

English

Key Learning

Unit	Stories with Familiar Settings	Persuasion	Poetry - Riddles
Outcome	<ul style="list-style-type: none"> Innovated narrative/part of narrative, with a farm setting. 	<ul style="list-style-type: none"> Persuasive leaflet or poster. 	<ul style="list-style-type: none"> Own riddle based on a fruit or vegetable or sale at the farm shop.
Possible Duration	<ul style="list-style-type: none"> 3-4 weeks. 	<ul style="list-style-type: none"> 2 weeks. 	<ul style="list-style-type: none"> 1 week
Key Learning Reading	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>. Read frequently encountered words quickly and accurately without overt sounding and blending. Listen to a range of texts at a level beyond that at which they can read independently. Retell a wider range of stories. Identify, discuss and collect favourite words and phrases. Make predictions using evidence from the text. Make inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> Give opinions and support with reasons. Consider other points of view. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read further common exception words, noting tricky parts. Use tone and intonation when reading aloud. Listen to a range of texts at a level beyond that at which they can read independently, including non-fiction. Read a range of non-fiction texts. Discuss how specific information is organised within a non-fiction text. Identify, discuss and collect favourite words and phrases. Make personal reading choices and explain reasons for choices. Consider other points of view. Introduce and discuss key vocabulary within the context of a text. Check that texts make sense while reading and self-correct. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read further common exception words, noting tricky parts. Read frequently encountered words quickly and accurately without overt sounding and blending. Listen to a range of texts at a level beyond that at which they can read independently including contemporary and classic poetry. Identify, discuss and collect favourite words and phrases. Make personal reading choices and explain reasons for choices. Introduce and discuss key vocabulary within the context of a text. Make predictions using evidence from the text. Listen and respond to contributions from other

English

Key Learning (contd.)

Key Learning

Writing

- Use sentences with different forms: statement, question, command, exclamation.
- Use past tense for narrative.
- Select, generate and effectively use adjectives.
- Add suffixes *-ful* or *-less* to create adjectives e.g. *playful, careful, careless, hopeless*.
- Plan and discuss what to write about, e.g. *story mapping, collecting new vocabulary, key words and ideas*.
- Write about fictional events.
- Evaluate their writing with adults and peers.
- Proofread to check for errors in spelling, grammar and punctuation.

- Use sentences with different forms: statement, question, command, exclamation.
- Use commas to separate items in a list.
- Use present tense for persuasive adverts.
- Select, generate and effectively use adjectives.
- Use suffixes *-er* and *-est* to create adjectives e.g. *faster, fastest, smaller, smallest*.
- Plan and discuss what to write about, e.g. *story mapping, collecting new vocabulary, key words and ideas*.
- Use specific text type features to write for a range of audiences and purposes, e.g. to persuade.
- Edit and improve their own writing in relation to audience and purpose.
- Evaluate their writing with adults and peers.
- Read aloud their writing with intonation to make the meaning clear.

- Say, write and punctuate simple and compound sentences using the connectives *and, but, or*.
- Use subordination for time, e.g. *when, while, as, before, after*.
- Use subordination for reason, e.g. *because, if, unless*.
- Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas.
- Use specific text type features to write for a range of audiences and purposes.
- Write simple poems based on models.
- Evaluate their writing with adults and peers.
- Proofread to check for errors in spelling, grammar and punctuation.