

## English

### Key Learning

Unit	Stories with Familiar Settings	Non-Chronological Reports	Poems on a Theme
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Innovated narrative based on a model.</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological report linked to an aspect of the local area presented as an information poster/booklet/ICT outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Poem based on a model.</li> <li>Review of a themed poem(s).</li> </ul>
<b>Possible Duration</b>	<ul style="list-style-type: none"> <li>3-4 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>1-2 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> <li>Listen to a range of texts at a level beyond that at which they can read independently including stories.</li> <li>Sequence and discuss the main events in stories.</li> <li>Identify, discuss and collect favourite words and phrases.</li> <li>Make predictions using evidence from the text.</li> <li>Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> <li>Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.</li> <li>Discussing how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</li> <li>Activating prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned?</li> <li>Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a range of poems at a level beyond that at which they can read independently.</li> <li>Learn and recite poems using appropriate intonation.</li> <li>Use tone and intonation when reading aloud.</li> <li>Participate in discussion about what is read to them, take turns and listen to what others say.</li> <li>Make contributions in whole class and group discussion.</li> <li>Listen and respond to contributions from others.</li> <li>Make personal reading choices and explain reasons for choices.</li> </ul>