

*English*

## *Intent*

At Hyde Park Schools, all pupils are provided with access to a high-quality English curriculum that develops pupils' phonics, love of reading, writing and discussion. This ensures that they have the speaking, listening reading and writing skills for future success. The curriculum enables pupils to express themselves creatively and imaginatively and to communicate with others effectively. Through exposure to a wide variety of genres, including fiction, poetry and non-fiction, all pupils will gain an understanding of how language works by looking at its patterns, structures, and origins. Through researching some of the biggest challenges readers may encounter, we have developed a bespoke list of 'Key pupils for each year group. These are a range of modern and classic literature that are read to the pupils or by the pupils to ensure all pupils, no matter their reading ability, have access to a diet of rich texts with increasingly complex themes, vocabulary, and plots appropriate for their age.

## *Implementation*

We have a rigorous and coherently sequenced English curriculum that provides many purposeful opportunities for writing, reading and discussion. Within our writing lessons, a variety of quality texts are used to motivate and inspire our pupils. During the development stage, there is a strong focus on explicit writing instruction at sentence level to promote and teach the structure and grammar of the English language. These skills taught allow the pupils to transfer knowledge and make links in all curriculum areas. Furthermore, we believe it is fundamental that the process of writing is modelled and shared with our pupils frequently. Teachers in our schools 'think aloud' and provide opportunities for pupils to observe a proficient writer going through the process of putting ideas into a written form. Scaffolding is used to support pupils until they are competent and is gradually removed to allow pupils an opportunity to flourish creatively.

Spelling is taught through the No Nonsense Spelling programme. Pupils learn the strategies, knowledge and skills needed to spell independently. Lessons are based on a four-part cycle of revisiting prior learning, teaching, and practising new concepts, applying new learning, and assessing pupils' understanding.

Our Early Reading curriculum begins with a structured synthetic phonics programme, which aims to teach grapheme-phoneme correspondence and word reading, alongside reading accurately and fluently whilst developing comprehension skills. We tailor the schemes used in our schools to meet the needs of our pupils. In Hyde Park Schools, comprehension is used to develop pupils' understanding of the written word. This takes place in planned reading lessons. Pupils are taught key reading skills to understand and analyse what has been read. We provide a wealth of enrichment opportunities for pupils to develop their creativity and imagination through promotion of poetry and participation within national events such as World Book Day. This enables us to promote an awareness of reading and writing within the wider world.

At Hyde Park Schools, we believe that it is important, wherever possible to link to our locality and community. Our school is located in a very rich part of the United Kingdom, and we incorporate those rich links within the experiences our children have. Local visits or visitors to the school, with specific expertise, such as librarians, are also used where possible to engage the pupils in the learning they are receiving.

At Hyde Park Schools, opportunities for writing and reading are regularly used across foundation subjects to provide authentic and engaging opportunities to gather new knowledge. Furthermore, pupils are able to apply and demonstrate the skills that they have developed within their English lessons to meaningful and 'real world contexts.

### Impact

Pupils follow a progression of National Curriculum objectives which we have aligned to and tailored to the needs of our pupils. These objectives are underpinned by a progression of non-procedural knowledge indicators in our Schools' Progression documents. These enable teachers and pupils to plan and track their own progress throughout the teaching and learning process.

### Reading

At the start of their reading journey, pupils follow a progression outlined in Early Years Non-Statutory Development Matters indicators, leading to statutory ELG and KS1 in National Curriculum objectives. All pupils are assessed through Read Write Inc. half termly assessments. Initially, these will assess on Speed Sounds (GPC) and decoding for word reading, including nonsense words. As pupils continue to progress, they are also assessed with a Word Per Minute (WPM) assessment to determine overall fluency. Pupils are grouped following the assessments and receive appropriate RWI mentoring according to their needs identified through the RWI assessment.

All pupils across the Schools are formatively assessed weekly through a staff read of a book levelled appropriately for their individual needs. The pupils' knowledge and understanding of reading is also assessed termly through summative assessments. NFER assessments are used to support teachers in assessment judgements.


### Writing



All year groups follow the school progression documents to plan the unit of learning. Within each unit, children are taught skills which build upon learning in previous units or year groups. As well as ongoing formative assessment, these learnt skills and knowledge outcomes are assessed every half term through independent writes; this piece of writing from each child will be assessed according to the criteria for the age-related expectations. We believe consistency is crucial. Therefore, we also ensure there are regular opportunities for moderations within and across our MAT in order to moderate written and reading outcomes and ensure consistency in assessment practice.

When pupils complete their journey at Hyde Park Schools, they will be enthusiastic, motivated and confident writers and readers who enjoy showcasing their developing knowledge and skills. They will recognise a range of genres and develop the practice of reading widely and often for both pleasure and

information. All pupils will be inspired by the literature, key poets and key reads they have been introduced to. They will have the skills to become lifelong writers and readers and have strategies to secure understanding of what they have read.

## Progression

	Reception					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit of work</b>	<b>Writing to Entertain</b> Examining stories with repetitive texts and predictable language.	<b>Writing to Entertain</b> Examining stories with repetitive texts and predictable language and endings.  <b>Poetry:</b> poems with repeated phrases	<b>To inform and Entertain</b> Information and captions.	<b>To Entertain</b> Understanding how characters feel and changes overtime.  <b>Poetry:</b> recognising rhyme.	<b>Writing to Entertain</b> Examining traditional stories, including fairy tales with predictable language and endings.  <b>Poetry:</b> looking at rhyming patterns (ABAB, AABB)	<b>Writing to Inform</b> Postcards, letters, information texts including a simple leaflet
<b>Key Text</b>	The Gruffalo Don't Hog the Hedge	We're Going on A Bear hunt The Very Hungry Caterpillar	Penguins (Non-fiction) Rosie's Walk The Journey	Little Red Hen Harry's Hazelnut	Hansel and Gretel The Gingerbread Man Little Red Riding Hood	Oi! Get Off Our Train! The Great Explorer Emma Jane's Aeroplane Atlas
<b>Focus of unit</b>	Sequencing	Using repeated phrases to retell main events.	Understanding the difference between fiction and nonfiction.	Understanding that importance of understanding characters' thoughts and feelings and how these might change throughout a story.	Understand the features of simple stories. To understand ways to describe characters.	Understanding the different ways that information can be presented. To present our own information in different ways.
 <b>Enquiry</b>	Why is it important to sequence ideas in stories?	Why is it good for a story to have repetition of words?	How is writing in information texts different to stories?	How can we understand how characters are feeling in a story?	Why is it important to use adjectives to add detail? What makes a good story?	How can stories teach us information?
<b>Questions</b>						

 <p><b>Key</b></p> <p><b>Vocabulary</b></p>	<p>Prediction, story, setting, describe, end, main event, repetition.</p>	<p>Prediction, story, setting, describe, repetition, character, ending, caption. Rhyme, line, verse</p>	<p>Text, facts, information, fiction, real, non-fiction, facts, caption, place/setting, sentence.</p>	<p>Prediction, story, setting, describe, repetition, character, ending, caption, label, instruction, speech, thoughts, pictures Rhyme, rhythm, line verse</p>	<p>Fiction, story, character, setting, beginning, middle, end, adjective, events, build up, thoughts, feelings, problem, solution Rhyme, rhythm, line, verse, rhyming pattern.</p>	<p>Facts, information, real, fiction, non-fiction, audience, message, teach.</p>
 <p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Making a prediction about what will happen.</li> <li>• Talk about what has happened in the story.</li> <li>• Identify where the story is set.</li> <li>• Writing an initial and final sound of a word. Identify a character. To recognise a story is fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing 2 sound and 3 sound words using Fred Fingers (segmenting)</li> <li>• Identify repeated words and sentences.</li> <li>• Identify a character.</li> <li>• Identify where the story is set.</li> <li>• To orally retell the story in correct sequence.</li> <li>• Say out loud a caption for a picture from the story.</li> <li>• Write a caption.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing 2 sound and 3 sound words using Fred Fingers (segmenting)</li> <li>• Identify what is non-fiction text.</li> <li>• Beginning to use finger spacing in a caption.</li> <li>• Identify a character.</li> <li>• Identify where the story is set.</li> <li>• To orally retell the story in correct sequence.</li> <li>• Begin to write a sentence with spacing and a full stop to end.</li> <li>• Sequencing events in the correct order.</li> <li>• Begin to use an adjective to describe an object.</li> <li>• To understand what nonfiction is.</li> <li>• To identify nonfiction books.</li> <li>• To begin to tell the difference between</li> </ul>	<ul style="list-style-type: none"> <li>• Writing 2 sound and 3 sound words using Fred Fingers (segmenting)</li> <li>• Write labels for drawings and pictures.</li> <li>• Identify a character.</li> <li>• Identify where the story is set.</li> <li>• To orally retell the story in correct sequence.</li> <li>• Write a sentence with spacing and a full stop to end.</li> <li>• Use an adjective to describe a setting or character.</li> <li>• To begin to recognise difference between</li> <li>• To identify a beginning, middle and end of a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing words using Fred Fingers (segmenting)</li> <li>• Write labels for drawings and pictures.</li> <li>• Identify a character.</li> <li>• Identify where the story is set.</li> <li>• To orally retell the story in correct sequence.</li> <li>• Write a sentence with spacing and a full stop to end.</li> <li>• Use an adjective to describe a setting or character.</li> <li>• To begin using a capital letter to start a sentence.</li> <li>• To write a story retell including a sentence for the beginning, sentence for the middle and a sentence for the end.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing words using Fred Fingers (segmenting)</li> <li>• To orally retell the story in correct sequence.</li> <li>• Write a sentence with spacing and a full stop to end.</li> <li>• Use an adjective to describe a setting or character.</li> <li>• Use a capital letter to start a sentence.</li> <li>• To write a story retell of two or more sentences for the beginning, middle and an end.</li> <li>• Reread writing to ensure meaning is clear.</li> <li>• To understand what an atlas is used for.</li> <li>• To be to identify an atlas.</li> <li>• To begin to be able to use an atlas.</li> </ul>



**Knowledge  
Outcomes (What  
have they learnt?)**




			fiction and nonfiction.			
	<p><b>Children will be able to:</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be ready by others.</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate – where appropriate – key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</li></ul> <p><b>Fine Motor skills</b></p> <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the</li></ul>	<p><b>Children will be able to:</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be ready by others.</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate – where appropriate – key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</li><li>• To understand what a repeated phrase is and why it is used.</li></ul> <p><b>Fine Motor skills</b></p>	<p><b>Children will be able to:</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be ready by others.</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate – where appropriate – key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</li></ul> <p><b>Fine Motor skills</b></p> <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the</li></ul>	<p><b>Children will be able to:</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be ready by others.</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate – where appropriate – key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</li></ul> <p><b>Fine Motor skills</b></p> <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent</li></ul>	<p><b>Children will be able to:</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be ready by others.</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate – where appropriate – key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</li></ul> <p><b>Fine Motor skills</b></p> <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent</li></ul>	<p><b>Children will be able to:</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be ready by others.</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate – where appropriate – key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</li></ul> <p><b>Fine Motor skills</b></p> <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent</li></ul>


	<p>tripod grip in almost all cases.</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul>	<p>tripod grip in almost all cases.</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask</li> </ul>	<p>writing – using the tripod grip in almost all cases.</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class</li> </ul>	<p>writing – using the tripod grip in almost all cases.</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have</li> </ul>
--	--	---	--	--	---	--

	<p>questions to clarify their understanding.</p> <ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p>questions to clarify their understanding.</p> <ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p>heard and ask questions to clarify their understanding.</p> <ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p>discussions and small group interactions.</p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p>heard and ask questions to clarify their understanding.</p> <ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<b>Independent Writing</b>	<b>To sequence a story using visuals.</b>	<b>To write a story using repeated words and phrases.</b>  <b>Children are to be given a picture or pictures to assist them.</b>	<b>To sort snippets into fiction and nonfiction. Challenge pupils to write their own fiction and nonfiction phrases based on their learning.</b>	<b>Writing a letter from one character to another.</b>	<b>Writing a story retell.</b>	<b>To write a recount based on the term's experience.</b>

	<b>Year 1</b>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit of work</b>	<p><b>Writing to Entertain</b> Understanding the importance of sequence in stories and how they impact on the reader.</p> <p><b>Poetry Unit: Rhyming Couplets</b></p>	<p><b>Writing to Inform</b> Captions, labelling, Dictionaries, Posters Recount, Instructions</p>	<p><b>Writing to Entertain</b> Examining traditional stories, including fairy tales with predictable language and endings.</p> <p><b>Poetry Unit: Rhyming Patterns</b></p>	<p><b>To inform</b> Information, recounts, and instructions.</p>	<p><b>Writing to Entertain</b> Children will examine stories from different imaginary worlds.</p> <p><b>Poetry Unit: Identifying moods</b></p>	<p><b>Writing to Inform</b> Letters, information texts including a simple leaflet</p>
<b>Key Text</b>	<b>The Enormous Turnip Room on the Broom</b>	<b>Linked to Geography unit Castles</b>	<b>Billy Goats Gruff Three Little Pigs-including the alternative story.</b>	<b>Linked to Geography Unit Exploring Weather Around the World</b>	<b>Where The Wild Things Are. The Night Pirates</b>	<b>Linked to History Unit - Blast off! Explorers of Space</b>





<b>Focus of unit</b>	Sequencing ideas in a story so that it makes sense	Using factual language and continuing to reinforce sequencing in recounts and instructional texts	Understanding the features of simple stories and using them in their writing.	Understanding the different ways that information can be presented.	Exploring the different characters in fantasy stories and how they are different.	Being able to present information in different ways
 <b>Enquiry Questions</b>	<b>Why is it important to sequence ideas in stories?</b>	<b>How is writing in information texts different to stories?</b>	<b>What makes an interesting story?</b>	<b>What sort of information texts do people read and why?</b>	<b>What are the ingredients of a fantasy story?</b>	<b>What if there weren't any information texts, how would we learn?</b>
<b>Key Vocabulary</b> 	Resolution, sequence, setting, character, fiction, problem, solution, event, conclusion, ending, resolution, build up Poetry – rhyme, rhythm, rhyming pattern, recite	Non-fiction, information, sequencing, factual, recount, compare, difference,	Resolution, climax, characters (profile), setting, motives, feelings, sequence, compare, contrast Poetry – rhyme, rhythm, rhyming pattern, recite	Prediction, fiction, non-fiction, recount, sequencing	Fantasy, fiction, character, motives, resolution, climax, compare, contrast, resolution Poetry – rhyme, rhythm, rhyming pattern, recite	Facts, sequence, diagrams, headings, sub-headings, audience, prediction
 <b>Skills</b>	<ul style="list-style-type: none"> <li>• Re –telling stories in oral visual and written form.</li> <li>• Sequencing events in their writing in the correct order.</li> <li>• Writing simple sentences.</li> <li>• Begin to use some simple adjectives.</li> <li>• Begin to use capital letters and full stops to demarcate sentences.</li> <li>• Use think/say/count/write check to help ensure meaning is clear.</li> <li>• Use phonic knowledge to form rhyming couplets.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to put key facts into simple sentences.</li> <li>• Use simple factual adjectives from a given word bank to describe something.</li> <li>• Sequence events in the right order using simple time adverbs.</li> <li>• Begin to join clauses accurately with simple conjunctions such as 'and' 'but' 'so' Sequence instructions in correct order.</li> <li>• Using 'bossy verbs' to write instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use story language in simple retelling of stories.</li> <li>• Begin to link ideas with simple conjunctions such as 'and' 'but' 'so', because, as, since.</li> <li>• Begin to use simple time adverbs: next, after, soon.</li> <li>• Use simple adjectives.</li> <li>• Begin to be able to write in 1<sup>st</sup> person.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing instructions in correct order.</li> <li>• Using 'bossy verbs' to write instructions</li> <li>• Be able to put key facts into simple sentences.</li> <li>• Use simple factual adjectives from a given word bank to describe something.</li> <li>• Be able to write in third person and present tense with some support.</li> <li>• Be able to use simple conjunctions such as 'and' 'so'</li> </ul>	<ul style="list-style-type: none"> <li>• Use story language in simple retelling of stories.</li> <li>• State a character's motive and how a character feels.</li> <li>• Be able to put two ideas in a sentence.</li> <li>• Be able to use some simple time adverbs to link ideas between sentences and simple coordinating</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to put key facts into simple sentences.</li> <li>• Sequence ideas so they make sense.</li> <li>• Put to put two ideas in some sentences, using a range of simple coordinating and subordinating conjunctions.</li> <li>• Use simple time adverbs to link sentences.</li> <li>• Use a range of simple</li> </ul>

	<ul style="list-style-type: none"> <li>To be able to recite a poem (part of a poem)</li> </ul>		<ul style="list-style-type: none"> <li>Use punctuation more accurately, including exclamation and question marks.</li> <li>Can check their work and with support edit their sentences.</li> <li>Write simple poems which use recognisable rhyming patterns.</li> <li>To be able to recite a poem (part of a poem)</li> </ul>	'because' 'as' to link simple ideas.	<ul style="list-style-type: none"> <li>and subordinations conjunctions to link ideas within sentences e.g., and, but, so, because, as.</li> <li>Use a range of simple adjectives to describe settings and characters</li> <li>Begin to use some alternative words for 'said' and 'went'.</li> <li>Write simple poems which paint a picture and suggest a certain mood.</li> <li>To be able to recite a poem (part of a poem)</li> </ul>	<ul style="list-style-type: none"> <li>adjectives from a given word bank to describe something.</li> </ul>
 <p><b>Knowledge Outcomes (What have they learnt?)</b></p>	<p><b>Children will be able to: -</b></p> <ul style="list-style-type: none"> <li>Identify the settings, characters, and main events in a story, and begin to understand the term 'resolution' refers to how the story ends.</li> <li>Re-enact stories read and then be able to sequence key events in a range of stories in</li> </ul>	<p><b>KEY LEARNING OUTCOMES:</b> Labels/lists/captions/posters Dictionaries</p> <p><b>Children will be able to: -</b></p> <ul style="list-style-type: none"> <li>Recognise and understand what they are and their job.</li> <li>Read and use captions, labels, and simple lists and be</li> </ul>	<p>KEY LEARNING OUTCOMES:</p> <p><b>Children will be able to: -</b></p> <ul style="list-style-type: none"> <li>Identify the main features of a story: setting, characters, problem, main events and be introduced to 'climax' and know the</li> </ul>	<p>LEARNING OUTCOMES:</p> <p><b>Children will be able to: -</b></p> <ul style="list-style-type: none"> <li>Understand and use the terms 'fiction and nonfiction and be able to recognise some of the features of non-fiction texts.</li> <li>Make predictions on what a non-</li> </ul>	<p><b>LEARNING OUTCOMES:</b></p> <p><b>Children will be able to: -</b></p> <ul style="list-style-type: none"> <li>Recognise the difference between real and fantasy stories.</li> <li>Compare and contrast stories: settings,</li> </ul>	<p>LEARNING OUTCOMES:</p> <p><b>Children will be able to: -</b></p> <p><b>Postcards/Letters</b></p> <ul style="list-style-type: none"> <li>Identify and label the features of these texts and understand the purpose and audience.</li> </ul>

	<p>visual and written form.</p> <ul style="list-style-type: none"> <li>• Create short narratives where sentences are linked.</li> <li>• Construct and write simple sentences, with mostly one idea, beginning to use the correct punctuation.</li> <li>• Being able to raise a range of simple questions around a text read and answer them.</li> <li>• Beginning to use simple adjectives in their story writing.</li> <li>• Being able to read work back to ensure it makes sense.</li> <li>• Apply spelling strategies.</li> <li>• Begin to use simple punctuation correctly.</li> <li>• Recognise a simple sentence has one idea.</li> </ul> <p><b>POETRY UNIT</b>  <b>Learning Outcomes:</b> -  Children will be able to:</p> <ul style="list-style-type: none"> <li>• Identify simple rhyming words in poems and use this knowledge to write their own rhymes (rhyming couplets).</li> </ul>	<p>able to write their own.</p> <ul style="list-style-type: none"> <li>• Know the purpose of a poster, identify some simple features and be able to design and make their own to convey a message.</li> <li>• Apply alphabetic letter knowledge to find words in simple picture dictionaries</li> </ul> <p><b>RECOUNTS AND INSTRUCTIONS</b>  <b>LEARNING OUTCOMES:</b>  <b>Children will be able to:</b> -</p> <ul style="list-style-type: none"> <li>• Recognise and understand the generic features of a recount text.</li> <li>• Orally recount an event using visuals and word prompts to help them.</li> <li>• Read different types of recounts: a trip, events in day.</li> <li>• Recognise and use the language associated with recounts: time adverbs.</li> <li>• Order and write simple events based on a first-hand experience.</li> <li>• Listen to and follow a single more detailed instruction</li> </ul>	<p>resolution in the end of a story.</p> <ul style="list-style-type: none"> <li>• Begin to be able to discuss characters behaviour motives and feelings and include in their writing.</li> <li>• Compare and contrast stories and characters.</li> <li>• Recognise some story language features and use it in their writing.</li> <li>• Re- tell stories orally and in their writing in sequence and be able to include characters motives for actions taken.</li> <li>• Talk and write in role as the character describing events from their point of view.</li> <li>• Write simple character profiles and/or wanted posters.</li> <li>• Begin to write two idea sentences and count their ideas</li> </ul>	<p>fiction book is about by looking at the pictures and the title.</p> <ul style="list-style-type: none"> <li>• Raise simple questions they want answered based on the subject they are studying.</li> <li>• Locate information, to answer their questions, by looking at the content page, headings, pictures diagrams and finding key words told or given to them.</li> <li>• Make simple information books related to their project, using simple features they identified in books.</li> <li>• Sequence ideas/events correctly in a recount and know how to use time adverbs to help sequence their ideas.</li> <li>• Write a recount of a real experience applying the simple features</li> </ul>	<p>characters, plots, resolutions.</p> <ul style="list-style-type: none"> <li>• Create character profiles from stories read.</li> <li>• Talk and write in role, stating characters feelings and motives.</li> <li>• Write a diary extract as a pirate expressing their thoughts and feelings.</li> <li>• Draw and describe their own fantasy island.</li> <li>• Plan and write their own fantasy story involving pirates.</li> <li>• Use word banks independently of adult support.</li> <li>• Check sentences are grammatically correct and make sense.</li> <li>• Be able to write some two idea sentences and</li> </ul>	<ul style="list-style-type: none"> <li>• Use the structural and language features in their writing.</li> </ul> <p><b>INFORMATION TEXTS INCLUDING LEAFLETS</b></p> <ul style="list-style-type: none"> <li>• Make predictions about what a non-fiction book is about by looking at the pictures and the title.</li> <li>• Raise a range of simple questions and locate the answers in simple texts.</li> <li>• Make simple information books, using visuals to help them generate their sentences and using some of the features they identified when looking at non-fiction texts: labelled diagram, headings, and sub-headings.</li> <li>• Read their work aloud to check it makes sense</li> </ul>
--	--	---	--	--	---	---

	<ul style="list-style-type: none"> <li>Recognise patterns in poems.</li> <li>Use word banks created to make their own poems.</li> </ul>	<p>and a longer series of instructions.</p> <ul style="list-style-type: none"> <li>Put a simple set of instructions in the correct order using visuals.</li> <li>Write simple instructions.</li> <li>Begin to use simple punctuation correctly and be able to know a simple sentence is one idea.</li> <li>Read their work aloud to check it makes sense and with support correct some errors.</li> </ul>	<p>to help them punctuate their work.</p> <ul style="list-style-type: none"> <li>Read their work aloud to check it makes sense and with support correct some errors.</li> </ul> <p><b>POETRY UNIT</b>  <b>Learning Outcomes: -</b>  Children will be able to:</p> <ul style="list-style-type: none"> <li>To identify simple rhyming patterns in poems and use this to write their own poems.</li> <li>Recognise patterns in poems.</li> <li>Use word banks created to make their own poems.</li> </ul>	<p>examined in their writing.</p> <ul style="list-style-type: none"> <li>Able to order instructions in the correct order.</li> <li>Write a set of instructions explaining how to make someone happy. (E.G Their teacher or parents)</li> <li>Use simple punctuation correctly.</li> <li>Read their work aloud to check it makes sense and with support correct some errors.</li> </ul>	<p>count their ideas to help them punctuate their work.</p> <ul style="list-style-type: none"> <li>Read their work aloud to check it makes sense and with support correct some errors.</li> </ul> <p><b>POETRY UNIT</b>  <b>Learning Outcomes: -</b>  Children will be able to:</p> <ul style="list-style-type: none"> <li>Discuss their own response to poems read to them.</li> <li>Talk about favourite words in poems.</li> <li>Recognise patterns in poems.</li> <li>Use word banks created to make their own poems.</li> <li>To identify the mood in poems and use this to write their own poems to express a mood.</li> </ul>	<p>and with support correct some errors.</p>
<b>Independent Writing</b>	To retell a story.	Writing a recount from their experiences	Writing in role as a character from a story.	Writing a set of instructions.	Writing their own simple fantasy story	Writing a simple information text linked to learning in History.


					from a visual plan the children have created.	
--	--	--	--	--	---	--

	Year 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit of work</b>	<b>Writing to Entertain</b> Stories with familiar settings and predictable ending about giants.  <b>Poetry: Poems with Rhyme</b>	<b>Writing to Inform</b> Instructions, explanations, non-chronological reports	<b>Writing to Inform</b> (Linked to GFOL unit) Recounts, including diaries, chronological reports	<b>Writing to Entertain</b> Exploring the thoughts and feelings of characters  <b>Poetry:</b>	<b>Writing to Entertain</b> Stories about creatures from fantasy worlds.  <b>Poetry:</b>	<b>Writing to Inform</b> Informing instructions, simple leaflets, recounts
<b>Key Text</b>	<b>Jack and the Beanstalk</b> <b>The Selfish Giant</b>	<b>The Lighthouse Keeper's Lunch</b> – linked to <b>Geography unit on Lighthouses Research</b>	<b>Diary of Samuel Pepys</b>	<b>A Bear Called Paddington</b>	<b>James and the Giant Peach</b>	<b>Linked to History Unit Florence Nightingale &amp; Mary Seacole</b>
<b>Focus of Unit</b>	Understanding how a character feels and why. Being able to understand & retell a story from a Character's viewpoint	To look at the different ways information can be presented Be able to record information in a variety of ways.	To look at the different ways information can be presented Be able to record information in a variety of ways.	Exploring how characters are different in a story Exploring how characters' actions reflect their personalities.	Exploring how plots and characters are different in stories. Exploring how characters change over the course of a story.	Exploring the purpose and audience for different types of texts. Exploring the structural and language features of these texts.
 <b>Enquiry</b>  <b>Questions</b>	<b>How do we know how characters feel in stories?</b>	<b>Why is it important that information texts can be understood and how do we do it?</b>	<b>Why are first hand historical accounts and information texts important?</b>	<b>How do writers use language features to bring characters alive?</b>	<b>How and why do characters change over time from the beginning to end of a story?</b>	<b>What makes information texts interesting to read?</b>
 <b>Key Vocabulary</b>	Setting, climax, resolutions, problems, characters, prediction, motive, viewpoint Poetry – rhyme, rhythm, rhyming pattern, line, verse, phrase, recite, intonation	Factual, diagram, label, caption, non-fiction,	Information, structure, non-fiction, non-chronological, chronological, recount, factual, diagram, label, caption	Setting, climax, resolutions, problems, characters, prediction, motive, viewpoint, chapter, compare, plot, opinion, facts, dialogue Poetry – rhyme, rhythm, rhyming pattern, line,	Setting, climax, resolutions, problems, characters, prediction, motive, viewpoint, chapter, compare, plot, opinion, facts, dialogue, flashback, imaginary, infer, characteristics	Compare, contrast, leaflets, audience, title, subheading, pictures, diagrams, captions, factual language, purpose,



**Skills**

				verse, phrase, recite, intonation	Poetry – rhyme, rhythm, rhyming pattern, line, verse, phrase, recite, intonation	
	<ul style="list-style-type: none"> <li>To be able to expand simple sentences by stating characters actions and motives or feelings.</li> <li>To be able to different simple coordinating and subordinating conjunctions to link two ideas in their sentences.</li> <li>To be able to start a sentence with words other than “then”, using a time adverb word bank.</li> <li>Begin to start sentence with ‘where’ adverbials.</li> <li>To be able to use a range of simple adjectives to describe settings, and characters feelings.</li> <li>Use powerful verbs to imply</li> </ul>	<ul style="list-style-type: none"> <li>Write a series of ideas, which are linked using a range of simple adverbs and adverbial phrases.</li> <li>Use simple coordinating and subordinating conjunctions to link ideas within sentences, to explain how and why.</li> <li>Use simple factual adjectives and expanded noun phrases to give precise detail.</li> <li>Use adverbs sometimes in instructions to show how to do something Write in present and past tense and in second or third person.</li> <li>Check work for meaning and careless spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences with more than one idea which are linked by a range of simple coordinating and subordinating conjunctions.</li> <li>Use simple time adverbs and adverbials phrases to link ideas between sentences.</li> <li>Use factual descriptive adjectives and simple expanded noun phrases to give more detail.</li> <li>To be able to write in 1<sup>st</sup> or third person in the past tense.</li> <li>To be able to read back to check sentences makes sense and punctuate work correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Expand on simple ideas to state characters motives and feelings using simple coordinating and subordinating conjunctions.</li> <li>Use some simple time place and manner adverbials to link ideas between sentences.</li> <li>Use some powerful verbs and adverbs to simply how a character feel.</li> <li>Begin to use a range of simple adjectives and expanded noun phrases to paint a picture for the reader.</li> <li>Use punctuation correctly including exclamation marks and apostrophes accurately. Check work for meaning and</li> </ul>	<ul style="list-style-type: none"> <li>Expand on simple ideas to state characters motives and feelings using simple coordinating and subordinating conjunctions to link ideas.</li> <li>Use some simple time place and manner adverbials to link ideas between sentences. Use some powerful verbs and adverbs to show how a character feel.</li> <li>Use a range of simple adjectives and expanded noun phrases to paint a picture for the reader.</li> <li>Use punctuation correctly including exclamation marks and apostrophes accurately.</li> <li>Check work for meaning and</li> </ul>	<ul style="list-style-type: none"> <li>Expand on simple ideas to create longer sentences.</li> <li>Use a wider range of simple co-ordinating and subordinating conjunctions.</li> <li>Use a range of simple adverbs and adverbial phrases to link ideas between sentences.</li> <li>Use a wider range of simple co-ordinating and subordinating conjunctions to link ideas within sentences.</li> <li>Use simple noun phrases and adjectives to add more detail.</li> <li>Use capital letters and full stops correctly throughout the writing and use question marks and exclamation marks and</li> </ul>

	<p>characters feelings.</p> <ul style="list-style-type: none"> <li>To begin to be able to write consistently in either 1st or 3rd person or past tense.</li> <li>To punctuate work correctly and check work to make sure it makes sense.</li> <li>In poems, to be able to recognise powerful vocabulary choices, discuss and express their views.</li> <li>To be able to learn by heart and recite poems (or parts of poems) with intonation to make the meaning clear.</li> </ul>			<p>edit careless spelling and punctuation errors.</p> <ul style="list-style-type: none"> <li>In poetry, to be able to discuss and express their views about a range of poetry.</li> <li>Use alliteration and more adventurous language to describe their senses when writing their poems.</li> <li>To be able to learn by heart and recite poems (or parts of poems) with intonation to make the meaning clear.</li> </ul>	<p>careless spelling and punctuation errors.</p> <ul style="list-style-type: none"> <li>In poetry, to be able to discuss and express their views about a range of poetry.</li> <li>Use alliteration and more adventurous language to describe their senses when writing their poems.</li> <li>To be able to learn by heart and recite poems (or parts of poems) with intonation to make the meaning clear.</li> </ul>	<p>apostrophes accurately.</p>
 <p><b>Knowledge Outcomes</b> (What have they learnt?)</p>	<ul style="list-style-type: none"> <li>Identify all the main features of a story: setting, main characters, problem, key events, climax, and resolution.</li> <li>Identify and use simple story language in texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different ways information texts can be presented.</li> <li>Identify some of the structural and language features of different information texts:</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different ways information texts can be presented.</li> <li>Identify some of the structural and language features of non-chronological reports and different types</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the plots of different stories, identifying problem, key events, climax &amp; resolution.</li> <li><i>Making predictions and writing the next episode.</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify the features of fantasy stories and explore the settings, plots and characters and be able to identify characteristics of good and bad characters.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the structural and language features of recounts written in second person and postcards and compare and contrast them.</li> <li>Know what the</li> </ul>

	<ul style="list-style-type: none"> <li>• Raise questions around a story and make predictions based on what they have read. Use these predictions to write the next part of a story.</li> <li>• Be able to write in role explaining the characters feelings and re-telling the story from a character's point of view. State the characters motives and feelings.</li> <li>• Change elements of well-known stories to as well as their actions.</li> <li>• Compare and contrast characters and express a viewpoint about them. Create new pieces of writing.</li> <li>• Understand the features of a letter and know how they are different from a story.</li> </ul>	<p><i>instructions, explanation, and nonchronological reports.</i></p> <ul style="list-style-type: none"> <li>• Annotate texts to show the different features.</li> <li>• Understand how diagrams, charts, labels, and captions are used in non-fiction texts.</li> <li>• Use their knowledge about topic sentences to help them decide what each paragraph is about in a piece of information text.</li> <li>• Write a set of instructions applying the features identified in texts examined.</li> <li>• Write simple explanations using simple casual conjunctions: because, since, even though, as.</li> <li>• Begin to use some technical</li> </ul>	<p>of recounts and annotate simple texts to show the different features.</p> <ul style="list-style-type: none"> <li>• Understand how diagrams, charts, labels, and captions are used in non-fiction texts.</li> <li>• Extract key words and phrases from texts.</li> <li>• Use key words and phrases to create sentences.</li> <li>• Apply the structural and language features of texts deconstructed in their writing.</li> <li>• Understand where and when to use apostrophes. In their writing.</li> <li>• Know the difference between past and present tense.</li> <li>• Check their work makes sense and begin to identify and correct simple grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Express an opinion about a character and in simple terms explain their motives and feelings.</li> <li>• Rewrite stories stating characters motives and feelings.</li> <li>• Write in role, giving characters side of events.</li> <li>• Change aspects of the original story to write a new version: (E.g., change setting and characters or change the problem.)</li> <li>• Identify dialogue in text including use of speech marks and use in their writing. (HA only expected to do this.) correct simple grammar and punctuation errors with some support</li> </ul> <p><b>POETRY UNIT</b> Children will be able to:</p> <ul style="list-style-type: none"> <li>• Identify words and phrases that</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast fantasy stories: settings, characters, plots &amp; resolutions.</li> <li>• Track and explain how and why characters change over the course of a story.</li> <li>• Infer characters motives and feelings from their actions.</li> <li>• Know when and how to use dialogue in their stories.</li> <li>• Write in role as a character, giving their motives and feelings and viewpoints including through a letter.</li> <li>• Write the next part of a story based on their predictions and their understanding of the character.</li> <li>• Recognise some different sentence openers and powerful descriptive vocabulary in texts and use in</li> </ul>	<p>purpose of a leaflet is and be able to identify some of the structural and language features.</p> <ul style="list-style-type: none"> <li>• Identify the structural and language features of instruction texts.</li> <li>• Scan a text to find specific information by reading the title, subheading, topic sentences, looking at the pictures and diagrams.</li> <li>• Use factual language adjectives and simple expanded nouns to specify and give more detail.</li> <li>• Demonstrate a range of writing skills and their ability to apply the features of a particular text.</li> </ul>
--	---	---	--	---	---	--



	<ul style="list-style-type: none"> <li>Write a letter which expresses a character's thoughts and feelings to another character in a story.</li> <li>Apply spelling strategies, and phonic knowledge in their writing.</li> <li>Use punctuation throughout their work using exclamation and question marks.</li> </ul> <p><b>POETRY UNIT</b>  <b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>To begin using some poetry tools in their writing.</li> <li>To explain their choice of poetry tool.</li> <li>Identify words and phrases that engage the reader.</li> <li>Look at how rhyme is used in poetry.</li> <li>Create their own poem applying techniques identified in poems analysed.</li> </ul>	<p>language in their writing.</p> <ul style="list-style-type: none"> <li>Use commas to separate lists.</li> <li>Check their work makes sense and begin to identify and correct simple grammar and punctuation errors with some support.</li> </ul>	<p>errors with some support.</p>	<p>engage the reader.</p> <p><b>POETRY OUTCOMES</b>  <b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>To begin using some poetry tools in their writing.</li> <li>To explain their choice of poetry tool.</li> <li>Look at how rhyme is used in poetry.</li> <li>Identify other poetry techniques, such as alliteration, imagery.</li> <li>Create their own poem applying techniques identified in poems analysed.</li> </ul>	<p>their own writing.</p> <ul style="list-style-type: none"> <li>Write with increasing accuracy when using punctuation including dialogue. (HA only)</li> </ul> <p><b>POETRY OUTCOMES</b>  <b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>To begin using some poetry tools in their writing.</li> <li>To explain their choice of poetry tool.</li> <li>Identify words and phrases that create humour, and sound effects in poetry, e.g., tongue twisters, riddles.</li> <li>Classify poems into simple types.</li> <li>Use humorous verse as a structure and write their own by adaptation, or substitution; to invent own riddles, tongue twisters, jokes, nonsense sentences etc.</li> </ul>	
--	--	--	----------------------------------	--	---	--

<b>Independent Writing</b>	Children to plan and write their own version of the story Jack and The Beanstalk (Plan done prior to the writing session.)	Instructions – linked to DT	Write a multiple entry diary - Personal Diary linked to History unit	Different version of the story based on pupils' experience visiting Plymouth landmarks.	To write their own fantasy story.	Write an informational text - Why are Mary Seacole and Florence Nightingale significant figures?
----------------------------	--	-----------------------------	--	---	-----------------------------------	--