

English – Autumn 1

Spoken language:

Discuss the sequence of events in books and how items of information are related.
Discuss his/her favourite words and phrases.
Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.
Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.

Vocabulary, Punctuation and Grammar:

Write compound sentences that include co-ordination e.g. or, and, but.
Write complex sentences that include subordination e.g. when, if, that, because.
Choose words appropriate to the writing.
Construct sentences that include adjectives, adverbs and precise verbs.
Always use full stops.
Use commas to separate items in a list.
Use capital letters more than 50% of the time.
Use exclamation marks and question marks.

Genres and Texts

Story, Non Chronological Reports, Recount, Description, List Poem

Hook for Learning:

The Lonely Beast
L.S Lowry
Matchstalk Men and Matchstalk Cats and Dogs
Roger McGough: The Sound Collector

Talk pathways.....

When relating their stories uses terms like yesterday, last week, today as well as specific names of places, including towns. Make specific vocabulary choices

Composition

Ideas are mostly suitable for a narrative. Ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount. Include enough information and description to interest the reader. Write sentences with adventurous adjectives. Write long sentences. Start sentences in different ways from a name or personal pronoun, e.g. One bright morning.... Include expanded noun phrases for description and specification e.g. The blue butterfly. Use rhyme for effect e.g. He was snoring and roaring.

Transcription/spelling/handwriting

Use phonetically plausible strategies to spell unknown polysyllabic words. Turn adjectives into adverbs through applying 'ly' e.g. slowly. Form lower case letters of the correct size in relation to other letters. Start using some of the diagonal and horizontal strokes to join letters.

Non-negotiables:

Use expanded noun phrases to add description & specification.
Write using subordination (when, if, that, because).
Correct use of verb tenses.

Word reading: (Word Reading)

Read accurately words of two or more syllables that contain graphemes learnt. Read common exception words noting unusual correspondences. Read words containing common suffixes. Read whole books independently.

Comprehension:

Identify a story's beginning, middle and end. Recognise the difference between non-fiction and story front covers. Tell the difference between headings and sub-headings and how they organise writing. Consider the dominant emotions of certain characters in the story. Make predictions about action that might occur in the story. Retrieve examples from a text when we find out what a character thinks. Reflect on how a character's feelings have changed from the start to the end of a story. Make plausible predictions of future events based on what has been read so far.

English –Weekly

Week 1: The Lonely Beast (Familiarising ourselves with the story)

Identify a story's beginning, middle and end. Write compound sentences that include co-ordination e.g. or, and, but.

Write complex sentences that include subordination e.g. when, if, that, because.

Week 2: The Lonely Beast: Writing in role & Character Description

Consider the dominant emotions of certain characters in the story. Make predictions about action that might occur in the story. Retrieve examples from a text when we find out what a character thinks. Reflect on how a character's feelings have changed from the start to the end of a story. Make plausible predictions of future events based on what has been read so far.

Week 3: Non Chronological Report: Planning (Manchester)

Recognise the difference between non-fiction and story front covers. Tell the difference between headings and sub-headings and how they organise writing. Write compound sentences that include co-ordination e.g. or, and, but. Write complex sentences that include subordination e.g. when, if, that, because. . Ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount.

Week 4: Non Chronological Report: Writing (Manchester)

Recognise the difference between non-fiction and story front covers. Tell the difference between headings and sub-headings and how they organise writing. Write compound sentences that include co-ordination e.g. or, and, but. Write complex sentences that include subordination e.g. when, if, that, because. . Ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount.

Week 5: Narrative Writing: Story Planning

Identify a story's beginning, middle and end. Write sentences with adventurous adjectives. Write long sentences. Start sentences in different ways from a name or personal pronoun, e.g. One bright morning.... Include expanded noun phrases for description and specification e.g. The blue butterfly.

Week 6: Narrative Writing: Writing and Proof Reading

Write sentences with adventurous adjectives. Write long sentences. Start sentences in different ways from a name or personal pronoun, e.g. One bright morning.... Include expanded noun phrases for description and specification e.g. The blue butterfly. Write compound sentences that include co-ordination e.g. or, and, but. Write complex sentences that include subordination e.g. when, if, that, because. Construct sentences that include adjectives, adverbs and precise verbs.

Week 7: Poetry: The Sound Collector

Use rhyme for effect e.g. He was snoring and roaring. Use commas to separate items in a list. Construct sentences that include adjectives, adverbs and precise verbs.