

# English – Autumn 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.

## Genres and Texts

Story, Report, Poetry

The Princess and the Wizard. The Pea and the Princess.

The Clock Tower (Literacy Shed). Non-Fiction texts.

## Hook for Learning:

The Princess and the Wizard

Learning Challenge research- Nelson Mandela/ Princess Diana

## 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.

## 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.

Transcription/spelling/handwriting

Segment spoken words into phonemes and record these as graphemes.

Spell many words correctly using segmenting.

# English –Weekly

## **Week 1: The Princess and the Wizard (Familiar Stories) - Getting to know the story**

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. Apply correct tense cross a piece of writing including progressive form to mark actions in progress. Write compound sentences that include co-ordination e.g and, but, or. Write complex sentences that include subordination e.g when, if, that, because.

### **PIXL GPS therapies:**

Can sustain the use of the correct tense across a range of text types. E.g story, letter. Can use full stops, exclamation marks and question marks to demarcate most sentences.

### **PIXL Reading therapies:**

Can discuss word meanings, linking new meanings to those they already know. Can explain what is read in their own words.

## **Week 2: The Princess and the Wizard (Familiar Stories) – Character descriptions/ Story planning.**

Include expanded noun phrases for description and specification, e.g. *the blue butterfly*. Use commas to separate items in a list. 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.

### **PIXL GPS therapies:**

Can identify adjectives. Begins to use capital letters for names and personal pronoun 'I'.

### **PIXL Reading therapies:**

Can read closely to obtain specific information. Can identify, select and highlight key words in a sentence to answer recall questions.

## **Week 3: The Princess and the Wizard (Familiar Stories)- Writing and Editing**

Use commas to separate items in a list. Apply correct tense cross a piece of writing including progressive form to mark actions in progress.. Write compound sentences that include co-ordination e.g and, but, or. Write complex sentences that include subordination e.g when, if, that, because. Start sentences in different ways from a name or personal pronoun e.g One bright morning... Order writing using line breaks to show new ideas in narrative or use numbers n non-fiction.

### **PIXL GPS therapies:**

Can identify nouns. Can use capital letters at the start of some sentences.

### **PIXL Reading therapies:**

Recall main points (who, what, where, when, how, why answers). Can answer simple 'How' and 'Why' questions from pictures or texts.

## **Week 4 & 5: Recount- Writing about the life of Nelson Mandela and Editing.**

Be aware that non-fiction books are structured in different ways. Group main ideas together.. Write down or annotate plan with key language and vocabulary. Use commas to separate items in a list. Apply correct tense cross a piece of writing including progressive form to mark actions in progress. 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 enough information and description to interest the reader. Order writing using line breaks to show new ideas in narrative or use numbers n non-fiction. Use different forms: statement, question, exclamation, command.

### **PIXL GPS therapies:**

Can identify and write simple sentences. Joins words or clauses using co-ordination e.g or, and, but...

### **PIXL Reading therapies:**

Can discuss the actions of characters and justify views on the basis of what is being said and done. Can summarise the main points from a passage or a text.

## **Week 6: The Pea and the Princess (Familiar Stories) Recount, Setting Description**

Draw simple inferences from the events and characters' actions and speech. Use commas to separate items in a list. Use 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.

### **PIXL GPS therapies:**

Can identify verbs. Can include some detail in writing to add interest e.g adjective or simile.

### **PIXL Reading therapies:**

Can ask questions to improve their understanding of a text.

## **Week 7: The Pea and the Princess (Familiar Stories)- Letter of Complaint from the Pea and Editing & Adventures are the pits (Literacy Shed)**

Use commas to separate items in a list. Use correct verb forms. Write compound sentences that include co-ordination e.g and, but, or. Write complex sentences that include subordination e.g when, if, that, because. 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. Include enough information and description to interest the reader. Order writing using line breaks to show new ideas in narrative or use numbers n non-fiction.