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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 maps  imitation  innovation  invention |
| **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:   story maps  imitation  innovation  invention |
| **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 conjunctions  anecdotal 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 events  imitation  innovation  invention |
| **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 | | |