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| **Fiction:****Traditional Tales** ( approx 2 wks) | **Spoken Language*** To develop rules for effective discussions, including considering the opinions of others
 | **Suggested texts/authors**Cinderella Snow White |
| **Grammar, Punctuation and Vocabulary****In reading, investigate:*** How words combine to make sentences
* How words and clauses are joined using and
* How sentences are sequenced to form short narratives
* How words are separated with spaces
* How capital letters, full stops, exclamation and question marks are used to demarcate sentences
* How capital letters are used for names and personal pronouns
* The patterns of language and repeated words and phrases

**In writing, children will apply these skills to:*** Combine words to make sentences
* Join clauses using and
* Sequence sentences to form short narratives
* Separate words with spaces
* Use capital letters, full stops, question and exclamation marks to demarcate sentences
* Use capital letters for names and personal pronouns
* Use the patterns of language and repeated words and phrases

**Vocabulary**Use formulaic sentences from the traditional tales studied | **Reading and Writing*** recap traditional tales from term 1 and introduce a new traditional tale
* discuss the significance of the title and events
* review the characteristics of traditional tales
* using the new traditional tale to be studied, identify what the main character is searching for? e.g. love/money/home.
* using the texts, explore openings and endings, e.g. a vague setting
* from the traditional tales read, identify how formulaic sentences are used, e.g. Once upon a time …There was once a … long ago in the …and came to pass…
* retell and write own version of studied traditional tale
* read aloud their writing clearly enough to be heard by their peers and the teacher
 | **Teaching strategies*** reciprocal reading strategies
* read aloud stories (Reception key texts)
* orally retell familiar stories
* book talk
* boxing up pictorially
* read lots of traditional tales and identify similarities, patterns and repeated phrases
* oral retelling by whole class/ groups/ pairs/ to other classes
* Talk for Writing:

story mapsimitationinnovationinvention |
| **Spoken outcomes:** children will be able to retell their own version of a traditional tale**Reading outcomes:** children will be able to identify openings and endings e.g. A long time ago in a dark forest etc. and identify how formulaic sentences are used e.g. there was once a ….. **Writing outcomes**: children will be able to write their own version of a Traditional Tale  |

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| **Key Stories**(2 wks) | **Spoken Language*** participate in discussions or collaborative conversations, staying on topic, taking turns and listening to what others say
* to develop an awareness of the differences between spoken and written language
 | **Suggested texts/authors*** The Gruffalo
* We’re Going on a Bear Hunt
* The Tiger Who Came to Tea
* Handa’s Surprise
* Where the Wild Things Are
* Jasper’s Beanstalk
* The Very Hungry Caterpillar
* Elmer
 |
| **Grammar, Punctuation and Vocabulary****In reading, investigate:*** How words combine to make sentences
* How words and clauses are joined using and
* How sentences are sequenced to form short narratives
* How words are separated with spaces
* How capital letters, full stops, exclamation and question marks are used to demarcate sentences
* How capital letters are used for names and personal pronouns
* Typical phrases for openings and endings

**In writing, children will apply these skills to:*** Combine words to make sentences
* Join clauses using and
* Sequence sentences to form short narratives
* Separate words with spaces
* Use capital letters, full stops, question and exclamation marks to demarcate sentences
* Use capital letters for names and personal pronouns
* Use typical phrases for openings and endings

**Vocabulary**Use typical story language | * recap key stories and introduce a new key story
* explore familiar/unfamiliar settings linked to own experience
* use different voices for different characters when reading aloud
* act out stories and portray characters and their motives
* write own version of a familiar key story (include a setting) using simple sentences to recount own experiences in writing and a series of sentences to sequence events
* read aloud their writing clearly enough to be heard by their peers and the teacher
 | **Teaching strategies*** reciprocal reading strategies
* read aloud stories (Reception key texts)
* orally retell familiar stories
* book talk
* boxing up pictorially
* read lots of traditional tales and identify similarities, patterns and repeated phrases
* oral retelling by whole class/ groups/ pairs/ to other classes
* Talk for Writing:

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| **Reading outcomes** – children will be able to identify familiar and unfamiliar settings, key characters and their motives**Spoken outcomes** – children will be able to act out stories and portray characters and their motives, using different voices for different characters**Written outcomes** –children will be able to write their own version of a familiar key story using simple sentences to sequence events |

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| **Instructions**(1 week) | **Spoken Language*** Explain/describe a process or present information, ensuring items are clearly sequenced
 | **Suggested texts/authors** |
| **Grammar, Punctuation and Vocabulary****In reading, investigate:*** The imperative verb used at the start of each instruction
* How words combine to make sentences
* How words are separated with spaces
* How capital letters and full stops are used to demarcate sentences

**In writing, children will apply these skills to:*** Use the imperative verb at the start of each instruction
* Combine words to make sentences
* Separate words with spaces
* Use capital letters and full stops to demarcate sentences

**Vocabulary**Use imperative verbs | **Reading and Writing*** read and follow a longer series of instructions
* contribute to class composition of instructions
* write own set of instructions
 | **Teaching strategies*** reciprocal reading strategies
* orally give and model following a series of short instructions
* listening comprehension
* model using simple text map (pictorial) to support giving oral instructions
* guided reading and writing
* read and follow pictorial and or written instructions
 |
| **Reading outcomes –** children will be able to read and follow a longer series of instructions**Written outcomes –** children will be able to contribute to class composition and then write their own set of instructions |

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| **Information Texts** (2 wks - link to another curriculum area) | **Spoken Language*** explain/describe a process or present information, ensuring items are clearly sequenced
 | **Suggested texts/authors** |
| **Grammar, Punctuation and Vocabulary****In reading, investigate:*** How words combine to make sentences
* How words and clauses are joined using and
* How sentences are sequenced to form short texts
* How words are separated with spaces
* How capital letters, full stops and question marks are used to demarcate sentences
* How capital letters are used for names and personal pronoun ‘I’

**In writing, children will apply these skills to:*** Combine words to make sentences
* Join clauses using and
* Sequence sentences to form short texts
* Separate words with spaces
* Use capital letters, full stops and question marks to demarcate sentences
* Use capital letters for names and personal pronoun ‘I’

**Vocabulary**titles, contents page, index, pictures, labelled diagrams, charts | **Reading and writing*** pose questions before reading non-fiction texts to find answers
* choose a suitable book to find the answers, by predicting what a book might be about from a brief look at front and back covers, including blurb, title and illustrations
* record information e.g. as lists, completed charts, fact file
* create an information text
* choose what to write about, orally rehearse, plan and write
 | **Teaching strategies*** book talk
* reciprocal reading strategies
* model how to phrase a question
* guided reading
* orally rehearse
* pictorial representation to support writing
* shared reading – modelling posing questions and retrieving information
* read as a reader
* talk partners
* use model text (extended caption)
 |
| **Reading Outcomes –** children will be able to identify a suitable book to find answers to their questions, using front cover, title, blurb and illustrations**Written Outcomes –** children will be able record information as lists, charts etc and write a simple information text |

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| **Recounts**(2 wks) | **Spoken Language*** explain/describe a process or present information, ensuring items are clearly sequenced
 | **Suggested texts/authors** |
| **Grammar, Punctuation and Vocabulary****In reading, investigate:*** How words combine to make sentences
* How words and clauses are joined using and
* How certain words are used to indicate the passing of time
* How sentences are sequenced to form short recounts
* How words are separated with spaces
* How capital letters, full stops, exclamation and question marks are used to demarcate sentences
* How capital letters are used for names and personal pronoun ‘I’

**In writing, children will apply these skills to:*** Combine words to make sentences
* Join clauses using and
* Use words to indicate the passing of time
* Sequence sentences to form short recounts
* Separate words with spaces
* Use capital letters, full stops, question and exclamation marks to demarcate sentences
* Use capital letters for names and personal pronoun ‘I’

**Vocabulary**time conjunctionsanecdotal language, e.g. Just imagine… | **Reading and Writing*** read personal recounts and identify structure e.g. sequence of events and language used e.g. first, when, after (revise from Term 1)
* orally recount an incident from their own experience using sequencing words
* listen to others’ recounts and ask relevant questions
* write simple first person recounts from personal experience in chronological order
 | **Teaching strategies*** reciprocal reading strategies
* teacher model orally alongside text map (with sentence signposts e.g. first, next, then)
* read and order simple written or pictorial recounts
* children orally retell sequence of events from own text map based on shared experience as a class (take photos to support chn)
* innovation – text maps and oral rehearsal
* Talk for Writing strategies:

mapping eventsimitationinnovationinvention |
| **Reading outcomes:** children will be able to identify the structure of personal recounts (e.g. sequence of events and language used)**Written outcomes:** children will be able to write a simple first person recount from personal experience in chronological order**Spoken outcomes:** children will be able to orally recount an incident from their own experience using sequencing words |

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| **Patterns and Rhymes** (2 wks) | **Spoken Language*** to speak clearly and audibly
 | **Suggested texts/authors** |
| **Grammar, Punctuation and Vocabulary****In reading, investigate:*** How words are separated with spaces
* How capital letters are used for names and personal pronoun ‘I’
* the patterns of language and repeated words and phrases

**Vocabulary**Words that rhyme | **Reading and Performing*** introduce a new poem
* learn and appreciate rhymes
* discuss the significance of the title
* predict what might happen within the poem
* make inferences from the poem
* perform the poem in unison following the rhythm and keeping time
 | **Teaching strategies*** read and listen to lots of poems with patterns and rhymes
* discuss likes/ dislikes
* book talk
* modelling identifying patterns and explaining what you notice
* model how to recite and perform in rhythm
* recite poem as a class, in groups, pairs
* film pupils performing poem, peer assessment with teacher support and improve
 |
| **Reading outcomes:** children will be able to identify what the poem is, make predictions and inferences from the poem **Spoken outcomes:** children will be able to perform the poem in unison following the rhythm and keeping time |