
- This half term concentrate on activities based upon the formation of number (0-9) and the capital letters this can be something as simple as allowing the chn to write lists of names etc. Can be built into their outdoor play with writing labels for the items outdoors

Spelling
- Build some of your phonics work into creating word banks for chn to use in their writing
- Linking phonics lessons to the core text where possibly
- Spelling rules taught that week can be filtered through phonics teaching as the majority of the rules link to the teaching of vowel

			digraphs and trigraphs
Autumn 2 – Superheroes **Core Driving Texts:**		**Writing** ● beginning to punctuate sentences using a capital letter and a full stop ● joining words and joining clauses using 'and' ● Sequencing sentences to form a short narrative ● singular and plural noun suffixes **s, es** **Handwriting (Frequent/Discrete)** ● begin to form lower-case letters in the correct direction, starting and finishing in the right place ● understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. **Spelling/Phonics** ● Phonics teaching grouped from end of EYFS assessments from week 1. ● Spelling rules taken from Appendix 1 of the National Curriculum. Focusing on the appropriate vowel digraphs	**Writing** ● Modelling writing as well as modelling the oral composing of sentences. ● Activities that allow the chn to mark sentences or words that are incorrect (Capitals & Full Stops) ● Exploring when you can or cannot join two clauses using the word **and**. (Challenge: can you think of any other words that could be use to join two clauses; **because, but**) ● Sequencing sentences together to form a short narrative. 　○ Simple sentences pre written from the core text that when ordered tell a short narrative. 　○ Activities lead onto the chn putting their own sentences together to form a narrative. 　○ (joining words, capital letters, full stop all included in this writing

		and trigraphs ● Teaching of the rule for adding the endings **-er, -est** ● Teaching of the rule for adding **-tch** at the end of a word ● Teaching the sounds **f l s z** & **k** spelt as **ff ll ss zz** & **ck** ● Teaching the sound spell **n** before **k** ● Phonics check assessment 2	journey) **Handwriting** ● Wave letters - **c, a, d, g, q, o** ● Spike letters - **i, t, u, p, j** **Spelling** ● Spelling homework can be words taken from the common exception words and have words linked to the spelling rules being taught.

Spring 1 - Bright Lights Big City
 	
Core Driving Texts:
 	
Fire of London
 	
Phonics Check Parents Info Meeting
		Writing
		● beginning to punctuate sentences using a capital letter and a full stop
		● joining words and joining clauses using '**and**'
		● Sequencing sentences to form a short narrative - ***Links to Reading section of the National Curriculum from pg18***
		
		Handwriting (Frequent/Discrete)
		● begin to form lower-case letters in the correct direction, starting and finishing in the right place
		● understand which letters
			Writing
			● Sequencing sentences into short narratives can form the basis of retelling the core text of your topic;
			  ○ Story 's' (whole class, group, individual - differentiate)
			  ○ Retelling the story using puppets/objects.
			  ○ Identifying the characters - link to capital letters
			  ○ Sentence structure - rearranging the sentences from the story so that they make sense. (Easy

		belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. **Spelling/Phonics** ● Phonics teaching grouped from end of EYFS assessments from week 1. ● Spelling rules taken from Appendix 1 of the National Curriculum. Focusing on the appropriate vowel digraphs and trigraphs ● Teaching of the rule for adding the endings; **-ing, -ed, -er** ● Phonics check assessment 3	Differentiation) ○ Storyboards - chn write a sentence or caption next to each picture to tell the story. ○ Challenge - to encourage the use of language to describe and add detail. (This isn't the teaching point) **Handwriting** ● Loop Letters - **e, l, h, k, f** ● Bump Letters - **n, m, x, y, z** **Spelling** ● Spelling homework can be words taken from the common exception words and have words linked to the spelling rules being taught.
Spring 2 – Rio de Vida **Core Driving Texts: The Great Kapok Tree**		**Writing** ● beginning to punctuate sentences using a capital letter and a full stop ● joining words and joining clauses using '**and**' ● Sequencing sentences to form	**Writing** ● Sequencing sentences into short narratives can form the basis of retelling the core text of your topic; ○ Story 's' (whole class, group, individual -

a short narrative - *Links to Reading section of the National Curriculum from pg18*

Handwriting (Frequent/Discrete)
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Spelling/Phonics
- Phonics teaching grouped from end of EYFS assessments from week 1.
- Spelling rules taken from Appendix 1 of the National Curriculum. Focusing on the appropriate vowel digraphs and trigraphs
- Teaching new consonant spellings **ph** and **wh**
- Teaching words ending in **y**
- Phonics check assessment 4

differentiate)
- ○ Retelling the story using puppets/objects.
- ○ Identifying the characters - link to capital letters
- ○ Sentence structure - rearranging the sentences from the story so that they make sense. (Easy Differentiation)
- ○ Storyboards - chn write a sentence or caption next to each picture to tell the story.
- ○ Challenge - to encourage the use of language to describe and add detail. (This isn't the teaching point)
- beginning to introduce **because, but** as a challenge for your more able writers.
- Links to non-fiction texts and writing factual information to create group fact files of Brazil or the carnival to fit with the topic.

			Handwriting ● Slant Letters - **s, r** ● Tow Truck Letters (high joining point) - **o, v, w, b** **Spelling** ● Spelling homework can be words taken from the common exception words and have words linked to the spelling rules being taught.

Summer 1 - Moon Zoom
 	
Core Driving Texts:
		<u>**Writing**</u>
		● beginning to punctuate sentences using a capital letter and a full stop
		● joining words and joining clauses using '**and**'
		● Sequencing sentences to form a short narrative - ***Links to Reading section of the National Curriculum from pg18***
		
		<u>**Handwriting (Frequent/Discrete)**</u>
		● begin to form lower-case letters in the correct direction, starting and finishing in the right place
		● understand which letters belong to which handwriting 'families' (i.e. letters that are
			<u>**Writing**</u>
			● Sequencing sentences into short narratives can form the basis of retelling the core text of your topic;
			  ○ Story 's' (whole class, group, individual - differentiate)
			  ○ Retelling the story using puppets/objects.
			  ○ Identifying the characters - link to capital letters
			  ○ Sentence structure - rearranging the sentences from the story so that they make sense. (Easy Differentiation)
			  ○ Storyboards - chn

formed in similar ways) and to practise these.

Spelling

- Phonics teaching grouped from end of EYFS assessments from week 1.
- Spelling rules taken from Appendix 1 of the National Curriculum. Focusing on the appropriate vowel digraphs and trigraphs
- Teaching the **v** sound at the end of words.
- Teach adding the prefix **un**.

write a sentence or caption next to each picture to tell the story.

- ○ Challenge - to encourage the use of language to describe and add detail. (This isn't the teaching point)
- beginning to introduce **because, but** as a challenge for your more able writers.
- Question writing - asking an alien or an astronaut. - Use of different punctuation.

Handwriting

- Recap letters of importance to different groups of chn. Use assessment of writing to target specific letters.

Spelling

- Teaching exceptions to the split digraph rule **give, live, have** (Teach alongside the word done in phonics on split digraphs
- Teaching the prefix **un** words like **unlock, undo, unfair**
- Spelling homework can be

			words taken from the common exception words and have words linked to the spelling rules being taught.
Summer 2 - Paws, Claws & Whiskers **Core Driving Texts:** Phonics Check Big trip to Chessington		<u>Writing</u> ● beginning to punctuate sentences using a capital letter and a full stop ● joining words and joining clauses using '**and**' ● Sequencing sentences to form a short narrative - ***Links to Reading section of the National Curriculum from pg18*** <u>Handwriting (Frequent/Discrete)</u> ● begin to form lower-case letters in the correct direction, starting and finishing in the right place ● understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <u>Spelling</u> ● Phonics teaching grouped from end of EYFS assessments from week 1.	<u>Writing</u> ● Sequencing sentences into short narratives can form the basis of retelling the core text of your topic; ○ Story 's' (whole class, group, individual - differentiate) ○ Retelling the story using puppets/objects. ○ Identifying the characters - link to capital letters ○ Sentence structure - rearranging the sentences from the story so that they make sense. (Easy Differentiation) ○ Storyboards - chn write a sentence or caption next to each picture to tell the story. Lower ability support. ○ MA & HA chn to use a photo prompt or their

| | | ● Spelling rules taken from Appendix 1 of the National Curriculum. Focusing on the appropriate vowel digraphs and trigraphs
● Using spelling sessions to focus on recapping all the rules throughout the half term.
● Work on any common exception words that are misspelled.
● Phonics check in early June. | story 's' to recount/retell the story instead of using the storyboards
○ Challenge - to encourage the use of language to describe and add detail. (This isn't the teaching point)
● beginning to introduce **because, but** as a challenge for your more able writers.
● Links to non-fiction texts and writing factual information to create group fact files of animals to fit with the topic.

Handwriting
● Recap letters of importance to different groups of chn. Use assessment of writing to target specific letters.

Spelling
● Spread the recapping 3 or 4 rules a week for the 7 weeks.
● Common exception word recap. (Use in guided reading and as an activity outdoors) The chn need to enter year 2 need to know how to spells |

			these.
			● Continued phonics work with interventions and parent workshops after the phonics check to continue good practice.
			● Spelling homework can be words taken from the common exception words and have words linked to the spelling rules being taught.

Year 2

School Term	Genre	Learning Objectives:
Autumn 1		**Week 1** (3/4 days) Baseline Other class activities (learning fun facts about class animal) Recap of year 1 terminology and skills
Core Text: Rascally Cake	Non fiction- instructions (Start to write own set of instructions for making rascally cake)	**Week 2: instructions (messy Monday)** ● To identify different imperative verbs: I know what an imperative verb is; I can find imperative verbs in a text. P: I can list my own imperative verbs. ● To analyse a recipe: I can identify the main features of a recipe; I understand the structure of a recipe, P: I can suggest how to make a recipe better. (organise recipe) ● To write down ideas as a group: I can vocalise my ideas, I can share my ideas with my peers. P we can make improvements as a group. (shared writing of the introduction) ● To use persuasive language: I understand what persuasive language is, I can use persuasive language to write an introduction. P… (to write an introduction)

	Non fiction-instructions (continue to write the set of instructions)	• To use different types of verbs: I can use imperative verbs, I can use adverbs, I can think about where I place the adverb: I can use noun phrase. (Write the instructions). • To use different joining words: I know what a joining word is, I can use a variety of joining words. P: I can suggest improvements in my own and others work. (write a summary paragraph) • To edit and improve: I understand what editing and improving is, I can edit and improve the teachers work, I can use a dictionary. • To apply changes made: I can apply the changes made. P: I can add further improvements to my work. • To analyse a set of instructions: I can identify the main features of a recipe, I understand the structure of a recipe, P: I can suggest how to make a recipe better. (organise a set of instructions)
	Narrative (retell the story of rascally cake)	**Week 4: narrative** • To sequence the story through role play: I can narrate a part of the story, I can perform a part of the story with a group. • To sequence our ideas: I can design my own story map, I can retell the story. P I can include adverbs of time when retelling my story. • To use new vocabulary: I can discuss my ideas, I can magpie ideas. P: I can apply new vocabulary in my writing. (shared writing for ideas using a template) • To use different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use noun phrases. (SPag style lessons, practising using sentence openers) • To apply different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use noun phrases. (application into beginning of the story)
	Narrative (continue to retell the story of rascally cake)	**Week 5: narrative** • To use expanded noun phrases: I know what an expanded noun phrase is, I can use an expanded noun phrase, I can use exciting adjectives. P: to check my work has an impact. (SPAG style lesson, practising using different ones, create word bank) • To apply expanded noun phrases: I know what an expanded noun phrase is, I can use an expanded noun phrase, I can use exciting adjectives. P: to check my work has an impact (application in the middle of the story) • To use the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and, or and yet in a sentence. (SPAG style lesson, talk for writing, plan sentences) • To apply the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and, or and yet in a sentence (apply in the ending of the story) • to edit and improve my work.
Core Text: Appropriate	Poetry	**Week 6: poetry**

poem selection		● To perform poetry with intonation and expression: I understand what intonation and expression is, I can read a poem aloud to the class with confidence, I can think of actions. P ● To identify rhyming couplets: I know what a rhyming couplet is, I can find the rhyming couples in the poem. P: I can explain what a rhyming couplet is. ● To generate our own rhyming couplets: I can think of ideas that link to the gingerbread man, I can put them into sentences. P: I can explain the spelling rules used. ● To write down ideas as a group: I can vocalise my ideas, I can share my ideas with my peers. P we can make improvements as a group. (shared writing) ● To apply my knowledge of poetry: I can include rhyming couplets, I can apply the correct layout, I can include the correct punctuation. P: I can read aloud my poem with intonation to check for meaning.
	Poetry and assessment- writing folder	**Week 7: poetry** ● To edit and improve: I understand what editing and improving is, I can edit and improve the teachers work, I can use a dictionary. ● To apply changes made: I can apply the changes made. P: I can add further improvements to my work. ● To apply phonic strategies: reading assessment. ● To organise my ideas: I can sequence my ideas, I can record words I am going to use. P: I can list adverbs of time. ● To use adverbs of time, I understand what an adverb of time is, I can use an adverb of time. P: I can use a variety of adverbs of time.
Autumn 2 Core Text: Rapunzel	Narrative (retelling of Rapunzel story)	**Week 1: narrative Retell the story of Rapunzel** Monday topic entry day to introduce new topic with a WOW (see English short term planning for off timetable on Monday) ● To sequence the story through role play: I can narrate a part of the story, I can perform a part of the story with a group. ● To sequence our ideas: I can design my own story map, I can retell the story. P I can include adverbs of time when retelling my story. ● To use new vocabulary: I can discuss my ideas, I can magpie ideas. P: I can apply new vocabulary in my writing. (shared writing for ideas using a template) ● To use different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use expanded noun phrases. (SPag style lessons, practising using sentence openers)
	Narrative (continue retelling of	**Week 2** ● To apply different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use expanded noun phrases. (application into beginning of the story)

	Rapunzel story)	● To use expanded noun phrases: I know what an expanded noun phrase is, I can use an expanded noun phrase, I can use exciting adjectives. P: to use an exclamation sentence. (SPAG style lesson, practising using different ones, create word bank) ● To apply expanded noun phrases: I know what an expanded noun phrase is, I can use an expanded noun phrase, I can use exciting adjectives. P: to use an exclamation sentence (application in the middle of the story) ● To use the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and yet in a sentence. (SPAG style lesson, talk for writing, plan sentences) ● To apply the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and, or and yet in a sentence (apply in the ending of the story)
	Informal letters	**Week 3: Informal letters.** ● To analyse a letter. I can identify the main features of a letter. P I can suggest changes to be made. (order a letter) ● To analyse the language used in an informal letter: I can comment on the difference in language (eg: name, signing of, contractions, slang language). P I can change a informal language to formal language. ● to use contractions: I know what contractions are, I can use 3 different contractions, P I can use an expanded noun phrase ● To apply the features of informal writing, I can write an informal letter, I can apply all the features. P I can make the writing interesting to the reader. ● To edit and improve. I understand what editing and improving is. P: I can add further improvements to my work.
Core Text: The Tunnel	narrative Change the ending of the story of The Tunnel	**Week 4** ● To sequence the story through role play: I can narrate a part of the story, I can perform a part of the story with a group. Brainstorm different endings and role play) ● To sequence our ideas: I can design my own story map, I can retell the story, I can change the ending. P I can include adverbs of time when retelling my story. ● To use new vocabulary: I can discuss my ideas, I can magpie ideas. P: I can apply new vocabulary in my writing. (shared writing for ideas using a template) ● To use different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use expanded noun phrases. (Brainstorming and practise drafting different sentences that can be used. ● To apply different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use expanded noun phrases. (application into beginning of the story)
	narrative continue to Change the ending of the	**Week 5** ● To use expanded noun phrases: I know what an expanded noun phrase is, I can use an expanded noun phrase, I can use exciting adjectives. P: to use an exclamation sentence. (SPAG style lesson, practising using different ones, create word bank)

	story of The Tunnel	• to use exclamation sentences: I know what an exclamation sentence is, I can use an exclamation sentence, I can identify an exclamation sentence. SPAG style lesson, practising using different ones, create word bank) • To apply expanded noun phrases: I know what an expanded noun phrase is, I can use an expanded noun phrase, I can use exciting adjectives. P: to use an exclamation sentence (application in the middle of the story) • To use the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and yet in a sentence. (SPAG style lesson, talk for writing, plan sentences) • To apply the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and, or and yet in a sentence (apply in the ending of the story)
	Non fiction: non chronological reports	**Week 6: non chronological reports** • To analyse a non-chronological report, I know what a non chronological report is, I can identify the features. P: I can explain what makes a non-chronological report interesting. • To plan my non chronological report, I can record key words, I can summarise into bullet points. P I can include sentence starters. • To plan my non chronological report, I can record key words, I can summarise into bullet points. P I can include exclamation sentences • To apply techniques to make my writing more interesting to the reader. I can write an introductory paragraph, I can include the following features (rhetorical question, definition, sentence openers, noun phrase). P I can include punctuation for effect. (introduction) • To elaborate on bullet points. I can turn a bullet point into a full sentence. I can include joining words, I can include description. P I can use a comma to splice a sentence. (1st paragraph)
	Non fiction: non chronological reports	**Week 7** • To elaborate on bullet points. I can turn a bullet point into a full sentence. I can include joining words, I can include description. P I can use a comma to splice a sentence (2nd Paragraph) • To elaborate on bullet points. I can turn a bullet point into a full sentence. I can include joining words, I can include description. P I can use a comma to splice a sentence (3rd Paragraph) • To elaborate on bullet points. I can turn a bullet point into a full sentence. I can include joining words, I can include description. P I can use a comma to splice a sentence (4th Paragraph) • To apply techniques to make my writing more interesting to the reader, I can conclude my non chronological report, I can include a fun fact, P: I can include 2 different sentence types. • cold write for writing folder

Spring 1 **Core Text:** **Giraffes** **Can't Dance**	Narrative: retell the story of giraffes can't dance	**Week 1: narrative** Monday topic entry day to introduce new topic with a WOW *(see English short term planning for off timetable on Monday)* ● To sequence the story through role play: I can narrate a part of the story, I can perform a part of the story with a group. ● To sequence our ideas: I can design my own story map, I can retell the story. P I can include adverbs of time when retelling my story. ● To use new vocabulary: I can discuss my ideas, I can magpie ideas. P: I can apply new vocabulary in my writing. (shared writing for ideas using a template) ● To use different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use expanded noun phrases. (SPag style lessons, practising using sentence openers)
	Narrative: continue to retell the story of giraffes can't dance	**Week 2** ● To apply different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use expanded noun phrases. (application into beginning of the story) ● To use expanded noun phrases: I know what an expanded noun phrase is, I can use an expanded noun phrase, I can use exciting adjectives. P: to use an exclamation sentence. (SPAG style lesson, practising using different ones, create word bank) ● to use exclamation sentences: I know what an exclamation sentence is, I can use an exclamation sentence, I can identify an exclamation sentence. SPAG style lesson, practising using different ones, create word bank) ● To apply expanded noun phrases: I know what an expanded noun phrase is, I can use an expanded noun phrase, I can use exciting adjectives. P: to use an exclamation sentence (application in the middle of the story) ● To use the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and yet in a sentence. (SPAG style lesson, talk for writing, plan sentences) ● To apply the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and, or and yet in a sentence (apply in the ending of the story)
	Narrative: change an element of giraffes can't dance	**Week 3** ● To sequence the story through role play: I can narrate a part of the story, I can perform a part of the story with a group. ● To sequence our ideas: I can design my own story map, I can retell the story. P I can include adverbs of time when retelling my story. ● To use new vocabulary: I can discuss my ideas, I can magpie ideas. P: I can apply new vocabulary in my writing. (shared writing for ideas using a template)

		● To use different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use expanded noun phrases. (SPag style lessons, practising using sentence openers) ● To apply different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use expanded noun phrases. (application into beginning of the story)
	Narrative: continue change an element of giraffes cant dance	**Week 4** ● To use the suffix of ly: I know what a suffix is, I can use 3 words with the suffix of ly P: to use an exclamation sentence. (SPAG style lesson, practising using different ones, create word bank) ● to use exclamation sentences: I know what an exclamation sentence is, I can use an exclamation sentence, I can identify an exclamation sentence. SPAG style lesson, practising using different ones, create word bank) ● To apply the suffix of ly: I know what a suffix is, I can use 3 words with the suffix of ly P: to use an exclamation sentence. (application in the middle of the story) ● To use the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and yet in a sentence. (SPAG style lesson, talk for writing, plan sentences) ● To apply the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and, or and yet in a sentence (apply in the ending of the story)
	Non fiction: non chronological report	**Week 5** ● To analyse a non-chronological report, I know what a non chronological report is, I can identify the features. P: I can explain what makes a non-chronological report interesting. ● To plan my non chronological report, I can record key words, I can summarise into bullet points. P I can include sentence starters. ● To plan my non chronological report, I can record key words, I can summarise into bullet points. P I can include sentence starters. ● To apply techniques to make my writing more interesting to the reader. I can write an introductory paragraph, I can include the following features (rhetorical question, definition, sentence openers, noun phrase, expanded noun phrase). P I can include punctuation for effect. ● To elaborate on bullet points. I can turn a bullet point into a full sentence. I can include joining words, I can include description. P I can use a comma to splice a sentence. (1st paragraph)
		Week 6 ● To elaborate on bullet points. I can turn a bullet point into a full sentence. I can include joining words, I can include description. P I can use a comma to splice a sentence (2nd Paragraph) ● To elaborate on bullet points. I can turn a bullet point into a full sentence. I can include joining words, I can include description. P I can use a comma to splice a sentence (3rd Paragraph)

		● To elaborate on bullet points. I can turn a bullet point into a full sentence. I can include joining words, I can include description. P I can use a comma to splice a sentence (4ᵗʰ Paragraph)
		● To apply techniques to make my writing more interesting to the reader, I can conclude my non chronological report, I can include a fun fact, P: I can include 2 different sentence types.
		● Cold write for planning folder (This includes a brief reminder of skills taught include overview of features in their writing)
Spring 2 **Core Text:** **The Jolly Postman**	Narrative: retell the story of goldilocks and the three bears but with characters and/ or setting changed	**Week 1: narrative** Monday topic entry day to introduce new topic with a WOW (see English short term planning for off timetable on Monday) ● To sequence the story through role play: I can narrate a part of the story, I can perform a part of the story with a group. ● To sequence our ideas: I can design my own story map, I can retell the story. P I can include adverbs of time when retelling my story. ● To use new vocabulary: I can discuss my ideas, I can magpie ideas. P: I can apply new vocabulary in my writing. (shared writing for ideas using a template) ● To use different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use expanded noun phrases. (SPag style lessons, practising using sentence openers)
	Continue with goldilocks and the three bears but with characters and/ or setting changed	**Week 2** ● To apply different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use expanded noun phrases. (application into beginning of the story) ● To use the suffix of ment: I know what a suffix is, I can use 3 words with the suffix of ment P: to use an exclamation sentence. (SPAG style lesson, practising using different ones, create word bank) ● to use exclamation sentences: I know what an exclamation sentence is, I can use an exclamation sentence, I can identify an exclamation sentence. SPAG style lesson, practising using different ones, create word bank) ● To apply the suffix of ment: I know what a suffix is, I can use 3 words with the suffix of ment P: to use an exclamation sentence. (application in the middle of the story) ● To use the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and yet in a sentence. (SPAG style lesson, talk for writing, plan sentences) ● To apply the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and, or and yet in a sentence (apply in the ending of the story)
	Informal letters	**Week 3** ● To analyse a letter. I can identify the main features of a letter. P I can suggest changes to be made. (order a letter)

		● To analyse the language used in an informal letter: I can comment on the difference in language (eg: name, signing of, contractions, slang language). P I can change a informal language to formal language. ● to use contractions: I know what contractions are, I can use 3 different contractions, P I can use an expanded noun phrase ● To apply the features of informal writing, I can write an informal letter, I can apply all the features. P I can make the writing interesting to the reader. ● To edit and improve. I understand what editing and improving is. P: I can add further improvements to my work.
School trip to honey wood museum to allow time to write a recount in English	Non fiction: recount writing	**Week 4** ● analyse a recount: I can identify the main features of a recount, I understand the structure of a recount, P: I can suggest which paragraphs could be used (look at a waggle of a recount) ● identify regular and irregular verbs in the past tense: I can identify regular and irregular verbs, I can change regular and irregular verbs into the past tense, P: I can plan sentences using these verbs ● write down ideas as a group: I can plan ideas for what to write, I can use new vocabulary given to me, P: I can use 2 different sentence types. ● to sequence key events: I can sequence events of the trip, I can list adverbs of time that can be used, P: I can list expanded noun phrases that can be used. ● apply regular and irregular verbs in the past tense: I can use regular verbs correctly, I can use irregular verbs correctly, I can write about the events in order,P: I can use different time connectives
	Non fiction: instruction writing	**Week 5** ● To analyse a recipe: I can identify the main features of a recipe, I understand the structure of a recipe, P: I can suggest how to make a recipe better. (organise recipe) ● follow a recipe (follow recipe for mini pizzas and children make their own pizza) ● To use persuasive language: I understand what persuasive language is, I can use persuasive language to write an introduction. P… (to write an introduction) ● to use different verbs: I can use imperative verbs, I can use adverbs, P: I can use a noun phrase (SPAG style lesson to brainstorm different verbs and practise using them. ● To apply different types of verbs: I can use imperative verbs, I can use adverbs, I can think about where I place the adverb. P: I can use a noun phrase. (write the instructions).
	Non fiction: instruction writing	**Week 6** ● to edit and improve our work: I can improve which verbs I have used, I can change where adverbs have been placed.

		● To use different joining words: I know what a joining word is, I can use a variety of joining words, I can suggest improvements in my own and others work. (write a summary paragraph) ● cold write for planning folder ● English target cards/ practise reading comprehension (SATS, both papers)
Summer 1 **Core Text:** **The Green Ship**	Narrative retell the story of the green ship	**Week 1: narrative** Monday topic entry day to introduce new topic with a WOW *(see English short term planning for off timetable on Monday)* ● To sequence the story through role play: I can narrate a part of the story, I can perform a part of the story with a group. ● To sequence our ideas: I can design my own story map, I can retell the story. P I can include adverbs of time when retelling my story. ● To use new vocabulary: I can discuss my ideas, I can magpie ideas. P: I can apply new vocabulary in my writing. (shared writing for ideas using a template) ● To use different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use expanded noun phrases. (SPag style lessons, practising using sentence openers)
	Continue to retell the story of the green ship	**Week 2** ● To apply different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use expanded noun phrases. (application into beginning of the story) ● To use the suffix of ful: I know what a suffix is, I can use 3 words with the suffix of ful P: to use an exclamation sentence. (SPAG style lesson, practising using different ones, create word bank) ● to use exclamation sentences: I know what an exclamation sentence is, I can use an exclamation sentence, I can identify an exclamation sentence. SPAG style lesson, practising using different ones, create word bank) ● To apply the suffix of ful: I know what a suffix is, I can use 3 words with the suffix of ful P: to use an exclamation sentence. (application in the middle of the story) ● To use the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and yet in a sentence. (SPAG style lesson, talk for writing, plan sentences) ● To apply the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and, or and yet in a sentence (apply in the ending of the story)
	Change the ending of the story. Skip	**Week 3** ● To sequence our ideas: I can design my own story map, I can retell the story. P I can include adverbs of time when retelling my story.

	retelling the beginning just change the middle onwards.	• To use 2 suffixes: I can use 2 different suffixes; I can apply words correctly in sentences, P: I can use an exclamation sentence. (SPAG style lesson, practising applying suffixes and brain storm sentences ready to apply the next day. • To use 2 suffixes: I can use 2 different suffixes; I can apply words correctly in sentences, P: I can use an exclamation sentence. (apply in the middle of the story) • To use the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and yet in a sentence. (SPAG style lesson, talk for writing, plan sentences) • To apply the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use and, or and yet in a sentence (apply in the ending of the story)
		Week 4 • cold write for writing folder SATS
		Week 5 SATS
Summer 2 **Core Text:** **Trolls**	Retelling the story of trolls	**Week 1** Monday topic entry day to introduce new topic with a WOW (see English short term planning for off timetable on Monday) • To sequence the story through role play: I can narrate a part of the story, I can perform a part of the story with a group. • To sequence our ideas: I can design my own story map, I can retell the story. P I can include adverbs of time when retelling my story. • To use new vocabulary: I can discuss my ideas, I can magpie ideas. P: I can apply new vocabulary in my writing. (shared writing for ideas using a template) • To use different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use different sentence types. (SPag style lessons, practising using sentence openers)
	Retelling of the story trolls	**Week 2** • To apply different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use different sentence types. (application into beginning of the story) • To use the suffix of ness: I know what a suffix is, I can use 3 words with the suffix of ness P: to use an exclamation sentence. (SPAG style lesson, practising using different ones, create word bank)

		● to use exclamation sentences: I know what an exclamation sentence is, I can use an exclamation sentence, I can identify an exclamation sentence. SPAG style lesson, practising using different ones, create word bank) ● To apply the suffix of ness: I know what a suffix is, I can use 3 words with the suffix of ness P: to use an exclamation sentence. (application in the middle of the story) ● To use the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use expanded noun phrases. (SPAG style lesson, talk for writing, plan sentences) ● To apply the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use expanded noun phrases (apply in the ending of the story)
	Creating a sequel to the story (creative writing	**Week 3** ● To sequence the story through role play: I can narrate a part of the story, I can perform a part of the story with a group. ● To sequence our ideas: I can design my own story map, I can retell the story. P I can include adverbs of time when retelling my story. ● To use new vocabulary: I can discuss my ideas, I can magpie ideas. P: I can apply new vocabulary in my writing. (shared writing for ideas using a template) ● To use different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use different sentence types. (SPag style lessons, practising using sentence openers)
	Creating a sequel to the story: Creative writing	**Week 4** ● To apply different sentence openers: I know what a sentence opener is, I can use 2 different sentence openers. P: I can use different sentence types. (application into beginning of the story) ● To use 2 different suffixes: I know what a suffix is, I can use 4 words with different suffixes P: to use an exclamation sentence. (SPAG style lesson, practising using different ones, create word bank) ● to use exclamation sentences: I know what an exclamation sentence is, I can use an exclamation sentence, I can identify an exclamation sentence. SPAG style lesson, practising using different ones, create word bank) ● To apply 2 different suffixes: I know what a suffix is, I can use 4 words with different suffixes P: to use an exclamation sentence. (application in the middle of the story) ● To use the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use an expanded noun phrase. (SPAG style lesson, talk for writing, plan sentences) ● To apply the conjunctions words of if, but, so, because, or: I can use these joining words, I can place them correctly in a sentence. P I can use an expanded noun phrase (apply in the ending of the story)
	Informal letters	**Week 5** ● To analyse a letter. I can identify the main features of a letter. P I can suggest changes to be made. (order a letter)

		● To analyse the language used in an informal letter: I can comment on the difference in language (eg: name, signing of, contractions, slang language). P I can change a informal language to formal language. ● to use contractions: I know what contractions are, I can use 3 different contractions, P I can use an expanded noun phrase ● To apply the features of informal writing, I can write an informal letter, I can apply all the features. P I can make the writing interesting to the reader. ● To edit and improve. I understand what editing and improving is. P: I can add further improvements to my work.
School trip to Horniman museum to allow time to write a recount in English	Recount writing	**Week 6** ● analyse a recount: I can identify the main features of a recount, I understand the structure of a recount, P: I can suggest which paragraphs could be used (look at a waggle of a recount) ● identify regular and irregular verbs in the past tense: I can identify regular and irregular verbs, I can change regular and irregular verbs into the past tense, P: I can plan sentences using these verbs ● Write down ideas as a group: I can plan ideas for what to write, I can use new vocabulary given to me, P: I can use 2 different sentence types. ● To sequence key events: I can sequence events of the trip, I can list adverbs of time that can be used, P: I can list expanded noun phrases that can be used. ● apply regular and irregular verbs in the past tense: I can use regular verbs correctly, I can use irregular verbs correctly, I can write about the events in order, P: I can use different time connectives
		Week 7 ● evaluative writing of the year ● cold write for planning folder