



Scamblesby Church of England Primary School English Curriculum Plan



RECEPTION Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 Choose ONE from: A New House for Mouse by Petr Horacek Hello Friend! By Rebecca Cobb The Everywhere Bear by Julia Donaldson Oh No George! by Chris Haughton	Autumn 2 Choose ONE from: Biscuit Bear by Mini Grey Emily Brown and The Thing by Cressida Cowell Knuffle Bunny by Mo Williams So Much by Trish Cooke	Spring 1 Choose ONE from: Blue Penguin by Petr Horacek Here's a Little Poem A Great Big Cuddle	Spring 2 Choose ONE from: What the Ladybird Heard by Julia Donaldson Bog Baby by Jeanne Willis Owl Babies by Martin Waddell	Summer 1 Choose ONE from: Yucky Worms The Gruffalo by Julia Donaldson Aaagh Spider! By Lydia Monks	Summer 2 Choose ONE from: Handa's Surprise by Splash! Anna Hibiscus by Atinuke Anna Hibiscus' Song by Atinuke
Literary Form	Fiction picture book	Fiction picture book	Fiction picture book Poetry	Fiction picture book	Picture fiction/ non-fiction	Fiction picture book
Link to Main EYFSP Area of Learning	PSED Understanding the World	PSED	PSED Understanding the World Communication and Language	Understanding the World	Understanding the World	Understanding the World
Curriculum Threads: Endeavour/Diversity/Community	Community	Diversity/ community	Diversity/ community	Endeavour	Diversity	Diversity
Phonics (Bug Club) https://www.activelearnprimary.co.uk/planning#bugclubphonics	Phase 1 Bug Club Units A to F (6 weeks)	Phase 2 Bug Club Units 1 to 5 (7 weeks)	Phase 3 Bug Club Units 6 to 9 (5 weeks)	Phase 3 Bug Club Units 9 to 11 (6 weeks)	Phase 6 Bug Club Unit 12	Phase 6 Bug Club Unit 12
Phonics and Early Reading: Experience, Knowledge, Skills and Strategies	Hear initial sounds in words; segment CVC words; identify the phoneme associated with single graphemes; blend sounds to read CVC words. Talk about what has happened in a story and link to own experiences.	Hear sounds in CVC words; segment and spell CVC words; identify the phoneme associated with single graphemes and some digraphs and trigraphs; blend sounds to read CVC words (including those with digraphs/ trigraphs); read some common exception words. Know the features of a book: front cover, back cover, blurb, title page. Make predictions based on the front cover. Talk about the characters. Attempt to read simple sentences.	Hear sounds in CVC words; segment and spell CVC words; identify the phoneme associated with single graphemes and some digraphs and trigraphs; blend sounds to read CVC words (including those with digraphs/ trigraphs); read some common exception words. Make predictions based on what has been read. Understand the terms character and setting and talk about both, drawing on own experiences and other texts. Attempt to read increasingly complex sentences, recognising the common exception words taught and attempting others.	Hear sounds in CVCC and CCVC words; segment and spell CVCC and CCVC words; identify the phoneme associated with single graphemes and some digraphs and trigraphs; blend sounds to read CVCC and CCVC words (including those with digraphs/ trigraphs); read some common exception words. Make predictions based on the front cover, title and what is read. Answer questions, drawing information from the text. Read increasingly fluently, using phonic knowledge.	Hear sounds in CVCC and CCVC words; segment and spell CVCC and CCVC words; identify the phoneme associated with single graphemes and some digraphs and trigraphs; blend sounds to read CVCC and CCVC words (including those with digraphs/ trigraphs); read some common exception words. Know that some texts are fiction and some are non-fiction; and the features of non-fiction books. Talk about what has been read and offer opinions and link to own experiences. Read increasingly fluently, using phonic knowledge and cues from what they understand and the context.	Segment to spell words with more than one syllable; quickly identify the grapheme-phoneme correspondence; blend to read words of more than one syllable; read an increasing number of common exception words. Talk about what has been read and offer opinions and link to own experiences; and wider knowledge of the world. Read increasingly fluently, using phonic knowledge and cues from what they understand and the context.

Love, Laugh, Learn, Live.

'But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such there is no law.' Galatians 5:22-23



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EYFS Communication and Language (40-60+ months)	- Listening attentively in a range of situations; to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions; giving their attention to what others say and responding appropriately, while engaged in another activity. - Answering ‘how’ and ‘why’ questions about their experiences and in response to stories or events. - Expressing themselves effectively, showing awareness of listeners’ needs; using past, present and future forms accurately when talking about events that have happened or are to happen in the future.					
Language Competency: through reading, talk and writing	How to listen: turning when hearing your name, looking at the speaker and being quiet. Nursery rhymes: listening for rhyming words. Clapping syllables in names and words. Talking about our families Nursery rhymes. Saying words that rhyme.	Enjoy listening to stories Talking about own homes and families Nursery rhymes. Finding rhyming pairs. Begin to make conversations with adults and peers; learning to take turns during role play. Nursery rhymes. Nursery rhymes Harvest festival song and retelling the Little Red Hen	Enjoying listening to a story and remembering what happens. Descriptions of environments and experiences of cold weather and snow. Articulating ideas and connecting them using connectives. Asking questions to find out information.	Asking questions to find out information, knowing that they can use non-fiction books to find answers. Talk about what they have found out in full sentences using connectives.	Singing. Increased concentration. Talking about the activities attempted during independent learning time Understand the difference between fact and fiction: share facts we have found out about worms. Enjoy listening to longer stories and can remember much of what happens. Articulate their ideas and thoughts in well-formed sentences. Engage in storytimes.	Connect one idea or action to another using a range of connectives. Describe events in some detail. Retelling the story; using new vocabulary. Talking about the importance of good oral hygiene and routines.
Physical Development	Focus on mark making and developing fine motor skills through a range of activities, such as ‘Dough Disco’ -Teaching the correct seating position - Pencil Grip -Tracing patterns	C Letters: c, a, o, d, g, q, e, s, (4 weeks) L Letters: l, i, t, u, (2 weeks) Learn to write name (copy)	R Letters: r, b, n, h, m, k, p (3 weeks) Letters: v, w, x, z (2 weeks) More complex letters: f, j, y (2 weeks) Digits 0-9 Write name independently using the correctly formed lower case letters with a capital at the beginning		Consolidation of letter formation of lower case letters C Letters: c, a, o, d, g, q, e, s, (3 weeks) L Letters: l, i, t, u, (2 weeks) R Letters: r, b, n, h, m, k, p (3 weeks) Letters: v, w, x, z (2 weeks) More complex letters: f, j, y (2 weeks Use and apply in writing activities	

YEAR 1 and 2 A Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 The Last Wolf by Mini Grey	Autumn 2 Out and About	Spring 1 Ossiri and The Bala Mengro	Spring 2 Beegu by Alexis Deacon	Summer 1 The Secret Sky Garden	Summer 2 The Magic Finger
Literary Form	Traditional Tales	Poetry	Narrative	Fiction Picture Book	Modern Fiction	Fiction
Curriculum Threads: Endeavour/Diversity/Community	Community	Community	Community Diversity	Diversity	Endeavour Diversity	Diversity

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Reading: Experience, Knowledge, Skills and Strategies		Word Reading and Comprehension:				
	□ 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 □ participate in discussion about what is read, - taking turns and listening to others □ express views about reading	□ continue to apply phonic knowledge and - skills as the route to decode words until - automatic decoding has become embedded - and reading is fluent □ read accurately by blending the sounds in - words that contain the graphemes taught so - far, especially recognising alternative sounds - for graphemes □ develop pleasure in reading, motivation to - read, vocabulary and understanding by: □ listening to, discussing and expressing - views about a wide range of - contemporary and classic poetry, stories - and non-fiction at a level beyond that at - which they can read independently □ recognising simple recurring literary - language in stories and poetry	▪ To engage and inspire children to engage with literature. ▪ To develop creative responses to the text through drama, storytelling and artwork. ▪ To develop empathy and explore wider themes through a narrative text. ▪ To deepen knowledge of the world through enquiry and cross-curricular research stimulated by a narrative text. ▪ To enrich vocabulary and understanding of the impact of language on readers and audience.	▣ Develop pleasure in reading, motivation - to read, vocabulary and understanding - by: ▣ listening to and discussing a wide range - of poems, stories and non-fiction at a - level beyond that at which they can read - independently ▣ being encouraged to link what they read - or hear read to their own experiences - becoming very familiar with key stories, - retelling them and considering their - particular characteristics ▣ recognising and joining in with - predictable phrases ▣ discussing word meanings, linking new - meanings to those already known ▣ Understand both the books they can - already read accurately and fluently and - those they listen to by: ▣ drawing on what they already know or - on background information and - vocabulary provided by the teacher □ checking that the text makes sense to - them as they read and correcting - inaccurate reading □ discussing the significance of the title - and events □ making inferences on the basis of what	- becoming very familiar with key stories, - retelling them and considering their - particular characteristics □ recognising and joining in with - predictable phrases □ discussing word meanings, linking new - meanings to those already known □ Understand both the books they can - already read accurately and fluently and - those they listen to by: □ drawing on what they already know or - on background information and - vocabulary provided by the teacher □ checking that the text makes sense to - them as they read and correcting - inaccurate reading □ discussing the significance of the title - and events □ making inferences on the basis of what	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; ♣ participate in discussion about what is read, taking turns and listening to others; ♣ express views about reading.

		☐ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ☐ discussing their favourite words and phrases ☐ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ☐ make inferences on the basis of what is said and done ☐ answer and ask questions explain and discuss understanding of poems; those they listen to and those read independently		inaccurate reading ☒ discussing the significance of the title and events ☒ making inferences on the basis of what is being said and done ☒ predicting what might happen on the basis of what has been read so far ☒ participating in discussion about what is read to them, taking turns and listening to what others say ☒ explaining clearly their understanding of what is read to them	is being said and done ☐ predicting what might happen on the basis of what has been read so far ☐ participating in discussion about what is read to them, taking turns and listening to what others say ☐ explaining clearly their understanding of what is read to them	
Phonics (Bug Club) https://www.activelearnprimary.co.uk/planning#bugclub_phonics	Year 1: Phase 5 Bug Club Unit 13, 14, 15.	Year 1: Phase 5 Bug Club Unit 16, 17, 18.	Year 1: Phase 5 Bug Club Unit 19, 20, 21.	Year 1: Phase 5 Bug Club Unit 22, 23, 24.	Year 1: Phase 5 Bug Club Unit 25, 26, 27.	Year 1: Phase 6 Bug Club Unit 28, 29, 30.
Spelling Year 2	Jane Considine Spelling Book Weeks 1 to 6	Jane Considine Spelling Book Weeks 7 to 12	Jane Considine Spelling Book Weeks 13 to 18	Jane Considine Spelling Book Weeks 19 to 24	Jane Considine Spelling Book Weeks 25 to 30	Jane Considine Spelling Book Weeks 31 to 36





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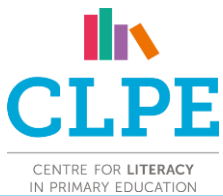


	□ expand noun phrases to describe and specify □ use past and present tense correctly and consistently □ use simple conjunctions to link subordinate and co-ordinating clauses	tenses correctly and consistently including the progressive form		teacher ✎ draft and write by noting ideas, key phrases and vocabulary, 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	✎ Taking turns and listening to other	
Grammar	◆ Use coordinating conjunctions to link two main ideas, <i>They pulled and pulled at the turnip to get it out.</i> • Use noun phrases which add detail to description, <i>very old grandma, brave woodchopper</i> • Use the progressive form for verbs, <i>Goldilocks was walking</i> through the woods.	◆ Use coordinating conjunctions to link two main ideas, <i>They pulled and pulled at the turnip to get it out.</i> • Use noun phrases which add detail to description, <i>very old grandma, brave woodchopper</i> • Use the progressive form for verbs, <i>Goldilocks was walking</i> through the woods.	Use coordinating conjunctions to link two main ideas, <i>Badgers sleep in the day and look for food at night.</i> • Use subordinating conjunctions in the middle of sentences, <i>Badgers can dig well because they have sharp claws</i> • Use noun phrases which inform, <i>sharp claws, black fur</i> • Use commas to separate items in a list,	Use coordinating conjunctions to link two main ideas, <i>Badgers sleep in the day and look for food at night.</i> • Use subordinating conjunctions in the middle of sentences, <i>Badgers can dig well because they have sharp claws</i> • Use noun phrases which inform, <i>sharp claws, black fur</i> • Use commas to separate items in a list,	Use coordinating conjunctions to link two main ideas, <i>Badgers sleep in the day and look for food at night.</i> • Use subordinating conjunctions in the middle of sentences, <i>Badgers can dig well because they have sharp claws</i> • Use noun phrases which inform, <i>sharp claws, black fur</i> • Use commas to separate items in a list,	◆ Use coordinating conjunctions to link two main ideas, <i>They pulled and pulled at the turnip to get it out.</i> • Use noun phrases which add detail to description, <i>very old grandma, brave woodchopper</i> • Use the progressive form for verbs, <i>Goldilocks was walking</i> through the woods.

	Use exclamation sentences where appropriate, What big eyes you have, Grandma!	Use exclamation sentences where appropriate, What big eyes you have, Grandma!	You will need flour, eggs, sugar and water. Use exclamation sentences where appropriate, What a fantastic time we all had!	You will need flour, eggs, sugar and water. Use exclamation sentences where appropriate, What a fantastic time we all had!	You will need flour, eggs, sugar and water. Use exclamation sentences where appropriate, What a fantastic time we all had!	Use exclamation sentences where appropriate, What big eyes you have, Grandma!
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Year 1 - 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'. <u>Terminology</u>: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.			Year 2 - 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. <u>Terminology</u>: 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	- 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	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 - prepare and learn poems for performance - use spoken language to develop understanding through imagining and exploring ideas	- To engage and inspire children to engage with literature. - To develop creative responses to the text through drama, storytelling and artwork. - To develop empathy and explore wider themes through a narrative text. - To deepen knowledge of the world through enquiry and cross-curricular research stimulated by a narrative text. - To enrich vocabulary and understanding of the impact of language on readers and audience.	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	- 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 ©The Centre for Literacy in Primary Education. 2021 You may use this teaching sequence freely in your school but it cannot be commercially	



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					published or reproduced or used for anything other than educational purposes without the express permission of CLPE. CLPE is a charity. Support us to continue to provide our free resources that raise children’s engagement and attainment in literacy to schools and parents: www.clpe.org.uk/clpe/about-us/donate-support-our-work ☑ Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama	
Writing Purpose	Writing to entertain Poetry and letter writing	Writing to entertain Poetry to perform	Writing to inform Scientific	Writing to inform Letter writing	Writing to Inform	Writing to entertain Narrative

YEAR 1 and 2 B Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 Rapunzel by Bethan Woollvin Poems to Perform by Julia Donaldson (1 week)	Autumn 2 Poems to Perform (Continued) Winter Sleep: A Hibernation Story by Sean Taylor and Alex Morss	Spring 1 The Secret of Blackrock	Spring 2 Claude In The City	Summer 1 The Robot and the Bluebird	Summer 2 The Snail and the Whale by Julia Donaldson
Literary Form	Traditional Tales	Poetry Fiction Narrative	Fiction	Fiction	Modern Fiction	Fiction

Curriculum Threads: Endeavour/Diversity/ Community	Diversity	Community/Endeavour	Community (Fishing Communities)	Diversity	Diversity/Community	Endeavour
Reading: Experience, Knowledge, Skills and Strategies	☐ 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 ☐ participate in discussion about what is read, taking turns and listening to others ☐ express views about 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 ☐ participate in discussion about what is read, taking turns and listening to others ☐ express views about reading	▪ To engage and inspire children to engage with literature. ▪ To develop creative responses to the text through drama, storytelling and artwork. ▪ To develop empathy and explore wider themes through a narrative text. ▪ To deepen knowledge of the world through enquiry and cross-curricular research stimulated by a narrative text. ▪ To enrich vocabulary and understanding of the impact of language on readers and audience. ▪ To write with confidence for real purposes and audiences.	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; ☐ participate in discussion about what is read, taking turns and listening to others; ☐ express views about 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 question ☐ predict what might happen on the basis of what has been read ☐ draw inferences on the basis of what is being said and done ☐ participate in discussion about what is read, taking turns and listening to others ☐ express views about reading	☐ Increase familiarity with a range of books; ☐ Explain and discuss understanding of books; ☐ Discuss the sequence of events in books; ☐ 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 and opinions about reading.
Phonics (Bug Club) https://www.activelearnprimary.co.uk/planning#bugclub_phonics	Year 1: Phase 5 Bug Club Unit 13, 14, 15.	Year 1: Phase 5 Bug Club Unit 16, 17, 18.	Year 1: Phase 5 Bug Club Unit 19, 20, 21.	Year 1: Phase 5 Bug Club Unit 22, 23, 24.	Year 1: Phase 5 Bug Club Unit 25, 26, 27.	Year 1: Phase 6 Bug Club Unit 28, 29, 30.

Spelling Year 2	Jane Considine Spelling Book Weeks 1 to 6	Jane Considine Spelling Book Weeks 7 to 12	Jane Considine Spelling Book Weeks 13 to 18	Jane Considine Spelling Book Weeks 19 to 24	Jane Considine Spelling Book Weeks 25 to 30	Jane Considine Spelling Book Weeks 31 to 36
Writing: Transcription Year 1	Integrate the teaching of capital letters alongside the lower-case letters		Quick recap of capital letters/ teach the first join – diagonal join to letters without an ascender or descender		Learn to write surname independently	
Writing: Transcription Year 2	Focus on the first join but from a letter with an ascender to a letter without an ascender da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu A diagonal join to the letter 'c' ac, ec, ic, lc, uc oe, re, ve, we Focus on the third join - a diagonal join from a letter to a letter with an ascender ab, ah, ak, al, at, el, ch, ck, cl, ct, eb, eh, ek, el, et Tricky join - qu		Recap the first join alongside new teaching A diagonal join to the letter 's' as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us Begin to teach the second join – the horizontal join oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz Join from the letter 'b' bu, ba, be, bi, bl, bo, br, bs,		Recap the first join alongside new teaching A diagonal join to the letter 'e' ae, ce, de, ee, he, ie, ke, le, me, ne, ue Continue with the second join – the horizontal join ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu Join from the letter 'p' pu, pa, pe, pi, pl, po, pr, ps	
Writing: Composition	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	☑ 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, nonfiction 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	Role on the Wall ▪ Information Writing in a range of forms ▪ Personal Narrative ▪ Thought Bubbles ▪ Questions and suggestions ▪ Diary entry in role ▪ Stream of Consciousness Poetry ▪ Persuasive argument ▪ Letters and notes ▪ Recipes and Instructions ▪ Book Review ▪ Book Trailer	☑ 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	☑ 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	☑ 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 about fictional personal experiences and fictional narratives; ☑ Reread writing to check it makes sense and make simple revisions

	☐ use simple conjunctions to link subordinate and co-ordinating clauses			☑ co-ordinating clauses	subordinate and co-ordinating clauses	
Grammar	♦ Use coordinating conjunctions to link two main ideas, <i>They pulled and pulled at the turnip to get it out.</i> • Use noun phrases which add detail to description, <i>very old grandma, brave woodchopper</i> • Use the progressive form for verbs, <i>Goldilocks was walking</i> through the woods. • Use exclamation sentences where appropriate, What big eyes you have, Grandma!	Use coordinating conjunctions to link two main ideas, <i>Badgers sleep in the day and look for food at night.</i> • Use subordinating conjunctions in the middle of sentences, <i>Badgers can dig well because they have sharp claws</i> • Use noun phrases which inform, <i>sharp claws, black fur</i> • Use commas to separate items in a list, You will need flour, eggs, sugar and water. • Use exclamation sentences where appropriate, What a fantastic time we all had!	Use coordinating conjunctions to link two main ideas, <i>Badgers sleep in the day and look for food at night.</i> • Use subordinating conjunctions in the middle of sentences, <i>Badgers can dig well because they have sharp claws</i> • Use noun phrases which inform, <i>sharp claws, black fur</i> • Use commas to separate items in a list, You will need flour, eggs, sugar and water. • Use exclamation sentences where appropriate, What a fantastic time we all had!	♦ Use coordinating conjunctions to link two main ideas, <i>They pulled and pulled at the turnip to get it out.</i> • Use noun phrases which add detail to description, <i>very old grandma, brave woodchopper</i> • Use the progressive form for verbs, <i>Goldilocks was walking</i> through the woods. • Use exclamation sentences where appropriate, What big eyes you have, Grandma!	Use coordinating conjunctions to link two main ideas, <i>Badgers sleep in the day and look for food at night.</i> • Use subordinating conjunctions in the middle of sentences, <i>Badgers can dig well because they have sharp claws</i> • Use noun phrases which inform, <i>sharp claws, black fur</i> • Use commas to separate items in a list, You will need flour, eggs, sugar and water. • Use exclamation sentences where appropriate, What a fantastic time we all had!	♦ Use coordinating conjunctions to link two main ideas, <i>They pulled and pulled at the turnip to get it out.</i> • Use noun phrases which add detail to description, <i>very old grandma, brave woodchopper</i> • Use the progressive form for verbs, <i>Goldilocks was walking</i> through the woods. • Use exclamation sentences where appropriate, What big eyes you have, Grandma!
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Year 1 • 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'. • <u>Terminology</u>: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.			Year 2 • 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. <u>Terminology</u>: 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	listen and respond appropriately to adults and peers ☐ ask relevant questions to extend knowledge and understanding ☐ consider and evaluate viewpoints, attending to and	☑ Listen and respond appropriately to adults and peers; ☑ ask relevant questions to extend knowledge and understanding;	To enrich vocabulary and understanding of the impact of language on readers and audience	☐ Listen and respond appropriately to adults and peers; ☐ ask relevant questions to extend knowledge and understanding;	☑ listen and respond appropriately to adults and peers ☑ ask relevant questions to extend knowledge and understanding ☑ consider and evaluate viewpoints, attending to and	Participate in discussion about what is read, taking turns and listening to what others say; ☑ Ask relevant questions to extend their understanding

	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	▣ 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.		□ 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	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	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; ▣ Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama
Writing Purpose	Writing to entertain Poetry, diary entry, wanted posters	Writing to inform Poetry, information leaflet	Writing to inform	Writing to entertain Narrative writing in role: diary of the girl	Writing to inform	Writing to entertain Short narrative; explanation text (drafting and editing)