

# English –Spring 2

## Spoken language:

Orally rehearse structured sentences or sequences of sentences.

Plan the content of writing and write down ideas.

Retell orally some stories, including fairy stories and traditional tales.

Discuss ideas for the content of writing.

Discuss sequence of events in books and how they are related to each other.

Talk about favourite words and phrases.

Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Talk about and give opinion on range of texts.

## Vocabulary, Punctuation and Grammar:

Always use full stops. Use commas to separate items in a list. Use correct verb forms. Apply correct tense cross a piece of writing including progressive form to mark actions in progress. Use capital letters more than 50% of the time.

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

## Genres and Texts

Story, Explanation, Recount, Poetry

Jim and the Beanstalk, The Rabbit Problem, Read me first:

Poems for younger readers for every day of the year.

Non-Fiction books.

## Hook for Learning:

Jack and the beanstalk. Letters from the Giant.  
The Rabbit problem. Link to Science curriculum.

## 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

Write whole texts that are interesting, engaging or thoughtful (Ideas are mostly suitable for a narrative, sometimes the viewpoint is indicated by comments, and Ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount). Produce texts which are appropriate to reader and purpose (Include the main features of a genre/text type). Include enough information and description to interest the reader. Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction.

Plan the content of writing and write down ideas. Write down or annotate plan with key language and vocabulary.

Formulate sentences which express their ideas for writing.

Re-read to check that writing makes sense. Re-read to check that verbs indicating time are used correctly and consistently, including verbs in the continuous form. Proof-read to check for errors in spelling, grammar and punctuation. Make improvements to writing after evaluation.

Transcription/spelling/handwriting

Segment spoken words into phonemes and record these as graphemes.

Spell many words correctly using segmenting.

Turn adjectives into adverbs through applying 'ly' e.g slowly.

## Non-negotiables:

Use expanded noun phrases to add description & specification.

Write using subordination (when, if, that, because).  
Correct use of verb tenses.

Write under headings [*as introduction to paragraphs*].

Write different kinds of sentence: Statement, question, exclamation, command.

## Reading:

Know and recognise simple recurring literary language in stories and poetry. Draw simple inferences from illustrations and text on the basis of what is being said and done. Read for meaning, checking that the text makes sense and correcting inaccurate reading.

## Word reading: (Guided reading records)

Decode automatically and fluently.

Read accurately by blending the sounds in words that contain the graphemes taught.

Recognise and read alternative sounds for graphemes.

## Comprehension:

Be aware that non-fiction books are structured in different ways.

Listen and respond to a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.

Answer and ask appropriate questions.

# English –Weekly

## **Week 1: Jack/Jim and the Beanstalk/ Baked Beanstalk/ Jelly Beanstalk (Familiar Stories)**

Listen and respond to a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. Know and recognise simple recurring literary language in stories and poetry. Discuss the sequence of events in books and how they are related to each other. Retell orally some stories, including fairy stories and traditional tales. Draw simple inferences from the events and characters' actions and speech. Always use full stops. Use commas to separate items in a list. Use correct verb forms. Apply correct tense cross a piece of writing including progressive form to mark actions in progress. Use capital letters more than 50% of the time. Write compound sentences that include co-ordination e.g and, but, or. Write complex sentences that include subordination e.g when, if, that, because.

## **Week 2: Jack/Jim and the Beanstalk/ Baked Beanstalk/ Jelly Beanstalk (Familiar Stories)**

Include expanded noun phrases for description and specification, e.g. *the blue butterfly*. Write sentences with adventurous adjectives. Write long sentences. Write short sentences. Always use full stops. Use commas to separate items in a list. Use capital letters more than 50% of the time. Write compound sentences that include co-ordination e.g and, but, or. Write complex sentences that include subordination e.g when, if, that, because. Use the apostrophe to mark singular possession. Discuss ideas for the content of writing. Plan the content of writing and write down ideas. Write down or annotate plan with key language and vocabulary. Formulate sentences which express their ideas for writing. Construct sentences that include adjectives, adverbs and precise verbs. Use sentences with different forms: statement, question, exclamation and command. Start sentences in different ways from a name or personal pronoun e.g One bright morning... Construct sentences that include adjectives, adverbs and precise verbs.

## **Week 3: Explanation Text: Life Cycle of a Plant & Recount (The Rabbit Problem)**

Write long sentences. Write short sentences. Always use full stops. Use commas to separate items in a list. Use capital letters more than 50% of the time. Write compound sentences that include co-ordination e.g and, but, or. Write complex sentences that include subordination e.g when, if, that, because. Use the apostrophe to mark singular possession. Discuss ideas for the content of writing. Plan the content of writing and write down ideas. Write down or annotate plan with key language and vocabulary. Formulate sentences which express their ideas for writing. Construct sentences that include adjectives, adverbs and precise verbs. Use sentences with different forms: statement, question, exclamation and command. Discuss the sequence of events in books and how they are related to each other. Retell orally some stories, including fairy stories and traditional tales. Always use full stops. Use commas to separate items in a list. Use correct verb forms. Apply correct tense cross a piece of writing including progressive form to mark actions in progress. Use capital letters more than 50% of the time. Write compound sentences that include co-ordination e.g and, but, or. Write complex sentences that include subordination e.g when, if, that, because. Include expanded noun phrases for description and specification, e.g. *the blue butterfly*. Write sentences with adventurous adjectives. Write long sentences. Write short sentences. Start sentences in different ways from a name or personal pronoun e.g One bright morning... Construct sentences that include adjectives, adverbs and precise verbs.

## **Week 4 & 5: The Crow's Tale**

Discuss the sequence of events in books and how they are related to each other. Retell orally some stories, including fairy stories and traditional tales. Always use full stops. Use commas to separate items in a list. Use correct verb forms. Apply correct tense cross a piece of writing including progressive form to mark actions in progress. Use capital letters more than 50% of the time. Write compound sentences that include co-ordination e.g and, but, or. Write complex sentences that include subordination e.g when, if, that, because. Include expanded noun phrases for description and specification, e.g. *the blue butterfly*. Write sentences with adventurous adjectives. Write long sentences. Write short sentences. Start sentences in different ways from a name or personal pronoun e.g One bright morning... Construct sentences that include adjectives, adverbs and precise verbs.

## **Week 6: Poetry: Read me first: Poems for younger readers for every day of the year**

Listen and respond to a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. Talk about and give an opinion on the above range of texts. Talk about favourite words and phrases. Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Write poetry. Plan the content of writing and write down ideas. Deploy poetic style to engage the reader (Use rhyme for effect and use repetition in a basic way that follows story models

### **Grammar Skills:**

- Homophones and near homophones.
- Spelling rules: /or/ sound spelt 'a' before l or ll.  
/or/ sound spelt 'ar' after w.

### **Grammar Skills:**

- Identifying sentences with different forms: statement, question, exclamation and command.
- Spelling rules: /n/ sound spelt 'o'.

### **Grammar Skills:**

- Adding suffixes to form nouns – ness, -er.
- Spelling rules: /or/ sound spelt 'a' before l or ll.  
/or/ sound spelt 'ar' after w.

### **Grammar Skills:**

- Adding suffixes to form adjectives – ful, -less
- Spelling rules: /i:/ sound spelt 'ey'

### **Grammar Skills:**

- Adding suffixes to form adjectives – er, -est. Using -ly to turn adjectives into adverbs.
- Spelling rules: /ɒ/ spelt 'a' after 'w' and 'qu'.

### **Grammar Skills:**

- Identifying nouns, verbs, adverbs and adjectives.
- Spelling rules: /ɜ:/ sound spelt 'or' after 'w'.