

English



Literacy

Nursery			
Key knowledge and skills	Vocab	Opportunities and experiences	Development Matters/ELG links
<p>To understand:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read left to right, top to bottom • names of different parts of a book • page sequencing. <p>To hear rhymes.</p> <p>To clap syllables in a word.</p> <p>To hear words with the same initial sound.</p> <p>Talk about stories learning new vocab.</p> <p>Use some of their print and letter knowledge in early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Page Print Author Illustrator Cover Words Spaces Capital letter Full stop Rhyme Song Sound Phonics Letter Writing Up Down Round Back</p>	<p>When reading to children, talk about different parts of a book, show children how to handle books and turn the pages, where the text is and how we read, left to right, top to bottom.</p> <p>Show children capital letters, full stops and finger spaces in books.</p> <p>Look at different signs and logos.</p> <p>Help children to tune into different sounds and words by singing and changing nursery rhymes and songs.</p> <p>Miss out words in a rhyme for children to join in.</p> <p>Fred talk. RWI phonics and early reading. Use magnetic letters to create rhyming words.</p> <p>Share books to develop children's enjoyment including simple picture books with no text.</p> <p>Writing experiences throughout the setting, blackboards, chalk, note pads, clip boards, writing frames etc.</p>	<p>3 & 4 year olds will be learning to:</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately.

Reception			
Key knowledge and skills	Vocab	Opportunities and experiences	Development Matters/ELG links
To read single letter sounds.	Build on Nursery Vocab.	RWI phonics.	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. <p>ELG: Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <p>ELG: Word Reading</p> <p>Children at the expected level of development will:</p>
To read CVC words by blending.	Blend Segment Sounds	Fred talk games and activities.	
To read 10 special friends (digraphs)	Digraphs	Reading green words.	
To read words including digraphs.	Special friends	Read red words.	
Read a few common exception words.	Sentence	Listen to children read aloud ensure books match their phonic knowledge.	
Read simple sentences.	Lower case Capital letter		
To re-read books to build confidence, fluency, understanding and enjoyment.	Once upon a time	Book bag books, to take home.	
To form lower case and capital letters correctly.	Full stop	Book bag books, to take home.	
Control the size of writing.	Finger space	RWI letter formation.	
To spell CVC and common exception words.	List Story Label Alphabet	Fred finger spelling. Hold a sentence activities. Opportunities to talk about their writing.	
To write simple sentences using capital letters, full stops and finger spaces.		To talk about stories, read Favourite Five stories using new vocabulary.	
Read what they have written to check if it makes sense.		To talk about the characters, events and settings in a story and predict what might happen.	
Retell stories in their own words and using new vocabulary.			
To answer 'why' and 'how' questions about a book.			

			<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others.
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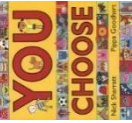
























Communication and Language

Nursery			
Key knowledge and skills	Vocab	Opportunities and experiences	Development Matters/ELG links
<p>To develop a love of reading.</p> <p>To give attention when asked.</p> <p>To know and use the vocabulary they hear.</p> <p>To understand a two-part question or instruction.</p> <p>To understand 'why' questions.</p> <p>Sing 2 Nursery rhymes, 1 number rhyme and 2 seasonal songs each half term.</p> <p>To communicate using correct tenses, plurals and sounds.</p> <p>To talk in sentences using joining words.</p> <p>To use longer sentences of four to six words.</p> <p>To start and continue a conversation with an adult or friend.</p>	<p>See weekly planning for targeted vocabulary development.</p>	<p>Timetable at least one story time a day. Share books though out the session.</p> <p>Support children to switch their attention. (Saying the childs name)</p> <p>Explain new words and concepts to the children and ensure children understand what they mean.</p> <p>Provide a rich language environment and high quality picture books.</p> <p>Offer lots of interesting things to investigate which encourage them to ask questions.</p> <p>Talk through stories (RWI)</p> <p>Listen to Favourite 5 story books and encourage children to retell stories.</p> <p>Give opportunities to sing a range of Nursery rhymes and songs.</p> <p>Model correct pronunciation of words and sounds.</p>	<p>3 & 4 year olds will be learning to:</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>

		Expand on children phrases adding language and new ideas.	
Reception			
Key knowledge and skills	Vocab	Opportunities and experiences	Development Matters/ELG links
<p>To understand how to listen carefully and why it is important.</p> <p>To know and use the vocabulary they hear in different contexts.</p> <p>To ask and answer who, where, when, why and how questions.</p> <p>To articulate ideas and thoughts in well-formed sentences.</p> <p>Describe events in detail.</p> <p>To talk about a problem and come up with ideas for how to solve it.</p> <p>To use social phrases.</p> <p>To develop a love of reading.</p> <p>To listen to and talk about stories.</p> <p>To identify characters, setting and plot in a story.</p> <p>To retell familiar stories in own words or using repeated words and phrases.</p>	<p>See weekly planning for targeted vocabulary development.</p> <p>Before</p> <p>After</p> <p>First</p> <p>Then</p> <p>So that</p> <p>Because</p> <p>I think</p> <p>You could</p> <p>It might be</p> <p>And</p> <p>because</p>	<p>Model active listening skills. (look at the speaker, be quiet)</p> <p>Use 'team stop' hand signal.</p> <p>Use pictures, photos and real objects to promote discussion and ask questions.</p> <p>Think out loud and ask questions to check understanding.</p> <p>Use complete sentences in everyday talk. Help children build sentences using new vocabulary by rephrasing what they say. Narrate actions.</p> <p>Use sequencing words, before, after, first, then.</p> <p>Use problem solving words, so that, because, I think, you could, it might be.</p> <p>Model talk routines throughout the day, Good morning, how are you?</p> <p>Daily story time, Favourite five, pie</p> <p>Corbett reading spine stories, Helicopter stories, Talk through stories (RWI) Indoor and outdoor reading areas, library books for children to take home.</p> <p>Different types of texts available, fiction, non-fiction, magazines, etc.</p> <p>Support parents in reading and phonic activities that they can do at home.</p>	<p>Children in reception will be learning to:</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<p>ELG: Listening, Attention & Understanding</p> <p>Children at the expected level of development will:</p>			




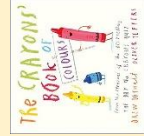

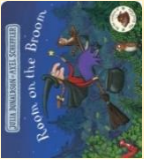
<p>Listen to and learn rhymes poems and songs.</p> <p>To enjoy a range of non-fiction books. (linked to topic)</p>		<p>Read to children daily showing enjoyment. Comment on the story.</p>	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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Nursery English Long Term Plan

	English Texts	Foundation Topics	Text Types Covered
Autumn 1	     	All about me Feelings and emotions Autumn	Traditional Narrative Repetitive
Autumn 2	     	Christmas Bonfire Night Halloween	Narrative Picture
Spring 1	    	Winter Chinese New Year Pancake day	Narrative
Spring 2	   	Easter	Narrative Repetitive Rhyme
Summer 1	   	Spring Animals	Narrative
Summer 2	     	Summer Seaside Transition	Narrative

Nursery texts have been chosen using Pie Corbett's Reading Spine. They have been chosen as they are very repetitive like songs. This makes them easier for children to join in with so the experience of reading becomes interactive and the children begin to learn the story as they are read to. In each book there is much to discuss so that children understand the vocabulary as well as what is happening. All of the books have pictures, which support the text but also compliment and add to it. It is important to discuss the pictures and what is happening in them as much as the text. After a while, the children will get to know each story word for word, which can give great confidence to early readers in terms of fluency when reading. (Pie Corbett)

The texts are often part of our Favourite 5 stories.

Nursery English Medium Term Plan			
	English Texts	English in the provision	Expectations
Autumn 1	 <p>Brown Bear, Brown Bear, What Do You See?</p> <p>Read, enjoy and let children join in until they know the story. Discuss what else the animals might hear, touch, taste or see.</p> <p>Ask: How do the different colours make you feel? Which is your favourite? Create a different version of the story for other animals that the children know, such as a cat or dog.</p> <p>Also read 'Polar Bear, Polar Bear, What Do You Hear?</p>	<p>Model and practise active listening skills.</p> <p>Listen to others during circle time and story time.</p> <p>What's in the bag?</p> <p>To know and use the vocabulary they hear.</p> <p>Nursery rhymes and seasonal songs. (Twinkle Twinkle, Head Shoulders Knees and toes, Tommy thumb, There's Four Seasons)</p> <p>Wiggle into Squiggle</p>	<p>Nursery 2's</p> <ul style="list-style-type: none"> *Listen to simple stories and understand what is happening, with the help of pictures. *Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). *Asks questions about the book. *Make comments and shares their own ideas. *Develop play around favourite stories using props. *Enjoy songs and rhymes. *Enjoys sharing books with an adult.
	<p>Autumn 1 Favourite 5</p> <p>Brown bear, brown bear</p> <p>Superheroes love starting Nursery</p> <p>The crayons book of colours</p> <p>The Scarecrows Wedding (Prepares for Reception favourite 5 and Year 2 talk through stories)</p> <p>Room on the broom (Prepares for Reception Talk through stories)</p>	    	

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Autumn 2	 <p>You Choose This book is good to share many times, especially working closely with a few children so they can look at the pictures and choose. Invite children to make collections, organising toys or objects into different categories. Play sorting games - by size, colour, shape or type. Use the book many times to choose a main character, a setting, an animal or object. Use these selections then to make up simple stories.</p>	<p>Dough disco Wiggle into Squiggle N1 Squiggle Whilst You wiggle - Move 1 -Up, down, side to side Move 2 - The Wiggle Move 3 - The Circle What's in the bag? Action word understanding To understand a two-part question or instruction. Nursery rhymes and seasonal songs - Row row row your boat, Incy wincy spider, Wheels on the bus & Christmas songs.</p>	<p>Nursery 2's <ul style="list-style-type: none"> *Pay attention to more than one thing at a time. *Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." *Can show that they understand action words by pointing to the right picture in a book. *Can follow instructions with three key words. *Can use pronouns and plurals. *Can link up to 5 words together. *Use descriptive language (time, space and function) *Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. *Enjoy drawing freely. *Join in with some words in songs and rhymes. </p> <p>Nursery 1's <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and Rhymes • Uses language to share feelings, experiences and Thoughts • Has some favourite stories, rhymes, songs, poems or jingles • Joins in with some favourite stories, rhymes, songs, poems or jingles • Enjoys mark making on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. </p>	
Autumn 2	<p>Autumn 2 Favourite 5 How to catch a falling star Kippers toybox Where's my teddy? The Gingerbread Man (Prepares for Reception Favourite 5) The Gruffalo (Prepares for Reception and Year 2 Favourite 5)</p>	    		

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Spring 1			
	<p>Hug</p> <p>In this book there are lots of different animals to name, it is also important to let the children tell you how the monkey and the other animals feel and what they might be thinking.</p> <p>Get some sticky notes in the shape of speech bubbles and add in what characters might say or think. Avoid the temptation to tell the children!</p> <p>Make masks and play at the story - use toys or puppets to re-enact.</p> <p>Try making up the whole story with the class, write this up and turn it into a Big Book.</p> <p>Theme of losing a mother links to the Reception class book - Owl babies</p>	<p>Wiggle into Squiggle N1</p> <p>Squiggle Move 3 - The Circle</p> <p>Squiggle Move 4 - The Hump (arch)</p> <p>Squiggle Move 4 - The Hump (under)</p> <p>Nursery rhymes & seasonal songs. -1</p> <p>finger 1 thumb, 2 little dickie birds,</p> <p>Baa baa black sheep</p> <p>Draw and make marks freely</p> <p>Name writing (initial letter)</p> <p>Pencil control</p> <p>Talk Time</p>	<p>Nursery 2's</p> <ul style="list-style-type: none"> * Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" * Use longer sentences of four to six words. * Develop their communication, but may continue to have problems with irregular tenses, such as 'runned' for 'ran', 'swimmed' for 'swam'. * Make marks on their picture to stand for their name. * Add marks to their drawings, which they give meaning to. For example: "That says Mummy."
	<p>Spring 1 Favourite 5</p> <p>Snowball</p> <p>One Snowy night (Prepares for Reception Talk through stories)</p> <p>One Winters day</p> <p>The Polar Bear and the snow cloud (Prepares for Year 2)</p> <p>When will it be Spring</p> <div>      </div>		

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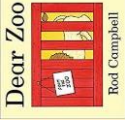






Spring 2		Nursery 2's	
	<p>We're Going on a Bear Hunt</p> <p>Learn the story orally, map it and act it out outside. Ask: Why does the writer say, 'We're not scared' at the very start of the story? Who is scared? Talk about how everyone feels at different points. Ask: Was the bear angry or did he just want a friend? Look at the different places and invent other onomatopoeic phrase (swishy, swashy). Draw a new map, perhaps of the local area, and create a new version. Act or sing the new version, with costumes or puppets, film it for parents.</p>	<p>Wiggle into Squiggle N1</p> <p>Squiggle Move 4 - The hump (under)</p> <p>Squiggle Move 5 - The hook</p> <p>Clapping syllables in words.</p> <p>Rhyming activities and games.</p> <p>To know and use the vocabulary they hear.</p> <p>Draw and make marks freely</p> <p>Name writing</p> <p>Pencil control</p> <p>Talk Time</p> <p>RWI Set 1 - m a s d t i,</p> <p>Visual and auditory memory games</p> <p>Fred games</p>	<p>*Enjoy listening to longer stories and can remember much of what happens.</p> <p>*Start a conversation with an adult or a friend and continue it for many turns.</p> <p>*Use talk to organise themselves and their play.</p> <p>"Let's go on a bus... you sit there... I'll be the driver."</p> <p>* Engage in extended conversations about stories, learning new vocabulary.</p> <p>*Develop their phonological awareness, so that they can: - count or clap syllables in a word.</p> <p>*Develop their phonological awareness, so that they can: - spot and suggest rhymes.</p> <p>Nursery 1's</p> <ul style="list-style-type: none"> • Learns new words very rapidly and is able to use them in communicating • Repeats and uses actions, words or phrases from familiar stories • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes • Distinguishes between the different marks they make
	<p>Jasper's Beanstalk</p> <p>This story makes a neat precursor to The Very Hungry Caterpillar (later in the year) as it shows how to make up a simple story by repeating the days of the week and describing what happens on each day. Ask: Who is Jasper and what is a beanstalk? Grow some beanstalks and tell the children the story of Jack and the Beanstalk. Discuss what happens at the end of the story, and then decide with the children what happens to Jasper at the top of the beanstalk!</p>	   	
<p>Spring 2 Favourite 5</p> <p>The 3 Little pigs</p> <p>Jaspers Beanstalk (Prepares for Reception favourite 5)</p> <p>We're going on a Bear hunt</p> <p>Peace at last</p> <p>Shark in the park</p>			

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The texts are often part of our Favourite 5 stories.



Summer 1				
	<p>Dear Zoo</p> <p>This book is a gateway into learning about different animals. The repetition of 'so' will add a new conjunction to a child's repertoire. Discuss the reasons for sending the animals back - heavy, fragile, tall, dangerous, fierce, grumpy, 'with care', scary, naughty, jumpy, perfect. Use masks or toys and involve the children in the story, playing different parts.</p>	<p>Hairy Maclary from Donaldson's Dairy</p> <p>Read this story many times with everyone joining in and savouring the rhymes.</p> <p>Ask: which is the favourite dog? Who is the least favourite? Try inventing other similes instead of 'as big as a horse', for example, 'as big as a car'. Collect and list rhyming words.</p> <p>Play games to hear which words rhyme and which do not. Talk about names that we give pets.</p>	<p>Learn Nursery rhymes and songs - Old McDonald, 1,2,3,4,5 once I caught a fish alive, Miss Polly had a dolly</p> <p>Dough disco</p> <p>What's in the bag?</p> <p>Talk Time</p> <p>Listening & speaking games and activities</p> <p>Wiggle into Squiggle N1</p> <p>Squiggle Move 6 - The spiral</p> <p>Squiggle Move 7 - The wave</p> <p>Continue clapping syllables in words.</p> <p>Continue rhyming activities and games.</p> <p>Oral blending using single letter sounds, Fred games, Visual and auditory memory games</p> <p>Draw and make marks freely</p> <p>Name writing</p> <p>Pencil control</p> <p>RWI Set 1 - n p g o c k</p>	<p>Nursery 2's</p> <ul style="list-style-type: none"> *Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. *Use a wider range of vocabulary. *Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy *Understand the five key concepts about print: print has meaning the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and top to bottom
			<p>Dear Zoo</p> <p>Hooray for fish</p> <p>The Hungry Caterpillar (Prepares for Reception favourite 5)</p> <p>Farmer Duck (Prepares for Reception Favourite 5 and Year 2 talk through stories)</p> <p>Hairy Maclary</p>	    





































Nursery texts have been chosen using Pie Corbett's Reading Spine. They have been chosen as they are very repetitive like songs. This makes them easier for children to join in with so the experience of reading becomes interactive and the children begin to learn the story as they are read to. In each book there is much to discuss so that children understand the vocabulary as well as what is happening. All of the books have pictures, which support the text but also compliment and add to it. It is important to discuss the pictures and what is happening in them as much as the text. After a while, the children will get to know each story word for word, which can give great confidence to early readers in terms of fluency when reading. (Pie Corbett)

The texts are often part of our Favourite 5 stories.



Summer 2		Summer 2 Favourite 5	
	<p>The Very Hungry Caterpillar Share until the children know the story well. Ask: Who is 'Christa'? Discuss the idea of the author/illustrator making the book for someone else. Notice the alliteration (light/little/lay/leaf) and the introduction of another conjunction 'but'. Ideal for getting a sense of the days of the week, different fruit (bring in selection, taste them). Hatch out butterflies and paint butterflies.</p>	<p>Learn Nursery rhymes and songs - Ring a roses, Rain rain go away, Sun has got his hat on, Grand old duke of york Dough disco What's in the bag? Talk Time Listening & speaking games and activities Wiggle into Squiggle N1 Squiggle - Move 8 - The laid down 8, the stand up straight Squiggle - Move 9 - The straight line Continue clapping syllables in words. Continue rhyming activities and games. Phonological awareness activities recognising words with the same initial sounds. Oral blending using single letter sounds, Fred games, Visual and auditory memory games Draw and make marks freely Name writing Pencil control First name recognition, self-registration RWT Set 1 - u b f e l h r Oral blending using single letter sounds from Set1 Fred games Visual and auditory memory games</p>	<p>Nursery 2's</p> <ul style="list-style-type: none"> * Know many rhymes, be able to talk about familiar books, and be able to tell a long story. *Can use sentences joined up with words like 'because', 'or', 'and' *Is using the future and past tense *Sing a large repertoire of songs. *Develop their pronunciation but may still have problems saying: some sounds: r, j, th, ch, and sh * Multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. *Learning new vocabulary. *Develop their phonological awareness, so that they can: - recognise words with the same initial sound, such as money and mother. *Write some or all of their name. *Write some letters accurately. <p>Nursery 1's</p> <ul style="list-style-type: none"> • Beginning to understand more complex sentences. • Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) • Uses a variety of questions (e.g. what, where, who) • Uses longer sentences (e.g. Mummy gonna work) • Beginning to use word endings (e.g. going, cats) • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a popular culture, commercial print or icons for apps • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playground and through using touch-screen technology.
	<p>The Train Ride Ideally take the children on a train! If not then use film and toys. Ask: Who has been on a car or bus journey? Where did you go and what did you see? Who is the lady with the child? What is the town and what is the countryside? There is plenty to discuss in the story - animals, meadows, hills, farms, tractors, tickets, tunnels, the seaside, lighthouse and sand. Ask: why are they travelling to Gran's? Bring in a mirror so that everyone can see themselves. Make seaside small worlds using sand and water. Change the story and have a child coming from the country into a city and ask: What would they see?</p>	<p>Tiddler Ten Little Pirates The Train Ride The Snail and the Whale The Magic Crayon</p>	<p>Summer 2 Favourite 5 Tiddler (Prepares for Reception talk through stories) The Train ride Ten Little Pirates (Prepares for Reception favourite 5) The Snail and the Whale The Magic Crayon</p>

Reception English Long Term Plan


	English Texts	Topics Links	Text Types Covered
Autumn 1	      	Me and my family Feelings and emotions Autumn	Narrative Non-fiction
Autumn 2	      	Christmas Bonfire Night Halloween	Narrative
Spring 1	      	Winter Chinese New Year Space Arctic	Narrative
Spring 2	      	Traditional tales Easter Pancake day	Narrative Traditional tales
Summer 1	      	Spring Chicks Life Cycles Minibeasts	Narrative Non-fiction Rhyme
Summer 2	      	Summer Pirates Seaside	Narrative

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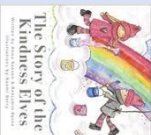

Reception English Medium Term Plan				
	English Texts	English in the provision	Expectations	
Autumn 1	<div></div>	<ul style="list-style-type: none">• Colour monster/ Colour me Happy• Our Class is a family• The Little Red Hen• Farmer Duck (Pie Corbett)• Rosie's walk (Pie Corbett)• Room on the Broom• Harvest Festival (non-fiction) <p>Read and retell again and again.</p> <p>Be familiar with conventions of books, such as cover, author, page-turning, as well as terms such as, word, letter, full stop/capital letter, title, story etc. Drew the distinction between the person who wrote the book and the artist.</p> <p>Look at cover, what do we think is going to happen?</p> <p>Act out stories.</p> <p>Draw story maps.</p> <p>Describe characters.</p> <p>Create new versions of stories.</p> <p>Build sentences orally.</p> <p>Mark making using phonic skills. initial letters.</p> <p>Write lists.</p>	<p>Weekly Helicopter stories, children use imagination to tell their own stories and act them out together as a class.</p> <p>RWI phonics.</p> <p>Dough Disco.</p> <p>Squiggle into a writer.</p> <p>Nursery Rhymes.</p> <p>Linked stories throughout the provision.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can use sentences of four to six words.</p> <p>Can use sentences joined up with words like 'because', 'or', 'and'?</p> <p>Learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can: - recognise words with the same initial sound, such as money and mother.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>
	<p>Autumn 1 Favourite 5</p> <p>The Gruffalo (Pie Corbett) (Build on from Nursery and followed up in Year 2)</p> <p>Farmer Duck (Build on from Nursery)</p> <p>Washing Line</p> <p>Rosie's Walk</p> <p>The Scarecrow's Wedding (Build on from Nursery Favourite 5 and prepares for Year 2 talk through stories)</p>	<p>Autumn 1 Talk through stories</p> <p>Room on the broom(Build on from Nursery)</p>		

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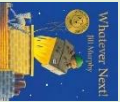



Autumn 2			
<div></div> <div></div> <div></div> <div></div> <div></div>	<ul style="list-style-type: none">• Sparks in the sky• Leaf man• Owl Babies (Pie Corbett)• Kindness Elves• Christmas Story <p>Read and retell again and again.</p> <p>Act out.</p> <p>Draw story maps.</p> <p>Describe characters.</p> <p>Create new versions.</p> <p>Build sentences orally.</p> <p>Initial letters and CVC word writing.</p> <p>Christmas Lists.</p> <p>Story sequencing.</p> <p>Writing letters to Santa.</p> <p>Begin to build simple sentences.</p>	<p>Weekly Helicopter stories, children use imagination to tell their own stories and act them out together as a class, build no new vocabulary learned in class.</p> <p>RWI phonics.</p> <p>Dough Disco.</p> <p>Squiggle into a writer.</p> <p>Nursery Rhymes.</p> <p>Linked stories throughout the provision.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p> <p>Learn and use new vocabulary through the day.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Orally blend sounds into words. (Fred talk)</p> <p>Form lower-case letters correctly.</p> <p>Write their full name.</p>
<p>Autumn 2 Favourite 5</p> <p>Owl Babies (Prepares for Year 2 Talk through stories)</p> <p>Gruffalo's Child</p> <p>Stickman (Prepares for Year 1 Favourite 5 and talk through stories)</p> <p>Kipper's Birthday</p> <p>We're going on a leaf hunt</p>	<p>Autumn 2 Talk through stories</p> <p>I'm in Charge</p>		

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Spring 1		
    	<ul style="list-style-type: none"> • Sneezzy the Snowman • Whatever Next (Pie Corbett) • The Great Race • Lost and Found (prepares for Year 2) • Goodnight Moon (Pie Corbett) <p>Read and retell again and again.</p> <p>Act out.</p> <p>Draw story maps.</p> <p>Describe characters.</p> <p>Create new versions.</p> <p>CVC word building.</p> <p>Build sentences orally and in writing.</p> <p>Story sequencing.</p> <p>List writing.</p>	<p>Weekly Helicopter stories, children use imagination to tell their own stories and act them out together as a class, build no new vocabulary learned in class.</p> <p>RWI phonics.</p> <p>Dough Disco.</p> <p>Squiggle into a writer.</p> <p>Nursery Rhymes.</p> <p>Linked stories throughout the provision.</p>
<p>Spring 1 Favourite 5</p> <p>Aliens Love Underpants (prepares for Year 2 Talk through stories)</p> <p>Sneezzy the Snowman</p> <p>Lost and Found (Prepares for Year 2 Talk through stories)</p> <p>Can't You Sleep Little Bear (Prepares for Year 2 Talk through stories)</p> <p>Goodnight Moon</p>	<p>Spring 1 Talk through stories</p> <p>One Snowy Night (Builds on from Nursery)</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use new vocabulary in different contexts.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>

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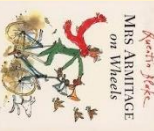
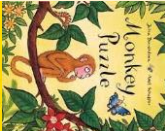



Spring 2		
	<ul style="list-style-type: none"> • Mr Wolf's Pancakes • Goldilocks and the Three Bears • Jack and the Beanstalk • The Gingerbread Man • The Easter Story 	<p>Weekly Helicopter stories, children use imagination to tell their own stories and act them out together as a class, build no new vocabulary learned in class.</p> <p>RWI phonics.</p> <p>Dough Disco.</p> <p>Squiggle into a writer.</p> <p>Nursery Rhymes.</p> <p>Linked stories throughout the provision.</p>
	<p>Read and retell again and again.</p> <p>Act out.</p> <p>Draw story maps.</p> <p>Describe characters.</p> <p>Create new versions.</p> <p>CVC word building.</p> <p>Build sentences orally and in writing.</p> <p>Retelling stories in writing.</p> <p>Story sequencing.</p> <p>List/ recipe writing.</p> <p>Instruction writing.</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Form capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
<p>Spring 2 Favourite 5</p> <p>Mr Wolf's Pancakes</p> <p>On the way home (Pie Corbett) (Prepares for Year 1 Talk through stories)</p> <p>Jaspers beanstalk (Built on from Nursery, prepares for Year 1)</p> <p>Jack and the Beanstalk</p> <p>The Gingerbread Man (Built on from Nursery)</p>	<p>Spring 2 Talk through stories</p> <p>Five Minutes Peace</p>	

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Summer 1	    	<ul style="list-style-type: none">• Mrs Armitage on wheels (Pie Corbett)• Monkey Puzzle• Oi Frog!• Superworm• Seed to Sunflower (non-fiction) <p>Read and retell stories again and again.</p> <p>Act out and perform stories.</p> <p>Identify rhyming words.</p> <p>Draw story maps.</p> <p>Label pictures.</p> <p>Describe characters.</p> <p>Create new versions.</p> <p>CVC word building.</p> <p>Build sentences orally and in writing.</p> <p>Retelling stories in writing.</p> <p>Story sequencing.</p>	<p>Weekly Helicopter stories, children use imagination to tell their own stories and act them out together as a class, build no new vocabulary learned in class.</p> <p>RWI phonics/reading.</p> <p>Dough Disco.</p> <p>Squiggle into a writer.</p> <p>Nursery Rhymes.</p> <p>Linked stories throughout the provision.</p>	<p>Working towards ELG</p> <p>Listening and Attention</p> <ul style="list-style-type: none">- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;- Make comments about what they have heard and ask questions to clarify their understanding;- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none">- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Comprehension</p> <ul style="list-style-type: none">- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;- Anticipate – where appropriate – key events in stories;- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none">– Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending;- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none">- Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters;- Write simple phrases and sentences that can be read by others.
	<p>Summer 1 Favourite 5</p> <p>Six Little Chicks</p> <p>Oi Frog!</p> <p>What the ladybird heard</p> <p>The Very Hungry Caterpillar(Built on from Nursery)</p> <p>The Enormous Turnip</p>		<p>Summer 1 Talk through stories</p> <p>Zog (Prepares for Year 2)</p>	

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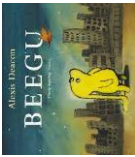



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Summer 2			
	<ul style="list-style-type: none"> • Mr Grumpy's Outing (Pie Corbett) • How many legs? • My Granny is a Pirate • Pete the Cat • Six Dinner Sid (Pie Corbett) 	<p>Read and retell stories again and again.</p> <p>Answer questions about the texts.</p> <p>Act out and perform stories.</p> <p>Draw story maps.</p> <p>Label pictures.</p> <p>Describe characters.</p> <p>Create new versions.</p> <p>Identify rhyming words.</p> <p>Build sentences orally and in writing.</p> <p>Retelling stories in writing.</p> <p>Story sequencing.</p>	<p>Weekly Helicopter stories, children use imagination to tell their own stories and act them out together as a class, build no new vocabulary learned in class.</p> <p>RWI phonics/reading.</p> <p>Dough Disco.</p> <p>Squiggle into a writer.</p> <p>Nursery Rhymes.</p> <p>Linked stories throughout the provision.</p>
	<p>Summer 2 Favourite 5</p> <p>Six Dinner Sid</p> <p>Handa's Surprise (Pie Corbett)</p> <p>Pirates love Underpants</p> <p>Ten Little Pirates (Build on from Nursery)</p> <p>Goldilocks and the Three Bears</p>	<p>Summer 2 Talk through stories</p> <p>Tiddler (Build on from Nursery)</p>	<p>EG</p> <p>Listening and Attention</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Comprehension</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> – Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Year 1 English Long Term Plan

	English Texts	Foundation Topics	Text Types Covered
Autumn 1	  	Me and My School My body Schools	Description Response Recount
Autumn 2	   	Me, My Family, My town in the 50's Colour creations Identifying animals	Description Response Recount Poetry/Riddles Information Explanation
Spring 1	   	Everyday Materials Man on the moon Portraits	Discussion Description Response Instructions Narrative
Spring 2	   	My Town, Newton Aycliffe Easter cards	Recount Description Response Explanation Instructions Narrative
Summer 1	  	Identifying Plants Queen Elizabeth Crowns	Recount Response Information Instructions
Summer 2	   	My County, my City Environmental Art	Recount Response Information Instructions


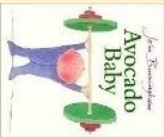

The texts in Year 1 offer deeper exploration of emotions and wonder. They are mainly rooted in the everyday crises of life. Again, most of these books lend themselves to setting up a variety of play situations, using toys, costumes and puppets, but the children also need to be involved in careful reading of the books, paying close attention to the detail and entering imagined worlds to experience the stories deeply, then talking it all through. (Pie Corbett)

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Year 1 English Medium Term Plan			
English Texts		Text Types Covered	Expectations
	Funnybones (2 weeks) Predictions about who might live in the dark cellar. Creating new characters for the story. Descriptions/adjectives sentences. Design an outfit for the dog and the little skeleton. Speech bubbles Information booklets about my body Labelling parts of the body. Character profiles of themselves - descriptions and adjectives	Description Response Recount Speech Information Link to Foundation topic: My body	Working towards expectations for Autumn Term VCP ☑ composes phrases and sentences orally ☑ speaks in sentences ☑ shows an awareness of how full stops are used in writing or reading ☑ organises writing correctly (top to bottom, left to right) ☑ writing may need some mediation Writing process ☑ sequences short narratives orally and pictorially based on real and fictional experiences ☑ says out loud what is going to be written about Spelling ☑ vc words ☑ cvc words (short and long vowels) ☑ words with adjacent consonants ☑ some CEW / HFW ☑ words ending ff ll ss zz ck ☑ words with the /ng/ sound (n before k) ☑ names the letters of the alphabet in order
	Avocado Baby (2 weeks) Starting with discussion about babies and bring in an avocado for tasting. Enjoy the ridiculous humour and talk about being strong and weak. Make predictions about why the baby is so strong. Ask: What do you think the baby will do next? Design own superfoods. Create new stories based on the same idea featuring babies that will eat only one food and gain a superpower, such as 'Banana Baby' that can fly. Descriptive language Labelling Adjectives	Description Response Recount Narrative Link to Foundation topic: My body	Handwriting ☑ sits correctly at the table and holds a pencil comfortably and correctly ☑ distinguishes between lower case letters and capital letters
	Non Fiction – Autumn (2 week) Build on work from Early Years. Signs of Autumn, weather, animals, plants, trees.	Information Link to Foundation topic: Science - seasons	
Autumn 1 			
			
Ideas for Autumn 1 Favourite 5 Class 2 at the zoo Ruby's worry Conker the chameleon Oliver's fruit salad Cheetch learns to play nicely		Autumn 1 Talk through stories Ruby's Worry There's a snake in my shoe	

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Autumn 2		
	Elmer (2 weeks) After reading the book ask: What is the best thing about Elmer? Why is Elmer feeling worried? Were the animals really laughing because he was different? In what way was Elmer different? How do we feel different? Draw outline of large elephants and design a multi-coloured patchwork Elmer. Descriptions/adjectives sentences. Character profiles of themselves - descriptions and adjective.	Description Response Recount Link to Foundation topic: Colour Creations
	Monkey Puzzle (2 weeks) Animal descriptions Animal riddles Missing posters Descriptions/adjectives sentences. Thought bubbles.	Description Recount Poetry/Riddles Information Link to Foundation topic: Identifying animals
	When I was Young(1 week) Questions linked to History topic Ask older visitor about their childhood. Comparisons, how we change, using adjectives. Write own version of the story. When I was young... Sequence	Description Response Recount Explanation Link to Foundation topic: Me, my family, my town in the 50's
	Dear Father Christmas (1 week) Letters to Santa Christmas lists Missing poster for the Elf	Description Letters Lists Link to Foundation topic: Christmas
Ideas for Autumn 2 Favourite 5 The Christinasaurus Elmer and Wilbur Spinderella Giraffes Can't dance (prepares for Year 2) The Queens Present		Autumn 2 Talk through stories Elmer The Rainbow Fish
		Expectations for Autumn Term VCP ☑ composes phrases and sentences orally ☑ speaks in sentences ☑ shows an awareness of how full stops are used in writing or reading ☑ organises writing correctly (top to bottom, left to right) ☑ writing may need some mediation Writing process ☑ sequences short narratives orally and pictorially based on real and fictional experiences ☑ says out loud what is going to be written about Spelling ☑ vc words ☑ cvc words (short and long vowels) ☑ words with adjacent consonants ☑ some CEW / HFW ☑ words ending ff ll ss zz ck ☑ words with the /ng/ sound (n before k) ☑ names the letters of the alphabet in order Handwriting ☑ sits correctly at the table and holds a pencil comfortably and correctly ☑ distinguishes between lower case letters and capital letters




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Spring 1				
	Three Little Pigs (2 weeks) What do we know about the story? Sequencing. Retelling orally then in writing. Description of the Wolf and wanted poster. Compare the story to 'Three Little Wolves and the Big bad Pig.' Double bubble map. Plan, storyboard and rewrite own version of the story.	Discussion Description Response Instructions Narrative Link to Foundation topic: Everyday materials	Working towards expectations for Spring Term VCP ☑ composes phrases and sentences orally and attempts to replicate them in writing (little mediation needed) ☑ uses capital letters and full stops at times ☑ begins to use capital letters for names ☑ recognises basic punctuation, question marks and exclamation marks in print ☑ understands that and can join words and sentences	
	Michael Recycle (2 weeks) Character and setting descriptions. Questions to ask Michael Recycle. Don't drop litter posters. Persuasive posters – why we should recycle. Instruction writing on how to recycle.	Recount Response Information Instructions Link to Foundation topic: Everyday materials	Writing process ☑ begins to write short narratives based on real and fictional experiences ☑ includes a simple beginning, middle and end in writing ☑ discusses what they have written with the teacher or other pupils	
	Litterbug Doug (2 weeks) Compare the story to Michael Recycle. Ask: How are they the same? How are they different? Use a double bubble map to record. Character description. Wanted posters for Litterbug Doug. What would Michael Recycle say top Litterbug Doug – write letters. How does Litterbug Doug change?	Recount Response Information Instructions Link to Foundation topic: Everyday materials	Spelling ☑ words with consonant digraphs and some vowel digraphs/ trigraphs ☑ alternative vowel phonemes (/ay//ai//a_e/) ☑ new consonant spellings ph and wh ☑ words ending in -y ☑ majority of CEW / HFW ☑ begins to spell the singular plural of words ☑ divides words into syllables	
	Man on the Moon (2 weeks) Design an alien friend for Bob and describe it. Ask: What would you take with you to the moon? Write a list. Design and label a packed lunch to take to the moon. Make a poster to encourage people to visit the moon. Write a letter to ask: What is it like on the moon? Astronaut application. Design an astronaut suit and describe it.	Recount Response Information Instructions Link to Foundation topic: Man on the moon	Handwriting ☑ uses knowledge of handwriting 'families' to begin to form letters correctly spaces evident between words	
Ideas for Spring 1 Favourite 5 The Great Paper Caper The Journey Home Field trip to the moon The Smeds and the Smoos Dear Earth		Spring 1 Talk through stories Burglar Bill After the fall		




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Spring 2			
	<p>Knuffle Bunny (2 weeks)</p> <p>A story about loss. The key to the story involves knowing what an 'errand' and a 'laundromat' might be!</p> <p>Discuss the inside page and the background detail.</p> <p>Ask: Why doesn't Dad understand and what advice would you give him? Why is it that Mum understands immediately?</p> <p>Practise going 'boneless' and showing Trixie's emotions with just our faces!</p> <p>Collect baby, family or made-up class words.</p> <p>Ask: How do you think the images were created?</p> <p>Make their own version of Knuffle Bunny using speech bubbles, questions marks and exclamation marks (as shown in text) capital letters for proper nouns - labelling street names, people's names, places etc</p> <p>Superimpose themselves onto street views like in the story</p>	<p>Description Response Speech Narrative</p> <p>Link to Foundation topic: My Town, Newton Aycliffe</p>	<p>Expectations for Spring Term</p> <p>VCP</p> <ul style="list-style-type: none">☑ composes phrases and sentences orally and attempts to replicate them in writing (little mediation needed)☑ uses capital letters and full stops at times☑ begins to use capital letters for names☑ recognises basic punctuation, question marks and exclamation marks in print☑ understands that and can join words and sentences <p>Writing process</p> <ul style="list-style-type: none">☑ begins to write short narratives based on real and fictional experiences☑ includes a simple beginning, middle and end in writing☑ discusses what they have written with the teacher or other pupils
	<p>The Journey Home from Grandpa's (1weeks)</p> <p>Compare similarities and differences to our journey to school. Design and describe own vehicles.</p> <p>What would we see on our journey to school.</p> <p>Adjectives</p> <p>Labelling</p> <p>Repetitive refrains</p> <p>Vocabulary development</p> <p>Sentence building</p>	<p>Description Response Recount Narrative</p> <p>Link to Foundation topic: My Town, Newton Aycliffe</p>	<p>Spelling</p> <ul style="list-style-type: none">☑ words with consonant digraphs and some vowel digraphs/ trigraphs☑ alternative vowel phonemes (/ay//ai//a- _e/)☑ new consonant spellings ph and wh☑ words ending in -y☑ majority of CEW / HFW☑ begins to spell the singular plural of words☑ divides words into syllables
	<p>On the Way Home (2 weeks) Follow on from talk through stories last half term</p> <p>Look carefully at the front cover and ask: What do we think is going to happen in the story? Act the story out with the children taking the different roles.</p> <p>Ask: Why doesn't Claire tell the truth? Why does she cry at the end?</p> <p>Notice how each mini story fits the basic story mountain pattern – main character, dilemma, resolution.</p> <p>With the class create your own versions, map, retell and write.</p>	<p>Recount Response Information</p> <p>Link to Foundation topic: My Town, Newton Aycliffe</p>	<p>Handwriting</p> <ul style="list-style-type: none">☑ uses knowledge of handwriting 'families' to begin to form letters correctly☑ spaces evident between words
<p>Ideas for Spring 2 Favourite 5</p> <p>The first egg hunt</p> <p>A year in Percy's park</p> <p>And then it's spring</p> <p>Superlato the Great Eggscape</p> <p>Kitten learns to listen</p>		<p>Spring 2 Talk through stories</p> <p>Perfectly Norman</p> <p>Dogger</p>	

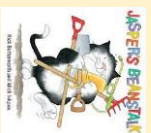


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Summer 1			
	<p>Jasper's Beanstalk (2 weeks) builds on story introduction in Nursery.</p> <p>A story that repeats the days of the week and describes what happens on each day.</p> <p>Ask: Who is Jasper and what is a beanstalk? Grow some beanstalks and tell the children the story of Jack and the Beanstalk.</p> <p>Discuss what happens at the end of the story, and then decide with the children what happens to Jasper at the top of the beanstalk!</p> <p>Write instructions for planting a bean plant.</p> <p>Creating a booklet on how to care for a bean plant.</p> <p>Diary of the growth of a bean plant.</p>	<p>Recount</p> <p>Response Information Instructions</p> <p>Link to Foundation topic:</p> <p>Identifying plants</p>	<p>Working towards expectations for Summer Term</p> <p>VCP</p> <ul style="list-style-type: none">writes a sentence that makes sense using capital letters and full stopsuses and to join words and clausessequences sentences to form short narrativesuses capital letters for names of people, places, days of the week and the personal pronoun Ibegins to use question marks and exclamation marks in writinguses some descriptive language <p>Writing process</p> <ul style="list-style-type: none">writes short narratives based on real and fictional experiencesuses a simple plan (e.g. storyboard, flowchart)re-reads what has been written to check it makes sensemakes simple changes to writing where suggestedreads aloud own writing clearly enough to be heard by peers and the teacher <p>Spelling</p> <ul style="list-style-type: none">compound wordsdays of the weeknumbers to 20words ending in tchplurals of nouns and verbs adding -s and -es to wordsverbs where no change is needed to the root wordadding endings -ing -ed -eradjectives where no change is needed to the root wordadding -er and -estwords with the addition of the prefix un-Y1 CEW / HFWphonetically plausible attempts of new word <p>Handwriting</p> <ul style="list-style-type: none">begins to form lower case letters in the correct direction starting and finishing in the right placeforms capital letters correctly
	<p>The Tiger Who Came To Tea. (2 weeks)</p> <p>Role play the scene where Daddy returns and they tell him the story of what happened when the tiger came to tea.</p> <p>Ask: What can you spot in the scene in which the family is walking to the café? (A cat appears that looks like the tiger.)</p> <p>Apparently the tiger never came again, but retell the story of when a different animal came to tea!</p> <p>Write invitations to a tea party.</p> <p>Write instructions for making sandwiches.</p>	<p>Recount</p> <p>Description Response Explanation Instructions Narrative</p> <p>Link to Foundation topic:</p> <p>Queen Elizabeth</p>	
	<p>The Queen's Knickers (2 weeks)</p> <p>Wanted poster, who stole the queen's trunk.</p> <p>Design and write a description of their knickers.</p> <p>Answer the question, I wonder what knickers the Queen would wear if she came to school? And why?</p> <p>Write an invitation for the Queen to come to our school.</p> <p>Write a letter to the Queen to say Thank you for visiting.</p> <p>Write a diary entry of the day the queen came to our school.</p>	<p>Description</p> <p>Letters</p> <p>Invitations</p> <p>Diary entry</p> <p>Link to Foundation topic:</p> <p>Queen Elizabeth</p>	
<p>Ideas for Summer 1 Favourite 5</p> <p>The Tiny Seed</p> <p>The 3 Billy Goats gruff</p> <p>Jack and the Beanstalk</p> <p>The Enormous Turnip</p> <p>The Queen's handbag</p>			<p>Summer 1 Talk through stories</p> <p>Stickman</p> <p>On the way home (Build on from Reception favourite 5)</p>

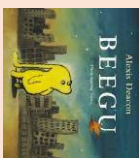


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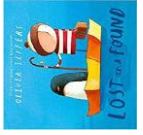
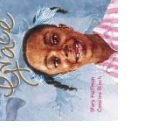


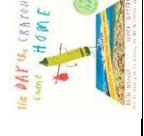




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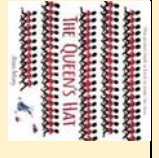
Summer 2		
	Beegu (2 weeks) Read slowly and give time for children's spontaneous comments. Re-read and track the ups and downs of what happens and what Beegu feels and might be thinking. Role play conversations between the characters that Beegu meets and a new character, explaining what happened. Role play conversations between Beegu's parents Write letters from Beegu to children and children to Beegu. Ask: What would Beegu want to know or be interested in? Imagine what Beegu's Mammy and Daddy would say when they found Beegu. Can the children write this in the speech bubbles? Design a friend for Beegu and use adjectives to describe that friend, write sentences to describe their friend for Beegu. Make a 'Lost Poster' for Beegu.	Recount Response Information Instructions Link to Foundation topic: My Country, My City
	Silly Billy (2 weeks) Instructions on making a worry doll. Labelling. Speaking and listening on Chaterpix. Role play worries. Write a simple sentence of a worry to feed our worry monsters.	Recount Description Response Instructions Link to Foundation topic: My Country, My City
	Cops and Robbers (2 weeks) Draw the street map that appears in the book. Collect a box of the missing toys. Read in conjunction with Burglar Bill. Read and chant together the story many times. Spot and talk about the details in the drawings. Discuss the vocabulary in the story, crowbars, truncheons. Create wanted posters/News round Descriptions. Capital letters for names. Writing questions for the police and robbers.	Discussion Description Response Narrative Link to Foundation topic: My Country, My City
Ideas for Summer 2 Favourite 5 Little Red Riding Hood (build on from Nursery Favourite 5) Hansel and Grete! Stickman (build on from Reception favourite 5) The snail and the whale Milo's Monster		Summer 2 Talk through stories Supertato A little bit brave
		Expectations for Summer Term VCP ✔ writes a sentence that makes sense using capital letters and full stops ✔ uses and to join words and clauses ✔ sequences sentences to form short narratives ✔ uses capital letters for names of people, places, days of the week and the personal pronoun I ✔ begins to use question marks and exclamation marks in writing ✔ uses some descriptive language Writing process ✔ writes short narratives based on real and fictional experiences ✔ uses a simple plan (e.g. storyboard, flowchart) ✔ re-reads what has been written to check it makes sense ✔ makes simple changes to writing where suggested ✔ reads aloud own writing clearly enough to be heard by peers and the teacher Spelling ✔ compound words ✔ days of the week ✔ numbers to 20 ✔ words ending in tch ✔ plurals of nouns and verbs adding –s and –es to words ✔ verbs where no change is needed to the root word ✔ adding endings –ing –ed –er ✔ adjectives where no change is needed to the root word ✔ adding -er and –est ✔ words with the addition of the prefix un- ✔ Y1 CEW / HFW ✔ phonetically plausible attempts of new word Handwriting ✔ begins to form lower case letters in the correct direction starting and finishing in the right place ✔ forms capital letters correctly

Year 2 English Long Term Plan

	English Texts	Foundation Topics	Text Types Covered
Autumn 1	   	My Country Artists Belonging Materials	Description Narrative Information Instructions Poetry
Autumn 2	  	Queen Victoria Balanced meal Christmas Growth and survival	Instructions Narrative Recount Response
Spring 1	  	Historical Figures Trains Living in habitats	Description Instruction Narrative Information Argument Discussion Persuasive
Spring 2	  	My World Sculpture Easter	Description Narrative Discussion
Summer 1	 	Kenya Puppets plants	Information Recount Explanation Response
Summer 2	 	Captain Cook Refining Drawing Skills	Argument Discussion Instruction Narrative Information

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Year 2 English Medium Term Plan			
English Texts	Text Types Covered/Links	Expectations	
 <p>The day the crayons quit (1 week) Letters from the crayon Letters from Duncan Description Pretend we are felt tips missing a lid and write letters to them.</p>	<p>Letters / layout conventions Narrative Recount Response Description</p> <p>Link to Foundation topic: Artists</p>	<p>Working towards expectations for Autumn Term</p> <p>VCP</p> <ul style="list-style-type: none"> uses coordinating conjunctions (joining words) and, or, but, so uses question marks and exclamation marks in writing uses simple adjectives for description understands and uses the terms noun, verb and adjective <p>Writing process</p> <ul style="list-style-type: none"> uses basic layout conventions in different forms of writing plans out loud what is going to be written creates simple plans to support writing makes simple changes to writing where appropriate proof-reads own writing to check for basic errors <p>Spelling</p> <ul style="list-style-type: none"> words with the /n/ sound spelt kn and gn at the beginning of words words with the /r/ sound spelt wr at the beginning of words words with the // sound spelt as ge and dge and g words with the /s/ sound spelt c before e i y adding -ing, -ed, -er, -est, -y to words ending in e with a consonant before it begins to select correct GPCs in spelling <p>Handwriting</p> <ul style="list-style-type: none"> forms lower case letters of the correct size relative to one another 	
 <p>Traction Man (2 weeks) With the class read the pictures carefully, looking for details. Discuss together any difficult words. Re-read a number of times and talk about how the characters feel. Bring into school other kitchen equipment and encourage children to invent further adventures for Traction Man and the Scrubbing brush. Ask: Are the adventures real? Who made them up? Design Traction Man adverts or invent a new superhero or heroine. Comic strips.</p>	<p>Description Narrative</p> <p>Link to Foundation topic: Materials</p>		
 <p>The Queen's Hat (1 week) Story boards/plans Rewrite the story of the Queen visiting another city such as Edinburgh. Using text for effect. Making a book.</p>	<p>Narrative Planning Sequencing</p> <p>Link to Foundation topic: My Country</p>		
Autumn 1			

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		Not Now Bernard (1 week) Re-read a number of times and then discuss the parents, the child and the monster. Ask: Who in the story is naughty? Are the parents ignoring the child or is he choosing the wrong moment? Are they too busy? Are they kind parents? What does the monster stand for? When do we feel or behave like monsters? Let the children take it in turn to role play being Mum and Dad and talk about what has happened in the kitchen! Conjunctions, so, or, but, because. Speech bubbles Adjectives	Description Narrative Link to Foundation topic: Belonging	
	Additional activities linked to foundations subjects throughout the half term School Council Circle & Bubble Map Manifestos Posters Seesaw, speaking, listening, reading Queen Victoria Recount of School Trip to Beamish	Link to Foundation topic:		
Ideas for Autumn 1 Favourite 5 Not scared Dear Teacher Little Mouses new friend Zog (Build on from Reception Talk through stories) Zog and the flying doctor	Autumn 1 Talk through stories Owl babies(Build on from Reception Favourite 5) The Owl who was afraid of the dark (linked to English text)			

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		The Hedgehog (2/3 weeks) Introduce the book by showing film/images of hedgehogs and discussing the problem they have with roads! Make a list of rules about crossing the road for Max. Ask: What advice would you give Max about crossing the road? Write sentences that swap over words and letters. Role play a family discussion about Max's condition in chapter 4. Hot-seat the hedgehog. Max meets in Chapter 5. Tell the story of 'the first crossing' and hot-seat the lollipop lady at the end! Non-fiction writing about hedgehogs. Conjunctions, so, or, but, because. Instructions, how to cross the road safely.	Description Narrative Information Instructions Link to Foundation topic: Growth and Survival	Expectations for Autumn Term VCP <ul style="list-style-type: none"> uses coordinating conjunctions (joining words) and, or, but, so uses question marks and exclamation marks in writing uses simple adjectives for description understands and uses the terms noun, verb and adjective Writing process <ul style="list-style-type: none"> uses basic layout conventions in different forms of writing plans out loud what is going to be written creates simple plans to support writing makes simple changes to writing where appropriate proof-reads own writing to check for basic errors Spelling <ul style="list-style-type: none"> words with the /n/ sound spelt kn and gn at the beginning of words words with the /r/ sound spelt wr at the beginning of words words with the /j/ sound spelt as ge and dge and g words with the /s/ sound spelt c before e l y adding -ing, -ed, -er, -est, -y to words ending in e with a consonant before it begins to select correct GPCs in spelling Handwriting <ul style="list-style-type: none"> forms lower case letters of the correct size relative to one another
Autumn 2		Emily Brown and the Thing (1 week) Start this by bringing in a cuddly toy and discuss why they are so important. Also provide other 'Emily Brown' books for free reading, including 'That Rabbit Belongs to Emily Brown'. On the first reading, stop on the page where Emily asks, 'What's really the matter?' And predict. Re-read and discuss the challenging vocabulary – provide pictures and relate words to children's own experiences, listing synonyms. Tell a story that Emily might have told the witches and discuss the use of the font changes. Discuss what the story is about – especially the end. With the class make lists of nice/scary things and write as list poems.	Description Narrative Discussion Poetry Link to Foundation topic:	
		Pumpkin Soup (2 weeks) Discussion around the story, What causes the argument and who was right? Discuss how Cat and Squirrel's feelings change. Ask, when are they happiest and why? In role as Duck, tell the story of what happened when you left the Pumpkin. Set the story to music, perform and dance with masks/ costumes. Make pumpkin soup. Write instructions, recipes etc.	Instructions Argument Link to Foundation topic: Balanced meal	
	Ideas for Autumn 2 Favourite 5 Crayon's Christmas The day the crayon's quit Cave baby Charlie and the cheesemonster Santa is coming to County Durham	Autumn 2 Talk through stories Aliens love underpants(Build on from Reception Favourite 5) The scarecrow's wedding(Build on from Reception Favourite 5)		

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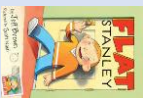

Spring 1		The owl who was afraid of the dark (2 weeks) List and discuss fears about the dark saying: you are only afraid of the dark because you don't know about it. Role play Plop talking with different characters. Write a letter to Plop top persuade him that the dark is actually friendly. Use an image of an owl and ask: How has Plop changed by the end? Write list poems about the dark. Find out about other nocturnal animals and create constellations. Paint and create owl collages and masks. Adjectives. Simple planning/storyboards. Non-fiction writing about owls.	Description Narrative Information Instructions Poetry Link to Foundation topic: Living in Habitats Build on work on Owl Babies from Reception	Working towards expectations for Spring Term VCP <ul style="list-style-type: none"> begins to use subordinating conjunctions (joining words) when, if, because, as begins to use past and present tense correctly uses commas in lists uses apostrophe for contraction understands and uses the term adverb begins to use adverbs in writing Writing process <ul style="list-style-type: none"> develops stamina to write at increasing length writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans) considers word choice, grammar and punctuation re-reads own writing to check for sense, basic errors and meaning reads aloud writing with appropriate intonation to make meaning clear Spelling <ul style="list-style-type: none"> words with contractions words ending in -le, -el, -al and -il adding -ies to nouns and verbs ending in y adding -ed, -ing, -er, -est to a root word ending in y with a consonant before it selects correct GPCs in spelling words with the suffix -ly uses -ly to turn adjectives into adverbs Handwriting <ul style="list-style-type: none"> handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation
		Lost and Found (2weeks) Tell the children some things about penguins... and about a 'lost and found office.' Ask: What interests you in the tale? Why does the penguin follow the boy? Role play the scene in which they go to the office. Ask: What is 'disappointment'? Tell stories to the penguin, make a boat, provide a cuddly penguin to tell stories to and talk about the wonderful things. Ask: Why is the penguin sad when they reach the South Pole? What was the 'big mistake'? Letters from where they are lost and questions as to what has happened to them. Postcards from where they have been. Information text about penguins. Story map to show the journey. Speech bubbles – what would the penguin say? Planned rewriting – beginning, middle and end Rewrite story including an arctic animal.	Description Narrative Information Link to Foundation topic: Build on from Reception Favourite 5	
		Amazing Grace (2 weeks) Talk about, research and tell some of the stories mentioned in the text, Joan of Arc, Anansi, The Wooden Horse, Hannibal, Treasure Island, Hiawatha, Moggi, Aladdin, and Dick Whittington. Ask, What sort of person is Grace? Where are the clues? In the story, are Raj and Natalie right? Which is the most important line in the story? (Possibly 'you can be anything'.) Write about our favourite story (link with World Book day) Book reviews. Character description of Grace. Argument – Grace writing a persuasive letter to her teacher, arguing why she should be allowed to be Peter Pan in the play, because she's a girl/ because she's black. Write about times when you feel you haven't been included. Future aspirations, you can be anything. (link with Super Duper you)	Argument Discussion Description Link to Foundation topic: Historical figures	
	Ideas for Spring 1 Favourite 5 Elmer in the snow Oliver's fruit salad Michael Recycle Chu's first day at school The disgusting sandwich		Spring 1 Talk through stories Lost and found (linked to English text) How to be a Viking	

In Year 2 it is important to not only share picture books but also begin sharing chapter books. These will demand that the children use their imagination. (Pie Corbett)

Favourite 5 stories are linked to topics and texts covered in English sessions.

Talk through stories books select eight Tier 2 words which children are unlikely to hear in everyday conversation but are likely to come across in stories. Developing children's vocabulary development. These stories also ensure children are accessing vocabulary that is sufficiently challenging. (RW1)





Spring 2		Where the Wild Things Are (2 weeks) Look at the cover and ask: What might happen? Who is creating mischief? What really happened in Max's room at night? Create a Wild things dance, 'be still' and then 'let the wild rumpus begin'. Make masks and role play to show the characters perspectives. Ask: what are the monsters and why does Max send them to bed? What do you think his parents are like? Describe the characters Speech (exclamation marks) Character profile- make own Wild Thing Retell the events and using editing skills	Description Narrative Discussion Link to Foundation topic: Sculpture	Expectations for Spring Term VCP <ul style="list-style-type: none"> begins to use subordinating conjunctions (joining words) when, if, because, as begins to use past and present tense correctly uses commas in lists uses apostrophe for contraction understands and uses the term adverb begins to use adverbs in writing Writing process <ul style="list-style-type: none"> develops stamina to write at increasing length writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans) considers word choice, grammar and punctuation re-reads own writing to check for sense, basic errors and meaning reads aloud writing with appropriate intonation to make meaning clear Spelling <ul style="list-style-type: none"> words with contractions words ending in -le, -el, -al and -il adding -ies to nouns and verbs ending in y adding -ed, -ing, -er, -est to a root word ending in y with a consonant before it selects correct GPCs in spelling words with the suffix -ly uses -ly to turn adjectives into adverbs Handwriting <ul style="list-style-type: none"> handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation
		Flat Stanley (2 weeks) With the class collect insights into family and ask: What are they like and how do we know? Together explore their feelings and list the advantages of being flat. Debate pros and cons Encourage the children to write the police report for Chapter 2 and the invite from Thomas. Wanted poster As Journalists, invite them to interview Stanley and write a news report for Chapter 4. Discuss the teasing in Chapter 5 and how the boys feel. Finally, can they write another adventure for Stanley? Make available the other 'Flat Stanley' books for independent or guided reading. Storyboard.	Narrative Recount Response Link to Foundation topic: My World	
		The Day the Crayons Came Home (2 weeks) Duncan's crayons are a colourful bunch of characters. Having soothed the hurt feelings of one group who threatened to quit, Duncan now faces a whole new group of crayons asking to be rescued! Persuasive language Writing letters/postcards, address, date, dear, from, layout conventions Christmas lists Use these skills when writing our Santa letters.	Letters / layout conventions Narrative Recount Response Link to Foundation topic: My Country, My World	
Ideas for Spring 2 Favourite 5 The Big Ugly Monster The eating Monster The Gruffalo (Build on from Nursery and Reception Favourite 5) Morris the mankiest monster Supertato		Spring 2 Talk through stories Where the wild things are (linked to English text) Can't you sleep little bear?		

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Summer 1			
	Meerkat Mail (3 weeks) Begin by finding out a bit about meerkats and the other animals, such as jackals. Watch meerkats on film with the class. Invite the children to write a newspaper article about Sunny's visit to one of the places in the book. Encourage them to write postcards from other visits that he made. Together draw a map of the story. Writing party invitations. Non-fiction writing about the animals (Could also read Wolves and Little Mouse's Big Book of Fears.)	Information Recount Response Link to Foundation topic: Kenya	Working towards expectations for Summer Term VCP ☑ recognises and writes (grammatically correct) different types of sentences: statements, questions, commands and exclamations ☑ understands and uses coordinating and subordinating conjunctions to construct and extend sentences ☑ uses the past and present tense correctly throughout writing inc. the progressive form ☑ uses capital letters for proper nouns accurately ☑ uses a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists ☑ uses apostrophe for contraction and apostrophe for singular possession ☑ uses expanded noun phrases, adjectives and adverbs for description and specification Writing process ☑ writes narratives about personal experiences and those of others (real and fictional) ☑ writes for different purposes (including poetry) ☑ uses plans to support writing ☑ links ideas and events using strategies to create 'flow' ☑ evaluates the effective use of word choice, grammar and punctuation ☑ makes appropriate additions, revisions and corrections ☑ proof reads to check for errors in spelling, grammar and punctuation ☑ re-reads writing to check for correct and consistent tense ☑ evaluates writing with teachers and peers Spelling ☑ uses phonic knowledge to spell simple monosyllabic and polysyllabic words ☑ Y2 CFW / HPW ☑ spells frequently used homophones / near homophones ☑ words using the possessive apostrophe (singular nouns) ☑ adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single letter after a short vowel ☑ words with the suffixes –ment, -ness, -ful and -less ☑ words ending in –tion ☑ recognises own spelling errors and makes some attempt to correct these ☑ compound nouns Handwriting ☑ words are almost always appropriately and consistently spaced in relation to the size of the letters ☑ some diagonal and horizontal strokes are used to join letters
		Jack and the Baked Beanstalk (2 weeks) Describe the setting where the beans are trying to grow. Research the best conditions as to where the beans will grow best. Produce an instruction leaflet as to how to care for a bean. Use information leaflets and seed packets in order to collect vocabulary. Compare story to Jack and the Beanstalk and discuss similarities and differences. Writing adverts for Jack's business. Debate, would you rather be rich and have no friends or be poor but have good friends etc.	Argument Discussion Narrative Information Link to Foundation topic: plants
Ideas for Summer 1 Favourite 5 George's marvellous medicine Giraffes can't dance (Build on from Year 1) Handa's surprise Paper dolls		Summer 1 Talk through stories Ravi's roar Handa's hen	

In Year 2 it is important to not only share picture books but also begin sharing chapter books. These will demand that the children use their imagination. (Pie Corbett)

Favourite 5 stories are linked to topics and texts covered in English sessions.

Talk through stories books select eight Tier 2 words which children are unlikely to hear in everyday conversation but are likely to come across in stories. Developing children's vocabulary development. These stories also ensure children are accessing vocabulary that is sufficiently challenging. (RW1)



Summer 2			
	The Lighthouse Keeper's Lunch (2 weeks) Explore the role of a lighthouse keeper, what was their job and why did we need them? What happened to lighthouse keepers? When was the last lighthouse manned? Character description of Mr Grinling. List/shape poem about Mr Grinling's lunch. Information text on Grace Darling and her father as a lighthouse keeper. Recount and role play the night of the rescue. Diary entry from Grace Darling. Making predictions about the story. Design own ways to stop penguins eating lunch. Poems about lunchboxes. Design own lunch and write instructions of how to make it.	Argument Discussion Instruction Narrative Information Link to Foundation topic:	Expectations for Summer Term VCP @ recognises and writes (grammatically correct) different types of sentences: statements, questions, commands and exclamations @ understands and uses coordinating and subordinating conjunctions to construct and extend sentences @ uses the past and present tense correctly throughout writing inc. the progressive form @ uses capital letters for proper nouns accurately @ uses a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession @ uses expanded noun phrases, adjectives and adverbs for description and specification Writing process @ writes narratives about personal experiences and those of others (real and fictional) @ writes for different purposes (including poetry) @ uses plans to support writing @ links ideas and events using strategies to create 'flow' @ evaluates the effective use of word choice, grammar and punctuation @ makes appropriate additions, revisions and corrections @ proof reads to check for errors in spelling, grammar and punctuation @ re-reads writing to check for correct and consistent tense @ evaluates writing with teachers and peers Spelling @ uses phonic knowledge to spell simple monosyllabic and polysyllabic words @ Y2 CEW / HFW @ spells frequently used homophones/ near homophones @ words using the possessive apostrophe (singular nouns) @ adding –ing, -ed, -er, -est and –y/o words of one syllable ending in a single letter after a short vowel @ words with the suffixes –ment, -ness, -ful and –less @ words ending in –tion @ recognises own spelling errors and makes some attempt to correct these @ compound nouns Handwriting @ words are almost always appropriately and consistently spaced in relation to the size of the letters @ some diagonal and horizontal strokes are used to join letters
	The Giraffe, The Pelly and Me (3 weeks) Begin by finding out a bit about giraffes, pelicans and monkeys. Invite the class to write adverts for 'The Ladderless Window Cleaning Company' and invent names for new sweets. Discuss the final song and its meaning. Draw 'The Grubber'. Ask: What dreams would you have? Learn, sing and perform the various songs with the class. Non-fiction writing finding out about Roald Dahl.	Information Recount Response Link to Foundation topic: Refining drawing skills	
	Who's Afraid of the big bad book (2weeks) Before reading this book it is essential to know the stories of Goldilocks, Rapunzel, Dick Wittington and Cinderella. So start by retelling these stories or some of the wit will be lost! Having really discussed the book, encourage the children to try falling 'into a book' and becoming a character in a well-known fairy tale, but then alter what happens. Take photos, enlarge and copy these for the children. Then, ask children to draw characters and objects onto photos, using Lauren Child's collage technique. Rewrite the story from different perspective. Different types of punctuation. Hot seating, speaking and listening.	Description Narrative Discussion Link to Foundation topic:	
Ideas for Summer 2 Favourite 5 Revolting rhymes The Great Fairy Tale disaster Jack and the beanstalk (Build on from Reception) The Great Nursery rhyme disaster Light house keeper's lunch		Summer 2 Talk through stories Farmer Duck(Build on from Nursery and Reception) Giant Jam sandwich	