

Unit	Story as a Theme	Explanations
<b>Outcome</b>	<ul style="list-style-type: none"> <li>▪ A written narrative, based on a film or picture book, with a seaside setting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ An explanation text linked to a process that happens at the seaside.</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>▪ 2-3 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>▪ Read further common exception words, noting tricky parts.</li> <li>▪ Reread books to build up their fluency and confidence in word reading.</li> <li>▪ Read longer and less familiar texts independently.</li> <li>▪ Sequence and discuss the main events in stories.</li> <li>▪ Retell a wider range of stories, fairy tales and traditional tales.</li> <li>▪ Recognise use of repetitive language within a text or poem.</li> <li>▪ Introduce and discuss key vocabulary within the context of a text.</li> <li>▪ Use morphology to work out the meaning of unfamiliar words, e.g. terror, terrorised.</li> <li>▪ Make predictions using evidence from the text.</li> <li>▪ Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i></li> <li>▪ Give opinions and support with reasons, e.g. <i>Was Goldilocks a good or bad character?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>.</li> <li>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>▪ Reread these books to build up their fluency and confidence in word reading.</li> <li>▪ Listen to a range of texts at a level beyond that at which they can read independently including non-fiction.</li> <li>▪ Read a range of non-fiction texts including explanations.</li> <li>▪ Discuss how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>▪ Introduce and discuss key vocabulary within the context of a text.</li> <li>▪ Check that texts make sense while reading and self-correct.</li> <li>▪ Demonstrate understanding of texts by asking and answering questions related to <i>who, what, where, when, why, how</i>.</li> </ul>

## English

### Key Learning (contd.)

#### Key Learning Writing

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| <ul style="list-style-type: none"><li>▪ Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll</i>.</li><li>▪ Select, generate and effectively use nouns.</li><li>▪ Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>.</li><li>▪ Use subordination for time and reason.</li><li>▪ Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.</li><li>▪ Use specific text type features to write for a range of audiences and purposes, e.g. <i>to entertain</i>.</li><li>▪ Write about real and fictional events.</li><li>▪ Edit and improve their own writing in relation to audience and purpose.</li><li>▪ Evaluate their writing with adults and peers.</li></ul> | <ul style="list-style-type: none"><li>▪ Use commas to separate items in a list.</li><li>▪ Select, generate and effectively use adjectives.</li><li>▪ Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless</i>.</li><li>▪ Use suffixes <i>-er</i> and <i>-est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest</i>.</li><li>▪ Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas.</li><li>▪ Use specific text type features to write for a range of audiences and purposes.</li><li>▪ Write simple poems based on models.</li><li>▪ Evaluate their writing with adults and peers.</li><li>▪ Read aloud their writing with intonation to make the meaning clear.</li></ul> | <ul style="list-style-type: none"><li>▪</li></ul> |
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