

## English

### Key Learning

Unit	Stories by the Same Author	Non-Chronological Reports	Poems on a Theme
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Narrative based on model text with innovation of character/s and setting.</li> </ul>	<ul style="list-style-type: none"> <li>Information poster or booklet.</li> </ul>	<ul style="list-style-type: none"> <li>Poem based on a model text.</li> <li>Oral presentation of a poem.</li> </ul>
<b>Possible Duration</b>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>1-2 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>Making predictions based on what has been read so far.</li> <li>Identify and discuss the main events in stories.</li> <li>Identify and discuss the main characters in stories.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Relate texts to own experiences.</li> <li>Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>.</li> <li>Make basic inferences about what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>Recall specific information in texts.</li> <li>Introduce and discuss key vocabulary.</li> <li>Activate prior knowledge e.g. <i>what do you know about this animal?</i></li> <li>Explain clearly their understanding of what is read to them.</li> <li>Demonstrate understanding of texts by answering questions related to who, what, where, when and why.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to a range of poems at a level beyond at which they can read independently.</li> <li>Recognise and join in with language patterns and repetition.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Recite rhymes and poems by heart.</li> <li>Giving opinions and supporting with reasons.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Orally compose every sentence before writing.</li> <li>Re-read every sentence to check it makes sense.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Use formulaic phrases to open and close texts.</li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences that can be read by themselves and others.</li> <li>Use simple connectives to link ideas e.g. <i>and</i>.</li> <li>Identify and use question marks.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Write information texts with simple text type features.</li> </ul>	<ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> <li>Write poems with simple structures.</li> <li>Plurals – adding s to nouns.</li> </ul>

**Suggested  
Texts**

- Lost and Found by Oliver Jeffers.
- Up and Down by Oliver Jeffers.
- The Perfect Pet by Fiona Robertson.
- The Perfect Present by Fiona Robertson.

- Range of information texts.
- Kidzone website (<http://bit.ly/TWqEvi>).
- Penguin information and facts.

- Range of poems linked to animals, penguins etc.
  - Teaching First (<http://bit.ly/1kNp6x5>).
  - Kidzone website (<http://bit.ly/1pAjFIE>).
  - *The Animals Went in Two by Two* - traditional poem.

