

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources	E-Learning	Comments/Cross Curricular
TERM 1								
UNIT 1 – STORIES WITH FAMILIAR SETTINGS (FICTION)								
T1. 8/9 – 3/10	4	20	<p>Unit 1A: Stories with Familiar Settings</p> <p>Learners will be able to</p> <ul style="list-style-type: none"> • use action words • join in with reading a simple story • understand the story and talk about events and characters in it • retell a simple story • join in with discussions and say what they think • demonstrate their own ideas • remember who says what in a story • remember the story sequence and act it out. <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> • develop an awareness of analogy as a useful strategy for reading and writing • develop an understanding that in English, print is read from left to right and top to bottom • develop the skill of reading common words on sight e.g. to, the, no, go, I • recognise common word endings such as ing • learn that a capital letter is used for names and for the start of a sentence. 	<p>Phonics Spelling and Grammar</p> <p>Grammar and Punctuation Reading</p> <p>Writing</p> <p>Reading Fiction and Poetry</p> <p>Non-fiction</p> <p>Writing Fiction</p>	<p>1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV7 Use knowledge of sounds to write simple regular words, and to attempt other words 1PSV8 Spell familiar common words accurately, drawing on sight vocabulary 1PSV10 Recognise common word endings such as ‘s’, ‘ed’ and ‘ing’</p> <p>1GPr1 Pause at full stops when reading 1GPr2 Identify sentences in a text 1GPr3 Know that a capital letter is used for ‘I’, for names and for the start of a sentence</p> <p>1GPw1 Mark some sentence endings with a full stop</p> <p>1Rf1 Join in with reading familiar and simple stories and poems, and relate words said and read with 1-1 correspondence 1Rf2 Know that in English, print is read from left to right and top to bottom 1Rf3 Read a range of common words on sight 1Rf4 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words 1Rf5 Read aloud from simple books independently 1Rf6 Anticipate what happens next in a story 1Rf7 Talk about events in the story and make simple inferences about characters and events to show understanding 1Rf8 Recognise story elements (e.g. beginning, middle and end) 1Rf9 Retell stories, with some appropriate use of story language 1Rf11 Enjoy a range of books, discussing preferences 1Rf12 Make links to own experiences</p> <p>1RNF1 Read labels, lists and captions to find information 1RNF4 Read and talk about own writing</p> <p>1Wf2 Write a sequence of sentences retelling a familiar story or recounting an Experience 1Wf3 Begin to use some formulaic language (e.g. Once upon a time) 1Wf4 Compose and write a simple sentence, with a capital letter and a full stop 1Wf5 Use relevant vocabulary</p>	<p>Range of illustrated large print stories with familiar settings (they should all have minimal text and a strong storyline)</p> <p>Audios of some of the stories for learners to listen to</p> <p>Simple puppets (sock puppets will do) for phonics work and for re-enacting the stories.</p>		<p>Learners explore and revisit the stories in a variety of ways: discussing the storyline orally, reading in pairs as independent readers by recalling the story and actions, and giving personal responses.</p> <p>Character, dialogue and setting are each given separate focus through role play, sequencing activities and paired and/or individual reading.</p>

				<p>Non-Fiction</p> <p>1WNF1 Write for a purpose using some basic features of text type</p> <p>1WNF2 Write simple information texts with labels, captions, lists, questions and instructions for a purpose</p> <p>1WNF3 Record answers to questions (e.g. as lists, charts)</p> <p>Presentation</p> <p>1WP1 Develop a comfortable and efficient pencil grip</p> <p>1WP2 Form letters correctly</p> <p>Speaking and Listening</p> <p>1S&L1 Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest</p> <p>1S&L2 Converse audibly with friends, teachers and other adults</p> <p>1S&L4 Answer questions and explain further when asked</p> <p>1S&L5 Speak confidently to a group to share an experience</p> <p>1S&L6 Take turns in speaking</p> <p>1S&L7 Listen to others and respond appropriately</p> <p>1S&L8 Listen carefully to questions and instructions</p> <p>1S&L9 Engage in imaginative play, enacting simple characters or situations</p>			
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ASSESSMENTS

THE BIKE RACE DUE BY 17TH SEPTEMBER

HIDE AND SEEK DUE BY 26TH SEPTEMBER

WHAT WE MAKE DUE BY THE 2ND OCTOBER

END OF UNIT REVIEW 3RD OCTOBER

UNIT 1B – SIGNS, LABELS AND INSTRUCTIONS (NON-FICTION)

T1. 6/10 – 31/10	4	20	<p>Unit 1B: Signs, Labels and Instructions.</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> talk about and join in with the reading of a range of labels, signs and instructions be able to recognise and give different kinds of instructions understand and recognise some language features of instructions understand the importance of sequence in some instructional texts write simple instructional signs, labels and instructions change specific aspects of a text. <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> write and label pictures write signs for a real purpose practise reading and writing the colour words practise capital letters for signs say and write numbers and number words for instructions 	<p>Phonics</p> <p>Spelling and Grammar</p> <p>1PSV1 Hear, read and write initial letter sounds</p> <p>1PSV2 Know the name and most common sound associated with every letter in the English alphabet</p> <p>1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter</p> <p>1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels</p> <p>1PSV5 Blend to read, and segment to spell, words with final and initial adjacent consonants (e.g. b-l, n-d)</p> <p>1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai', 'oo')</p> <p>1PSV7 Use knowledge of sounds to write simple regular words, and to attempt other words</p> <p>1PSV8 Spell familiar common words accurately, drawing on sight vocabulary</p> <p>1PSV10 Recognise common word endings such as 's', 'ed' and 'ing'</p> <p>Grammar and Punctuation</p> <p>Reading</p> <p>Writing</p> <p>1GPr3 Know that a capital letter is used for 'I', for names and for the start of a sentence</p> <p>1GPw1 Mark some sentence endings with a full stop</p> <p>Reading</p> <p>Fiction and Poetry</p> <p>1Rf2 Know that in English, print is read from left to right and top to bottom</p> <p>1Rf3 Read a range of common words on sight</p> <p>1Rf4 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words</p>	<p>A camera for recording learners' experiences (optional)</p> <p>A range of large print books with pictures or posters featuring instructions; these can include instructions with no text or those with minimal text</p> <p>Large print story books (for comparison)</p> <p>Notices up around the classroom with simple instructions in pictures and writing, e.g. Way out, 4 learners at a time, put your coat</p>	Art - CC	Learners will read and discuss a variety of instruction texts, first enjoying them as readers, then giving instructions orally and then in writing.
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			<ul style="list-style-type: none"> develop an understanding of the imperative for instructional texts, e.g. put, do, make understand that How to ... can signify an instructional text develop the skill of reading common words (especially the question words) using a range of strategies, e.g. where, what, how, why, who. 	<p>Non-fiction</p> <p>Writing Fiction</p> <p>Non-Fiction</p> <p>Presentation</p> <p>Speaking and Listening</p>	<p>1Rf5 Read aloud from simple books independently</p> <p>1Rf12 Make links to own experiences</p> <p>1RNF1 Read labels, lists and captions to find information</p> <p>1RNF3 Show awareness that text for different purposes look different (e.g. use of photographs, diagrams, etc)</p> <p>1RNF4 Read and talk about own writing</p> <p>1Wf2 Write a sequence of sentences retelling a familiar story or recounting an Experience</p> <p>1Wf4 Compose and write a simple sentence, with a capital letter and a full stop</p> <p>1Wf5 Use relevant vocabulary</p> <p>1WNF1 Write for a purpose using some basic features of text type</p> <p>1WNF2 Write simple information texts with labels, captions, lists, questions and instructions for a purpose</p> <p>1WP1 Develop a comfortable and efficient pencil grip</p> <p>1WP2 Form letters correctly</p> <p>1S&L1 Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest</p> <p>1S&L2 Converse audibly with friends, teachers and other adults</p> <p>1S&L3 Show some awareness of the listener through non-verbal communication</p> <p>1S&L4 Answer questions and explain further when asked</p> <p>1S&L5 Speak confidently to a group to share an experience</p> <p>1S&L6 Take turns in speaking</p> <p>1S&L7 Listen to others and respond appropriately</p> <p>1S&L8 Listen carefully to questions and instructions</p> <p>1S&L9 Engage in imaginative play, enacting simple characters or situations</p> <p>1S&L10 Note that people speak in different ways for different purposes and meanings</p>	on your peg, put your hand up.		
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ASSESSMENTS
LABELS AND SIGNS DUE BY 14TH OCTOBER
UNDERSTANDING INSTRUCTIONS DUE BY 30TH OCTOBER
END OF UNIT REVIEW 31ST OCTOBER

UNIT 1C – SIMPLE RHYMES (POETRY)

T1. 3/11 – 14/11	2	10	<p>Unit 1C – Simple Rhymes</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> join in with reciting and reading simple rhymes understand the rhymes and talk about events and characters in them notice rhyming words with the same spelling patterns and those that haven't 	<p>Phonics</p> <p>Spelling and Grammar</p>	<p>1PSV1 Hear, read and write initial letter sounds</p> <p>1PSV2 Know the name and most common sound associated with every letter in the English alphabet</p> <p>1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter</p> <p>1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels</p> <p>1PSV5 Blend to read, and segment to spell, words with final and initial adjacent consonants (e.g. b-l, n-d)</p> <p>1PSV7 Use knowledge of sounds to write simple regular words, and to attempt other words</p>	Illustrated large print books and poster texts of simple poems, songs and rhymes		<p>Learners will read and discuss a variety of simple repetitive rhymes using a range of text types including: action rhymes, number rhymes, nonsense rhymes and a rhyming story.</p> <p>Learners explore and revisit rhymes in a variety of ways, for example, discussing the vocabulary and context, reading in</p>
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		<ul style="list-style-type: none"> • join in with discussions and say what they think • remember the rhyme sequence and act it out. <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> • develop an awareness of analogy as a useful strategy for reading and writing rhyme • develop an understanding that in English, print is read from left to right and top to bottom • learn that a capital letter is used for names and for the start of a sentence and that a full stop, question mark or exclamation mark may be used at the end of a sentence • learn how to use action words and numerals/number words. 	<p>Grammar and Punctuation</p> <p>Reading</p> <p>Writing</p> <p>Reading Fiction and Poetry</p> <p>Writing Fiction</p> <p>Non-Fiction</p> <p>Presentation</p> <p>Speaking and Listening</p>	<p>1PSV9 Use rhyme and relate this to spelling patterns</p> <p>1GPr3 Know that a capital letter is used for 'I', for names and for the start of a sentence</p> <p>1GPw1 Mark some sentence endings with a full stop</p> <p>1Rf1 Join in with reading familiar and simple stories and poems, and relate words said and read with 1-1 correspondence</p> <p>1Rf2 Know that in English, print is read from left to right and top to bottom</p> <p>1Rf3 Read a range of common words on sight</p> <p>1Rf4 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words</p> <p>1Rf5 Read aloud from simple books independently</p> <p>1Rf7 Talk about events in the story and make simple inferences about characters and events to show understanding</p> <p>1Rf9 Retell stories, with some appropriate use of story language</p> <p>1Rf11 Enjoy a range of books, discussing preferences</p> <p>1Rf12 Make links to own experiences</p> <p>1Rf13 Learn and recite simple poems</p> <p>1Rf14 Join in and extend rhymes and refrains, playing with language patterns</p> <p>1Wf5 Use relevant vocabulary</p> <p>1WNF3 Record answers to questions (e.g. as lists, charts)</p> <p>1WP1 Develop a comfortable and efficient pencil grip</p> <p>1WP2 Form letters correctly</p> <p>1S&L1 Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest</p> <p>1S&L2 Converse audibly with friends, teachers and other adults</p> <p>1S&L4 Answer questions and explain further when asked</p> <p>1S&L8 Listen carefully to questions and instructions</p> <p>1S&L9 Engage in imaginative play, enacting simple characters or situations</p>			<p>pairs as independent readers, via oral and written comprehension – extending one aspect of the rhyme orally and in writing ('innovating on the text'), recalling the rhyme and actions and giving a personal response.</p>
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ASSESSMENTS

END OF UNIT REVIEW DUE BY THE 14TH NOVEMBER

TERM 2

UNIT 2A – TRADITIONAL TALES (FICTION)

<p>T2 5/1/20 – 31/1/20</p>	<p>4</p>	<p>20</p>	<p>Unit 2A – Traditional Tales</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> • talk about and join in with the reading of a range of traditional tales • understand that these types of stories have repetitive refrains or patterned language • understand the story and talk about characters, settings and sequence of events • retell and re-enact stories using some formulaic language • write simple phrases or sentences about the stories • change key elements of a story. <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> • develop an awareness of analogy as a useful strategy for reading and writing • understand that in English, print is read from left to right and top to bottom • discuss simple sentence structure • develop an oral understanding of the past tense for use in traditional tales e.g. was, saw, went • say and write simple sentences joined by and • practise capital letters for names and for the start of a sentence • develop the skill of reading common words on sight, e.g. the, look, then, him, was, saw, my, it, of. 	<p>Phonics Spelling and Grammar</p> <p>Grammar and Punctuation Reading</p> <p>Writing</p> <p>Reading Fiction and Poetry</p> <p>Writing Fiction</p> <p>Non-Fiction</p> <p>Presentation</p> <p>Speaking and Listening</p>	<p>1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1Rf7 Talk about events in the story and make simple inferences about characters and events to show understanding 1PSV8 Spell familiar common words accurately, drawing on sight vocabulary 1Rf9 Retell stories, with some appropriate use of story language</p> <p>1GPr2 Identify sentences in a text 1GPr3 Know that a capital letter is used for ‘I’, for names and for the start of a sentence</p> <p>1GPw1 Mark some sentence endings with a full stop 1GPw2 Write sentence-like structures which may be joined by ‘and’</p> <p>1Rf1 Join in with reading familiar and simple stories and poems, and relate words said and read with 1-1 correspondence 1Rf2 Know that in English, print is read from left to right and top to bottom 1Rf3 Read a range of common words on sight 1Rf4 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words 1Rf5 Read aloud from simple books independently 1Rf6 Anticipate what happens next in a story 1Rf7 Talk about events in the story and make simple inferences about characters and events to show understanding 1Rf8 Recognise story elements (e.g. beginning, middle and end) 1Rf9 Retell stories, with some appropriate use of story language 1Rf10 Talk about significant aspects of a story’s language e.g. repetitive refrain, rhyme, patterned language 1Rf11 Enjoy a range of books, discussing preferences 1Rf12 Make links to own experiences 1Rf13 Learn and recite simple poems 1Rf14 Join in and extend rhymes and refrains, playing with language patterns</p> <p>1Wf2 Write a sequence of sentences retelling a familiar story or recounting an experience 1Wf3 Begin to use some formulaic language (e.g. Once upon a time) 1Wf4 Compose and write a simple sentence, with a capital letter and a full stop 1Wf5 Use relevant vocabulary</p> <p>1WNF1 Write for a purpose using some basic features of text type</p> <p>1WP1 Develop a comfortable and efficient pencil grip 1WP2 Form letters correctly</p> <p>1S&L1 Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest 1S&L2 Converse audibly with friends, teachers and other adults 1S&L4 Answer questions and explain further when asked 1S&L6 Take turns in speaking 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations</p>	<p>A range of illustrated large print books featuring a range of traditional stories and fairy tales from the country where you are and around the world (the books should have patterned repetitive text where possible)</p> <p>Audios and/or videos/DVDs of some of the tales</p> <p>Simple puppets (sock puppets will do) for phonics work and possibly for re-enacting the stories.</p>	<p>Learners are introduced to the theme of Traditional tales that invite participation.</p> <p>There are three simple texts that feature strong characters, settings and repetitive refrains and are based on Chicken Licken, Goldilocks and the Three Bears and The Gingerbread Man.</p> <p>Learners explore and revisit the stories in a variety of ways, for example, discussing the storyline orally, reading in pairs as independent readers, demonstrating understanding via written comprehension, extending one aspect of the story orally and in writing (‘innovating on the text’), recalling the story and actions, and giving personal responses.</p> <p>Character, dialogue and setting are each given separate focus through role play, sequencing activities and paired and/or individual reading.</p>
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ASSESSMENTS

END OF UNIT REVIEW DUE BY 31ST JANUARY

UNIT 2B - DICTIONARIES AND NON-CHRONOLOGICAL REPORTS (NON-FICTION)

T2 2/2/20 – 5/3/20	4	20	<p>Unit 2B: Dictionaries and Non-chronological reports.</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> differentiate between fiction, non-fiction and poetry books identify features of non-chronological report texts including contents page, index and glossary identify features of alphabetical texts including index, dictionary and a fiction text organised alphabetically develop an understanding of the purpose and organisation of such texts discuss word meaning. <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> know the words for labelling the parts of a book increase awareness of the sequence of the alphabet increase their knowledge of subject-specific c words begin to understand the notion of using words to explain word meanings begin to understand the notion of using pictures to represent words record and organise ideas around a topic. 	<p>Phonics Spelling and Grammar</p> <p>Reading Fiction and Poetry</p> <p>Non-fiction</p> <p>Writing Fiction</p> <p>Non-Fiction</p> <p>Presentation</p> <p>Speaking and Listening</p>	<p>1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter. 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai 'oo')</p> <p>1Rf3 Read a range of common words on sight 1Rf4 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words 1Rf5 Read aloud from simple books independently 1Rf11 Enjoy a range of books, discussing preferences 1Rf12 Make links to own experiences</p> <p>1RNF1 Read labels, lists and captions to find information 1RNF2 Know the parts of a book (e.g. title page, contents) 1RNF3 Show awareness that text for different purposes look different (e.g. use of photographs, diagrams, etc)</p> <p>1Wf5 Use relevant vocabulary</p> <p>1WNF1 Write for a purpose using some basic features of text type 1WNF2 Write simple information texts with labels, captions, lists, questions and instructions for a purpose. 1WNF3 Record answers to questions (e.g. as lists, charts)</p> <p>1WP1 Develop a comfortable and efficient pencil grip 1WP2 Form letters correctly</p> <p>1S&L1 Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest 1S&L2 Converse audibly with friends, teachers and other adults 1S&L4 Answer questions and explain further when asked 1S&L8 Listen carefully to questions and instructions 1S&L10 Note that people speak in different ways for different purposes and meanings</p>	<p>Some very simple dictionaries</p> <p>A range of illustrated large print books featuring non-chronological report texts</p>	<p>Learners are introduced to the theme of Reading to find out information about a topic using a non-fiction text. This features a contents page, index, glossary as well as typical features of a non-chronological report such as pictures, photographs, captions and labelled diagrams.</p> <p>Additionally, learners explore a simple picture dictionary and an alphabetical text.</p> <p>Non-fiction of this kind makes many demands on learner's early literacy skills and necessarily involves technical vocabulary and an understanding of being able to make choices about what is read and in what order.</p>
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ASSESSMENT

END OF UNIT REVIEW DUE BY 5TH MARCH 2020

UNIT 2C: MORE SIMPLE RHYMES (POETRY)

T2 8/3/20 – 19/3/20	2	10	<p>Learners will be able to:</p> <p>Learners will learn skills to:</p>	<p>Phonics Spelling and Grammar</p>	<p>1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter</p>	<p>Illustrated large print books and poster texts of poems, songs and rhymes</p>	<p>Learners will read and discuss a variety of simple repetitive rhymes using a range of texts including: body action, themed rhyme and poem and themed</p>
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				<p>Reading Fiction and Poetry</p> <p>1Rf7 Talk about events in the story and make simple inferences about characters and events to show understanding 1PSV8 Spell familiar common words accurately, drawing on sight vocabulary 1Rf9 Retell stories, with some appropriate use of story language</p> <p>1Rf1 Join in with reading familiar and simple stories and poems, and relate words said and read with 1-1 correspondence 1Rf2 Know that in English, print is read from left to right and top to bottom 1Rf3 Read a range of common words on sight 1Rf4 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words 1Rf5 Read aloud from simple books independently 1Rf8 Recognise story elements (e.g. beginning, middle and end) 1Rf9 Retell stories, with some appropriate use of story language 1Rf10 Talk about significant aspects of a story's language e.g. repetitive refrain, rhyme, patterned language 1Rf11 Enjoy a range of books, discussing preferences 1Rf12 Make links to own experiences 1Rf13 Learn and recite simple poems 1Rf14 Join in and extend rhymes and refrains, playing with language patterns</p> <p>Writing Fiction</p> <p>1Wf1 Write simple storybooks with sentences to caption pictures 1Wf4 Compose and write a simple sentence, with a capital letter and a full stop 1Wf5 Use relevant vocabulary</p> <p>Presentation</p> <p>1WP1 Develop a comfortable and efficient pencil grip 1WP2 Form letters correctly</p> <p>Speaking and Listening</p> <p>1S&L1 Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest 1S&L2 Converse audibly with friends, teachers and other adults 1S&L4 Answer questions and explain further when asked 1S&L5 Speak confidently to a group to share an experience 1S&L6 Take turns in speaking 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions</p>	Illustrated large print stories written in rhyme.	narrative. Learners explore each rhyme in a variety of ways, for example, discussing the vocabulary and context, reading in pairs as independent readers, via oral and written comprehension, extending one aspect of the rhyme orally and in writing recalling the rhyme and actions, and giving a personal response.
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ASSESSMENT
END OF UNIT REVIEW DUE BY 19TH MARCH 2020

TERM 3

UNIT 3A: FANTASY STORIES (FICTION)

T3 12/4/20 – 7/5/20	4	20	<p>Unit 3A: Fantasy stories</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> differentiate between real and make-believe stories read and talk about a range of fantasy stories including settings, characters and events 	<p>Phonics Spelling and Grammar</p> <p>1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai' 'oo') 1PSV8 Spell familiar common words accurately, drawing on sight vocabulary 1PSV9 Use rhyme and relate this to spelling patterns</p>	<p>A range of illustrated large print books featuring stories set in fantasy worlds (books should have an accessible text)</p> <p>Simple puppets (sock puppets will do).</p>	Learners to explore the notion of fantasy: stories which feature settings, characters and events that could not happen in real life.
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			<ul style="list-style-type: none"> • write and share their writing about fantasy settings, characters and events • retell stories in role play scenarios • recognise and discuss strong language features of a range of stories. <p>Learners will learn skills to</p> <ul style="list-style-type: none"> • begin to use a wider range of strategies for their own spelling • read and spell high-frequency/common words with increasing confidence • be able to recognise long vowel phonemes of the same and different spellings • retell and reinvent story ideas in a time sequence with a beginning, middle and end. 	<p>Grammar and Punctuation Reading</p> <p>Reading Fiction and Poetry</p> <p>Non-fiction</p> <p>Writing Fiction</p> <p>Presentation</p> <p>Speaking and Listening</p>	<p>1GPr1 Pause at full stops when reading 1GPr2 Identify sentences in a text 1GPr3 Know that a capital letter is used for 'I', for names and for the start of a sentence</p> <p>1Rf1 Join in with reading familiar and simple stories and poems, and relate words said and read with 1-1 correspondence 1Rf2 Know that in English, print is read from left to right and top to bottom 1Rf3 Read a range of common words on sight 1Rf4 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words 1Rf5 Read aloud from simple books independently 1Rf6 Anticipate what happens next in a story 1Rf7 Talk about events in the story and make simple inferences about characters and events to show understanding 1Rf9 Retell stories, with some appropriate use of story language 1Rf10 Talk about significant aspects of a story's language e.g. repetitive refrain, rhyme, patterned language 1Rf11 Enjoy a range of books, discussing preferences 1Rf12 Make links to own experiences</p> <p>1RNF4 Read and talk about own writing</p> <p>1Wf1 Write simple storybooks with sentences to caption pictures 1Wf2 Write a sequence of sentences retelling a familiar story or recounting an experience 1Wf5 Use relevant vocabulary</p> <p>1WP1 Develop a comfortable and efficient pencil grip 1WP2 Form letters correctly</p> <p>1S&L1 Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest 1S&L2 Converse audibly with friends, teachers and other adults 1S&L4 Answer questions and explain further when asked 1S&L5 Speak confidently to a group to share an experience 1S&L7 Listen to others and respond appropriately 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations</p>			
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ASSESSMENT

END OF UNIT REVIEW DUE BY 7TH MAY 2020

UNIT 3B: SIMPLE RECOUNTS (NON-FICTION)

T3 10/5/20 – 4/6/20	4	20	<p>Unit 3B: Simple Recounts</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> • differentiate between fiction, non-fiction and poetry books • identify features of non-chronological report texts including contents page, index and glossary 	<p>Phonics Spelling and Grammar</p> <p>Grammar and Punctuation</p>	<p>1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter 1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai' 'oo') 1PSV8 Spell familiar common words accurately, drawing on sight vocabulary 1PSV9 Use rhyme and relate this to spelling patterns</p>	A range of texts featuring non-fiction recounts: these can include large print books with pictures and posters (you may wish to make your own texts, or use learners' own writing as the basis for discussion).	<p>Information texts are introduced to explore the notion of recount: telling about things that have happened in time order.</p> <p>Learners are encouraged to speak in the style of a recount before attempting to write their own. Key features of a recount are taught cumulatively across the texts until learners have a good</p>
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		<ul style="list-style-type: none"> • identify features of alphabetical texts including index, dictionary and a fiction text organised alphabetically • develop an understanding of the purpose and organisation of such texts • be able to discuss word meaning. <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> • know the days of the week • begin to understand and use the notion of sequencing and time order • begin to understand and use first and third person • begin to understand and use simple connecting words • retell, record and organise ideas around an event. • recognise common words ending ed. 	<p>Reading</p> <p>Writing</p> <p>Reading Fiction and Poetry</p> <p>Non-fiction</p> <p>Writing Fiction</p> <p>Non-Fiction</p> <p>Presentation</p> <p>Speaking and Listening</p>	<p>1GPr1 Pause at full stops when reading 1GPr2 Identify sentences in a text</p> <p>1GPw1 Mark some sentence endings with a full stop 1GPw2 Write sentence-like structures which may be joined by 'and'</p> <p>1Rf1 Join in with reading familiar and simple stories and poems, and relate words said and read with 1-1 correspondence 1Rf3 Read a range of common words on sight 1Rf4 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words 1Rf5 Read aloud from simple books independently 1Rf7 Talk about events in the story and make simple inferences about characters and events to show understanding 1Rf9 Retell stories, with some appropriate use of story language 1Rf10 Talk about significant aspects of a story's language e.g. repetitive refrain, rhyme, patterned language 1Rf12 Make links to own experiences</p> <p>1RNF3 Show awareness that text for different purposes look different (e.g. use of photographs, diagrams, etc) 1RNF4 Read and talk about own writing</p> <p>1Wf2 Write a sequence of sentences retelling a familiar story or recounting an experience 1Wf3 Begin to use some formulaic language (e.g. Once upon a time) 1Wf5 Use relevant vocabulary</p> <p>1WNF1 Write for a purpose using some basic features of text type 1WNF3 Record answers to questions (e.g. as lists, charts)</p> <p>1WP1 Develop a comfortable and efficient pencil grip 1WP2 Form letters correctly</p> <p>1S&L1 Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest 1S&L2 Converse audibly with friends, teachers and other adults 1S&L4 Answer questions and explain further when asked 1S&L5 Speak confidently to a group to share an experience 1S&L8 Listen carefully to questions and instructions 1S&L9 Engage in imaginative play, enacting simple characters or situations 1S&L10 Note that people speak in different ways for different purposes and meanings</p>			understanding of how to recognise recounts in reading and use them in writing.
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ASSESSMENT

END OF UNIT REVIEW DUE BY 4TH JUNE 2020

UNIT 3C: POEMS AND RHYMES ON SIMILAR THEMES (POETRY)

T3 7/6/20 – 18/6/20	2	10	<p>Unit 3C – Poems and rhymes on similar themes</p> <p>Learners will be able to:</p>	<p>Phonics Spelling and Grammar</p>	<p>1PSV1 Hear, read and write initial letter sounds 1PSV2 Know the name and most common sound associated with every letter in the English alphabet 1PSV3 Identify separate sounds (phonemes) within words, which may be presented by more than one letter</p>	<p>Illustrated large print books with rhymes and poems on a chosen theme, e.g.</p>	<p>Learners read mixture of rhyming and non-rhyming poems as well</p>	
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		<ul style="list-style-type: none"> recognise poems that describe an event recognise poems that describe a character's response using the senses identify rhyming words in poems identify repetition and language patterns develop an understanding of the difference between rhyming and non-rhyming poems develop an understanding of poets as authors. <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> learn weather words begin to recognise the differences between rhyming and non-rhyming poems begin to recognise the differences between poems that describe an event and those that describe a situation using the senses further develop the notion of sequencing and time order learn a verb to match each sense begin to understand how to join words together for effect. 	<p>Grammar and Punctuation Reading</p> <p>Reading Fiction and Poetry</p> <p>Writing Fiction</p> <p>Presentation</p> <p>Speaking and Listening</p>	<p>1PSV5 Blend to read, and segment to spell, words with final and initial adjacent consonants (e.g. b-l, n-d)</p> <p>1PSV6 Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai 'oo')</p> <p>1PSV7 Use knowledge of sounds to write simple regular words, and to attempt other words</p> <p>1PSV8 Spell familiar common words accurately, drawing on sight vocabulary</p> <p>1GPr1 Pause at full stops when reading</p> <p>1Rf1 Join in with reading familiar and simple stories and poems, and relate words said and read with 1-1 correspondence</p> <p>1Rf3 Read a range of common words on sight</p> <p>1Rf4 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words</p> <p>1Rf5 Read aloud from simple books independently</p> <p>1Rf10 Talk about significant aspects of a story's language e.g. repetitive refrain, rhyme, patterned language</p> <p>1Rf11 Enjoy a range of books, discussing preferences</p> <p>1Rf12 Make links to own experiences</p> <p>1Rf13 Learn and recite simple poems</p> <p>1Rf14 Join in and extend rhymes and refrains, playing with language patterns</p> <p>1Wf2 Write a sequence of sentences retelling a familiar story or recounting an experience</p> <p>1Wf5 Use relevant vocabulary</p> <p>1WP1 Develop a comfortable and efficient pencil grip</p> <p>1WP2 Form letters correctly</p> <p>1S&L1 Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest</p> <p>1S&L2 Converse audibly with friends, teachers and other adults</p> <p>1S&L4 Answer questions and explain further when asked</p> <p>1S&L5 Speak confidently to a group to share an experience</p> <p>1S&L7 Listen to others and respond appropriately</p> <p>1S&L8 Listen carefully to questions and instructions</p> <p>1S&L9 Engage in imaginative play, enacting simple characters or situations</p>	<p>animals, feelings, festivals, food</p> <p>Simple puppets (sock puppets will do) for phonics work and possibly for re-enacting the stories.</p>	<p>as those that describe an event and those that are more descriptive using the senses.</p>
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END OF UNIT REVIEW DUE BY 18th JUNE 2020