

English

Key Learning

Unit	Stories by the Same Author	Non-chronological Reports
Outcome	<ul style="list-style-type: none"> Story (or part of a story) based on a model. 	<ul style="list-style-type: none"> Information text (linked to learning opportunities in history).
Possible Duration	3 weeks.	2-3 weeks.
Key Learning	<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 stories. Sequence and discuss the main events in stories. Introduce and discuss key vocabulary within the context of a text. 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> Make contributions in whole class and group discussion. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> Read frequently encountered words quickly and accurately without overt sounding and blending. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Read a range of non-fiction texts including information, explanations, instructions, recounts, reports. Discuss how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> Check that texts make sense while reading and self-correct. Make contributions in whole class and group discussion. Listen and respond to contributions from others. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.
Key Learning	<ul style="list-style-type: none"> Use subordination for time, e.g. build on <i>when</i> (autumn term), and extend to other time connectives: <i>while, as, before, after</i>. Use past tense for narrative. Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Write about fictional events. Proofread to check for errors in spelling, grammar and punctuation. Read aloud their writing with intonation to make their meaning clear. 	<ul style="list-style-type: none"> Use subordination for reason, e.g. build on <i>because and so</i> (autumn term). Use present tense for non-chronological reports. Plan and discuss what to write about e.g. <i>text mapping, collect new vocabulary, key words</i>. Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform</i>. Write about real events. Edit and improve their own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation.

