

1 Autumn

Speaking and Listening

Children should be taught:

Speaking

1. to describe incidents or tell stories from their own experience in an audible voice *e.g. recounting events using detail following teacher modelling;*
2. to speak audibly and fluently with an increasing use of Standard English

Listening

3. to listen with sustained concentration *e.g. can list points of interest when listening to an explanation*

Group Discussion and Interaction

4. how to ask and answer questions, make relevant contributions, offer suggestions and take turns

Drama

5. to explore familiar themes and stories through improvisation and role play *e.g. using story boxes / costumes / puppets to create characters or re-enact stories.*

Grammar, Punctuation and Core Vocabulary

Children should be taught:

1. to recognise and use plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) including the effects of these suffixes on the word meanings;
2. to begin to use the term “sentence” to identify sentences in a text;
3. that a line of writing is not necessarily the same as a sentence;
4. to separate words with spaces;
5. to use full stops to demarcate sentences;
6. to use capital letters for the personal pronoun “I”, at the start of sentences and for names of people and places

Core Vocabulary

- letter
- capital letter
- sentence
- word
- punctuation
- full stop
- plural

Reading

Children should be taught:

1. to read on sight high frequency words appropriate to their stage of phonics bug;
2. to read on sight and use other familiar words e.g. children’s names, class labels, display captions etc.;
3. to read on sight words from the Year 1 and Year 2 high frequency words lists;
4. to explore, collect and experiment with new vocabulary from personal and shared experiences as well as shared topics and other curriculum areas;
5. to expect written text to make sense and to check for sense if it does not;
6. to use awareness of the grammar of a sentence to decipher new vocabulary or unfamiliar words e.g. by predicting from the grammar, reading on, leaving a gap and re-reading;
7. to draw on grammatical awareness to be able to read with appropriate expression and intonation to others;
8. to recognise sentences in a text and understand that a line of writing is not necessarily the same as a sentence;
9. to reinforce their phonetic levels skills through shared and guided reading;
10. to read familiar and simple stories and poems independently and to point while reading making the correspondence between words read and text;
11. to describe settings and incidents in a story and relate them to their own experiences and the experiences of others;
12. to recite stories and rhymes with predictable and repeatable patterns while orally substituting words and phrases, extending patterns, inventing patterns and playing with words and new vocabulary;
13. to re-enact stories and poems in a variety of ways e.g. through role-play, using puppets, art work etc.
14. to read and follow simple instructions e.g. classroom routines, lists for groups or equipment etc.

Writing

Children should be taught:

1. through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;
2. to write about events in personal experience linked to a variety of incidents from stories or other subject areas;
3. use rhymes and patterned stories as models for their own writing;
4. to make their own simple picture storybooks with sentences, modelling them on basic text conventions e.g. cover, author’s name, title and layout;
5. to write captions for their own work in a variety of formats e.g. for display, in their books etc.
6. to make simple lists for different purposes and in different curriculum areas
7. to write and draw simple instructions and labels for everyday classroom use (e.g. in role play areas, book corners etc.);
8. to develop a comfortable and efficient pencil grip
9. to form letters correctly in a script that will be easy to join later;

Speaking and Listening
Children should be taught:

- Speaking**
1. to retell stories, ordering events using story language *e.g. using different techniques to recall, innovate and invent well-structured stories;*
- Listening**
2. to listen and follow instructions accurately, asking for help and clarification if necessary *e.g. learning about the purpose of instructions; devising and following more complex instructions;*
- Group Discussion and Interaction**
3. to take turns to speak, to listen to others' suggestions and talk about what they are going to do *e.g. devising simple turn taking rules and contributing in groups*
- Drama**
4. to act out own and well-known stories using different voices for characters.

Grammar, Punctuation and Core Vocabulary
Children should be taught:

1. to recognise and use suffixes when added to a verb that needs no change in the root (*e.g. helping, helped, helper*);
2. to investigate, collect and learn words with "s" for plurals
3. to use the term "sentence" to identify sentences in a text;
4. join words and join clauses using "and", "but" and "so";
5. to use full stops, question marks and exclamation marks to demarcate sentences;
6. to use capital letters for the personal pronoun "I", at the start of sentences and for names of people and places

Core Vocabulary

- question mark
- exclamation mark
- fiction
- non-fiction
- feature
- character

Reading
Children should be taught:

1. to read on sight high frequency words appropriate to their stage of phonics bug;
2. to read on sight and use other familiar words *e.g. children's names, class labels, display captions etc.;*
3. to read on sight words from the Year 1 and Year 2 high frequency words lists;
4. to explore, collect and experiment with new vocabulary from personal and shared experiences as well as shared topics and other curriculum areas;
5. to expect written text to make sense and to check for sense if it does not;
6. to use awareness of the grammar of a sentence to decipher new vocabulary or unfamiliar words *e.g. by predicting from the grammar, reading on, leaving a gap and re-reading;*
7. to draw on grammatical awareness to be able to read with appropriate expression and intonation to others;
8. to predict words from preceding words in sentences and investigate to sort of words that "fit" suggesting appropriate alternatives that would also make sense;
9. to recognise full stops and capital letters when reading and understand how they affect the way the text is read;
10. to reinforce phonics skills through shared and guided reading;
11. to choose and read familiar books with concentration and attention, discussion preferences and give reasons;
12. to retell stories giving the main points in sequence and to notice differences in between written and oral re-telling;
13. to identify and record some key features of storytelling language from a range of stories and use them in oral retellings;
14. to discuss arrange of story themes and to compare themes in different stories;
15. to discuss reasons for, and causes of, incidents in stories;
16. to identify and discuss characters *e.g. appearance, qualities, speculate on behaviours, discuss how they are described in text and compare characters from different texts;*
17. to become aware of characters and dialogue by role playing parts when reading aloud stories or plays;
18. to identify and compare basic story elements *e.g. beginnings and endings;*
19. to learn and recite simple poems and rhymes with actions and to re-read them from the text;
20. to use the terms "fiction" and "non-fiction" noting some of the different features *e.g. layout, title, contents page diagrams etc.;*
21. to read non-fiction books and understand the reader does not need to go from start to finish but selects depending on what they need;
22. to predict what a given book by looking at the covers, blurb, title, illustration etc. and then check their prediction by reading;
23. to use simple dictionaries and understand their alphabetical organisation;
24. to understand the purpose of contents pages and indexes to begin to locate information by page numbers and words by initial letter

Writing
Children should be taught:

1. through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;
2. to substitute and extend patterns from reading through language play *e.g. by using same lines and introducing new words, extending rhymes or alliterative patterns, adding further rhyming words or lines;*
3. to represent outlines of story plots using *e.g. captions, pictures, arrows to record main incidents in order to make, for example, a class book, wall story or own version;*
4. to build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences drawn from the text;
5. to use some of the elements of stories to structure their own writing;
6. to write labels for drawings and diagrams *e.g. growing beans, parts of the body etc.*
7. to produce extended captions *e.g. to explain art work on wall displays or to describe artefacts in other subjects;*
8. to write simple questions as part of an interactive display *e.g. "How many ..." or "Where is your house?"*;
9. to assemble information from own experiences *e.g. food, pets;*
10. to write simple sentences to describe based upon examples from reading;
11. to write simple non-chronological reports with some key features identified from their reading including diagrams, charts, pictures etc.;
12. to organise writing in lists
13. to practise handwriting in conjunction with spelling, independent writing and phonics bug ensuring correct letter formation, orientation and proportion in a style that makes letters easy to join later.

Range

Fiction and Poetry: Stories about fantasy worlds, poems with patterned and predictable structures; a variety of poems on similar themes

Non-Fiction: information texts including recounts of observations, visits and events

Speaking and Listening

Children should be taught:

Speaking

1. to interpret a text by reading aloud with some variety in pace and emphasis;

Listening

2. to listen to different media and express a view about how a story or information has been presented *e.g. learning to select and describe key features of effective media presentations;*

Group Discussion and Interaction

3. to explain their views to others in a small group and decide how to report the group's views to the class;

Drama

4. to discuss why they like or dislike a performance *e.g. talking about effective performance features such as voice, gesture and movement*

Grammar, Punctuation and Core Vocabulary

Children should be taught:

1. to recognise and understand how the prefix "un-" changes the meaning of verbs and adjectives;
2. to investigate, collect and learn words with "s" for plurals;
3. to investigate, collect and learn some verbs with suffixes that have been added to a root which has not had to change (*e.g. help / helped / helping / helper*)
4. to sequence sentences to form short narratives;
5. to join clauses or sentences to form complex sentences using "who" *e.g. there was a giant who lived in the mountains;*
6. to use full stops, question marks and exclamation marks to demarcate sentences;
7. to use capital letters for the personal pronoun "I", at the start of sentences and for names of people and places and other common uses of capitalisation *e.g. Mr / Mrs, headings, titles, emphasis etc.*

Core Vocabulary

- voice
- gesture
- recount
- sequence
- blurb
- substitute

Reading

Children should be taught:

1. to explore, collect and experiment with new vocabulary from personal and shared experiences as well as shared topics and other curriculum areas;
2. to expect written text to make sense and to check for sense if it does not;
3. to use awareness of the grammar of a sentence to decipher new vocabulary or unfamiliar words *e.g. by predicting from the grammar, reading on, leaving a gap and re-reading;*
4. to read familiar texts aloud with pace and expression appropriate to the grammar *e.g. pausing at full stops, raising voice for questions;*
5. about word order and experimenting with words that might "fit" and why they might fit using references to the text or previous predictions about words;
6. to identify sentences with texts and their own and others writing;
7. to reinforce phonics skills through shared and guided reading;
8. use a range of knowledge to work out, predict and check meanings of unfamiliar words;
9. to read with sufficient concentration to complete a text, identify preferences and give reasons;
10. to re-tell stories and give the main points in sequence and pick out significant incidents;
11. to prepare and retell stories orally identifying and using some of the more formal features of storytelling; (5 part story: Opening, Build up, Problem, Resolution, Ending);
12. to use titles, cover pages, pictures and blurbs to predict the content of unfamiliar stories;
13. to compare and contrast stories with different settings *e.g. space, fantasy lands etc.;*
14. to read a variety of poems on different themes;
15. to compare and contrast themes across different stories and poems;
16. to collect and discuss different favourite poems and to make a class anthology;
17. to recognise that non-fiction texts on similar themes can present information in different ways;
18. to read recounts and begin to recognise generic structure and features *e.g. ordered sequence, time connectives etc.;*
19. to identify simple questions and use texts to find answers locating parts of a text that give particular information including labelled diagrams etc.;

Writing

Children should be taught:

1. through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;
2. to write about significant incidents from known stories;
3. to write stories using simple settings based on previous reading;
4. to use poems or parts of poems as models for own writing *e.g. by innovating known poems or substituting words / elaborating the text;*
5. to compose own poetic sentences using repetitive patterns, carefully selected sentences and imagery;
6. to write simple recounts linked to topics of interest or study or personal experience using the language features for texts read as models for their own writing;
7. to use and understand the language features of non-fiction texts *e.g. labelled diagrams, captions on pictures, glossaries, titles etc.;*
8. to write own questions prior to reading for information and record answers *e.g. as lists, a completed chart, extended captions for display or a page in a class book;*
9. to practise handwriting in conjunction with spelling, independent writing and phonics bug ensuring correct letter formation, orientation and proportion in a style that makes letters easy to join later.