

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 1A – 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"> read and follow stories in familiar settings with increasing fluency, expression and understanding identify and describe story settings and characters recognising that they may be from different times and places predict story endings make simple inferences comment on vocabulary choices and what impact they make within stories begin to develop stories with a setting, characters and a sequence of events begin to use dialogue in retelling and writing stories extend experiences and ideas through role play. <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> continue to develop their familiarity with the reading, spelling and pronunciation of long vowel phonemes listen carefully and respond appropriately use past and present tenses with increasing accuracy develop their vocabulary and choose interesting words and phrases to describe people and places practise their handwriting speak with increased fluency and confidence and demonstrate 'attentive listening'. 	<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>2PSV1 Learn the different common spellings of long vowel phonemes. 2PSV3 Apply knowledge of phonemes and spelling patterns in writing independently. 2PSV4 Secure the spelling of high-frequency words and common irregular words. 2PSV7 Build and use collections of interesting and significant words. 2PSV8 Discuss the meaning of unfamiliar words encountered in reading. 2PSV9 Choose interesting words and phrases (e.g. in describing people and places).</p> <p>2GPr1 Begin to read with fluency and expression, taking some notice of punctuation, including speech marks. 2GPr2 Read and respond to question words (e.g. what, where, when, who, why).</p> <p>2GPw1 Use mainly simple and compound sentences, with and, but used to connect ideas. Because may begin to be used in a complex sentence 2GPw2 Write in clear sentences using capital letters, full stops and question marks. 2GPw3 Begin to vary sentence openings, e.g. with simple adverbs.</p> <p>2Rf1 Extend the range of common words recognised on sight. 2Rf2 Use phonics as the prime method of tackling unfamiliar words. 2Rf3 Read aloud with increased accuracy, fluency and expression. 2Rf4 Identify and describe story settings and characters, recognising that they may be from different times and places. 2Rf5 Predict story endings. 2Rf6 Make simple inferences from the words on the page (e.g. about feelings). 2Rf7 Talk about what happens at the beginning, in the middle or at the end of a story 2Rf8 Comment on some vocabulary choices (e.g. adjectives). 2Rf9 Begin to develop likes and dislikes in reading.</p> <p>2WF1 Develop stories with a setting, characters and a sequence of events. 2WF2 Structure a story with a beginning, middle and end.. 2WF4 Find alternatives to and/then in developing a narrative and connecting ideas. 2WF5 Write with a variety of sentence types. 2WF6 Use the structure of familiar poems and stories in developing own writing. 2WF8 Use the language of time (e.g. suddenly, after that).</p>	A range of illustrated large print stories with familiar settings, which most learners are able to read independently		Learners should talk about, read and write about stories in familiar settings.

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				Speaking and Listening	<p>2WF9 Choose some interesting words and phrases (e.g. in describing people and places).</p> <p>2S&L1 Recount experiences and explore possibilities.</p> <p>2S&L2 Explain plans and ideas, extending them in the light of discussion.</p> <p>2S&L3 Articulate clearly so that others can hear.</p> <p>2S&L4 Vary talk and expression to gain and hold the listener’s attention.</p> <p>2S&L9 Extend experiences and ideas through role play.</p> <p>2S&L10 Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice.</p> <p>2S&L11 Show awareness that speakers vary talk in different situations</p>			

ASSESSMENTS

END OF UNIT REVIEW 3RD OCTOBER

UNIT 1B – INSTRUCTIONS (NON-FICTION)

T1. 6/10 – 31/10	4	20	<p>Unit 1B: Instructions.</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> • read and follow simple instructions • find information in text and images in instructional texts • read, speak and write instructions, recognising features of model texts • understand the concept of simple notes in relation to full sentences • use different organisational features when writing instructions • write simple sentences joined by and • speak and listen more confidently in group activities. <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> • continue to develop their familiarity with the spelling and pronunciation of long vowel phonemes • identify, read and spell words with more than two syllables • respond to question words when reading and use them in writing • develop their vocabulary to include interesting and precise topic-related words • practise their handwriting 	<p>Phonics Spelling and Grammar</p> <p>Grammar and Punctuation Reading</p> <p>Writing</p>	<p>2PSV1 Learn the different common spellings of long vowel phonemes.</p> <p>2PSV2 Learn the different ways in which vowels can be pronounced (e.g. how, low, apple, acorn)</p> <p>2PSV3 Apply knowledge of phonemes and spelling patterns in writing independently.</p> <p>2PSV4 Secure the spelling of high-frequency words and common irregular words.</p> <p>2PSV5 Identify syllables and split familiar compound words into parts.</p> <p>2PSV7 Build and use collections of interesting and significant words.</p> <p>2PSV8 Discuss the meaning of unfamiliar words encountered in reading.</p> <p>2PSV9 Choose interesting words and phrases (e.g. in describing people and places).</p> <p>2GPr1 Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</p> <p>2GPr2 Read and respond to question words (e.g. what, where, when, who, why).</p> <p>2GPw1 Use mainly simple and compound sentences, with and, but used to connect ideas. Because may begin to be used in a complex sentence</p> <p>2GPw2 Write in clear sentences using capital letters, full stops and question marks.</p> <p>2GPw3 Begin to vary sentence openings, e.g. with simple adverbs.</p> <p>2GPw4 Use past and present tense accurately – but maybe not always consistently.</p> <p>2GPw5 Use a variety of simple organisational devices (e.g. headings, captions) in non-fiction.</p> <p>2GPw6 Begin to re-read own writing for sense and accuracy.</p>	A range of large print instructions, which most learners are able to read independently.		Learners will talk about, read and write instructions.
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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
			<ul style="list-style-type: none"> comment on vocabulary choices and what impact they make within the poem in terms of painting a picture write poems based on a model and begin to self-assess their work by re-reading and reflecting extend experiences and ideas through role play. <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> continue to develop their familiarity with the reading, spelling and pronunciation of long vowel phonemes listen carefully and respond appropriately to sounds, rhythm and rhyme notice punctuation and its effect on reading develop their vocabulary and choose interesting words and phrases to describe people and places practise their handwriting and typing skills where appropriate speak with increased fluency and confidence to recite (parts of) favourite poems. 	<p>Reading</p> <p>Reading Fiction and Poetry</p> <p>Writing Fiction</p> <p>Speaking and Listening</p>	<p>punctuation, including speech marks.</p> <p>2GPr2 Read and respond to question words (e.g. what, where, when, who, why).</p> <p>2Rf2 Use phonics as the prime method of tackling unfamiliar words.</p> <p>2Rf3 Read aloud with increased accuracy, fluency and expression.</p> <p>2Rf5 Predict story endings.</p> <p>2Rf6 Make simple inferences from the words on the page (e.g. about feelings).</p> <p>2Rf7 Talk about what happens at the beginning, in the middle or at the end of a story</p> <p>2Rf8 Comment on some vocabulary choices (e.g. adjectives).</p> <p>2Rf9 Begin to develop likes and dislikes in reading.</p> <p>2Rf10 Read poems and comment on words and sounds, rhyme and rhythm.</p> <p>2WF6 Use the structure of familiar poems and stories in developing own writing.</p> <p>2WF9 Choose some interesting words and phrases (e.g. in describing people and places).</p> <p>2S&L1 Recount experiences and explore possibilities.</p> <p>2S&L3 Articulate clearly so that others can hear.</p> <p>2S&L4 Vary talk and expression to gain and hold the listener's attention.</p> <p>2S&L9 Extend experiences and ideas through role play.</p>			

ASSESSMENTS

END OF UNIT REVIEW DUE BY THE 14TH NOVEMBER

TERM 2

UNIT 2A – TRADITIONAL TALES FROM DIFFERENT CULTURES (FICTION)

T2 5/1/20 – 31/1/20	4	20	<p>Unit 2A – Traditional Tales from different cultures</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> read and follow traditional tales from a range of cultures with increasing fluency, expression and understanding 	<p>Phonics Spelling and Grammar</p> <p>Grammar and Punctuation</p>	<p>2PSV1 Learn the different common spellings of long vowel phonemes.</p> <p>2PSV4 Secure the spelling of high-frequency words and common irregular words.</p> <p>2PSV5 Identify syllables and split familiar compound words into parts.</p> <p>2PSV6 Spell words with common prefixes and suffixes (e.g. un, dis, ful, ly).</p> <p>2PSV7 Build and use collections of interesting and significant words.</p> <p>2PSV8 Discuss the meaning of unfamiliar words encountered in reading.</p> <p>2PSV9 Choose interesting words and phrases (e.g. in describing people and places).</p>	<p>A range of illustrated large print traditional stories and stories from other cultures (including stories from the country you are in), which most learners are able to read independently.</p>		<p>Focus on traditional stories from around the world.</p>
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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
			<ul style="list-style-type: none"> identify and describe story settings and characters recognising that they may be from different times and places recognise some features of traditional tales recognise and use story openings and predict story endings comment on vocabulary choices and what impact they make within stories develop stories with a setting, characters and a sequence of events and recognise that stories have different shapes begin to use dialogue in retelling and writing stories and punctuate accurately find answers to questions by reading a section of <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> continue to develop their familiarity with the reading, spelling and pronunciation of long vowel phonemes identify syllables and split compound words into parts spell words with common prefixes e.g. un, dis use the past and present tense accurately develop their vocabulary (e.g. similes) and choose interesting words and phrases (e.g. adjectives) to describe people and places write compound sentences using common conjunctions e.g. and, so, but, or, because speak with increased fluency and confidence and demonstrate 'attentive listening'. 	<p>Reading</p> <p>Writing</p> <p>Reading Fiction and Poetry</p> <p>Non-Fiction</p> <p>Writing Fiction</p> <p>Speaking and Listening</p>	<p>2GPr1 Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</p> <p>2GPw1 Use mainly simple and compound sentences, with and, but used to connect ideas. Because may begin to be used in a complex sentence</p> <p>2GPw3 Begin to vary sentence openings, e.g. with simple adverbs.</p> <p>2GPw4 Use past and present tense accurately – but maybe not always consistently.</p> <p>2GPw6 Begin to re-read own writing for sense and accuracy.</p> <p>2Rf1 Extend the range of common words recognised on sight.</p> <p>2Rf2 Use phonics as the prime method of tackling unfamiliar words.</p> <p>2Rf3 Read aloud with increased accuracy, fluency and expression.</p> <p>2Rf4 Identify and describe story settings and characters, recognising that they may be from different times and places.</p> <p>2Rf5 Predict story endings.</p> <p>2Rf6 Make simple inferences from the words on the page (e.g. about feelings).</p> <p>2Rf7 Talk about what happens at the beginning, in the middle or at the end of a story</p> <p>2Rf8 Comment on some vocabulary choices (e.g. adjectives).</p> <p>2RNF5 Identify general features of known text types</p> <p>2WF1 Develop stories with a setting, characters and a sequence of events.</p> <p>2WF2 Structure a story with a beginning, middle and end.</p> <p>2WF4 Find alternatives to and/then in developing a narrative and connecting ideas.</p> <p>2WF5 Write with a variety of sentence types.</p> <p>2WF6 Use the structure of familiar poems and stories in developing own writing.</p> <p>2WF7 Begin to use dialogue in stories.</p> <p>2WF8 Use the language of time (e.g. suddenly, after that).</p> <p>2WF9 Choose some interesting words and phrases (e.g. in describing people and places).</p> <p>2S&L1 Recount experiences and explore possibilities.</p> <p>2S&L2 Explain plans and ideas, extending them in the light of discussion.</p> <p>2S&L3 Articulate clearly so that others can hear.</p> <p>2S&L4 Vary talk and expression to gain and hold the listener's attention.</p> <p>2S&L9 Extend experiences and ideas through role play.</p>			

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
ASSESSMENTS								
END OF UNIT REVIEW DUE BY 31ST JANUARY								
UNIT 2B - DICTIONARIES AND EXPLANATIONS (NON-FICTION)								
T2 2/2/20 – 5/3/20	4	20	<p>Unit 2B: Dictionaries and explanations</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> find information in text and images in explanatory texts read, speak and write explanations, recognising features of model texts make simple notes of the main idea of a text and identify key words use different organisational features when writing explanations read and write dictionary entries vary the sentence structure when they write to include compound sentences speak and listen more confidently in group activities. <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> continue to develop their familiarity with the spelling and pronunciation of long vowel phonemes identify, read and spell compound words respond to question words when reading and use them in writing develop their vocabulary to include interesting and precise words practise their handwriting and begin to join letters speak with increased fluency and confidence and listen with improved engagement. 	<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 Non-Fiction</p>	<p>2PSV1 Learn the different common spellings of long vowel phonemes. 2PSV2 Learn the different ways in which vowels can be pronounced (e.g. how, low, apple, acorn) 2PSV3 Apply knowledge of phonemes and spelling patterns in writing independently. 2PSV4 Secure the spelling of high-frequency words and common irregular words. 2PSV5 Identify syllables and split familiar compound words into parts. 2PSV6 Spell words with common prefixes and suffixes (e.g. un, dis, ful, ly). 2PSV8 Discuss the meaning of unfamiliar words encountered in reading. 2PSV9 Choose interesting words and phrases (e.g. in describing people and places).</p> <p>2GPr1 Begin to read with fluency and expression, taking some notice of punctuation, including speech marks. 2GPr2 Read and respond to question words (e.g. what, where, when, who, why).</p> <p>2GPw1 Use mainly simple and compound sentences, with and, but used to connect ideas. Because may begin to be used in a complex sentence 2GPw2 Write in clear sentences using capital letters, full stops and question marks. 2GPw5 Use a variety of simple organisational devices (e.g. headings, captions) in non-fiction.</p> <p>2Rf1 Extend the range of common words recognised on sight. 2Rf3 Read aloud with increased accuracy, fluency and expression.</p> <p>2RNF1 Read and follow simple instructions (e.g. in a recipe). 2RNF2 Locate words by initial letter in simple dictionaries, glossaries and indexes. 2RNF3 Find answers to questions by reading a section of text. 2RNF4 Find factual information from different formats (e.g. charts, labelled diagrams). 2RNF5 Identify general features of known text types 2RNF6 Show some awareness that texts have different purposes.</p> <p>2WF4 Find alternatives to and/then in developing a narrative and connecting ideas.</p>	<p>Simple illustrated dictionaries</p> <p>A range of large print explanations, which most learners are able to read independently.</p>		<p>Focus will be on reading explanations, finding information from text, diagrams and flow charts and looking at features of the text type.</p> <p>Learners will read and write dictionary entries before learning to find the main idea, make notes and find the key words in another explanatory text.</p> <p>They will use notes to plan and present an oral explanation, before writing and improving their explanatory text.</p>

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
				Speaking and Listening	<p>2WNF3 Use features of chosen text type.</p> <p>2WNF4 Use simple non-fiction texts as a model for writing</p> <p>2WNF5 Make simple notes from a section of non-fiction text e.g. listing key words.</p> <p>2S&L2 Explain plans and ideas, extending them in the light of discussion.</p> <p>2S&L3 Articulate clearly so that others can hear.</p> <p>2S&L4 Vary talk and expression to gain and hold the listener's attention.</p> <p>2S&L5 Show awareness of the listener by including relevant details</p> <p>2S&L6 Attempt to express ideas precisely, using a growing vocabulary.</p> <p>2S&L7 Listen carefully and respond appropriately, asking questions of others.</p> <p>2S&L8 Demonstrate 'attentive listening' and engage with another speaker.</p>			

ASSESSMENT

END OF UNIT REVIEW DUE BY 5TH MARCH 2020

UNIT 2C: POEMS BY SIGNIFICANT POETS (POETRY)

T2 8/3/20 – 19/3/20	2	10	<p>2C: Poems by significant poets</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> read, enjoy, discuss and compare poems with an understanding of different poetic voices identify and describe similarities and differences between poems including layout on the page comment on vocabulary choices and what impact they make within the poem in terms of painting a picture including simple personification identify general features of poems write poems based on a model and begin to self-assess their work by rereading and reflecting extend experiences and ideas through role play show awareness of poets speaking in different voices and try out different ways of speaking. <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> continue to develop their familiarity with the reading, spelling and pronunciation of long vowel phonemes 	<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>2PSV1 Learn the different common spellings of long vowel phonemes.</p> <p>2PSV2 Learn the different ways in which vowels can be pronounced (e.g. how, low, apple, acorn)</p> <p>2PSV3 Apply knowledge of phonemes and spelling patterns in writing independently.</p> <p>2PSV4 Secure the spelling of high-frequency words and common irregular words.</p> <p>2PSV5 Identify syllables and split familiar compound words into parts.</p> <p>2PSV7 Build and use collections of interesting and significant words.</p> <p>2PSV8 Discuss the meaning of unfamiliar words encountered in reading.</p> <p>2PSV9 Choose interesting words and phrases (e.g. in describing people and places).</p> <p>2GPr1 Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</p> <p>2GPw6 Begin to re-read own writing for sense and accuracy.</p> <p>2Rf1 Extend the range of common words recognised on sight.</p> <p>2Rf2 Use phonics as the prime method of tackling unfamiliar words.</p> <p>2Rf3 Read aloud with increased accuracy, fluency and expression.</p> <p>2Rf6 Make simple inferences from the words on the page (e.g. about feelings).</p> <p>2Rf7 Talk about what happens at the beginning, in the middle or at the end of a story</p> <p>2Rf9 Begin to develop likes and dislikes in reading.</p> <p>2Rf10 Read poems and comment on words and sounds, rhyme and rhythm.</p> <p>2RNF6 Show some awareness that texts have different purposes.</p>	<p>A range of large print poems, which most learners are able to read independently</p> <p>A number of poetry books, containing poems which most learners are able to read with a little support.</p>		<p>Learners will learn and recite poems written by significant poets., discuss the contexts of the poems, develop associated ideas and vocabulary, read and then explore specific language features of each poem such as rhythm and rhyme or shape, before using each to inform their own writing.</p>
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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
			including /oi/, /ar/ and /ow/ • listen carefully and respond appropriately to sounds, rhythm and rhyme, including alliteration • notice punctuation and its effect on reading • develop their vocabulary and choose powerful words and images • practise their handwriting (joining) and typing skills where appropriate • speak with increased fluency and confidence to recite favourite poems.	Writing Fiction Speaking and Listening	2WF6 Use the structure of familiar poems and stories in developing own writing. 2WF6 Use the structure of familiar poems and stories in developing own writing 2S&L3 Articulate clearly so that others can hear. 2S&L4 Vary talk and expression to gain and hold the listener's attention. 2S&L7 Listen carefully and respond appropriately, asking questions of others. 2S&L8 Demonstrate 'attentive listening' and engage with another speaker. 2S&L9 Extend experiences and ideas through role play. 2S&L10 Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice.			

ASSESSMENT

END OF UNIT REVIEW DUE BY 19TH MARCH 2020

TERM 3

UNIT 3A: STORIES BY SIGNIFICANT CHILDREN'S AUTHORS (FICTION)

T3 12/4/20 – 7/5/20	4	20	Unit 3A: Stories by significant children's authors Learners will be able to : • read extracts from stories by significant children's writers • begin to appreciate and identify some interesting words and phrases • know that some answers are 'right there' in a text but others need to be thought about (inferred/deduced) • write a story with a beginning, a middle and a happy ending • recognise and use sequencing phrases which establish the time an event takes place • begin to use paragraphs to group together ideas. Learners will learn skills to : • continue to develop their familiarity with the spelling and pronunciation of long vowel phonemes, particularly /oi/, /ow/, /air/ and /eer/	Phonics Spelling and Grammar Grammar and Punctuation Reading Writing	2PSV1 Learn the different common spellings of long vowel phonemes. 2PSV2 Learn the different ways in which vowels can be pronounced (e.g. how, low, apple, acorn) 2PSV3 Apply knowledge of phonemes and spelling patterns in writing independently. 2PSV4 Secure the spelling of high-frequency words and common irregular words. 2PSV5 Identify syllables and split familiar compound words into parts. 2PSV6 Spell words with common prefixes and suffixes (e.g. un, dis, ful, ly). 2PSV7 Build and use collections of interesting and significant words. 2PSV8 Discuss the meaning of unfamiliar words encountered in reading. 2PSV9 Choose interesting words and phrases (e.g. in describing people and places). 2GPr1 Begin to read with fluency and expression, taking some notice of punctuation, including speech marks. 2GPr2 Read and respond to question words (e.g. what, where, when, who, why). 2GPw1 Use mainly simple and compound sentences, with and, but used to connect ideas. Because may begin to be used in a complex sentence 2GPw2 Write in clear sentences using capital letters, full stops and question marks. 2GPw3 Begin to vary sentence openings, e.g. with simple adverbs. 2GPw4 Use past and present tense accurately – but maybe not always	A range of large print books featuring stories by significant children's authors, including different stories by the same author, which most learners are able to read independently.		Focus on stories by significant children's writers. During the unit learners will read extracts from stories by three significant children's writers and will plan and write their own story.
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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
			<ul style="list-style-type: none"> continue to use phonics as the prime method of reading new words develop their reading fluency and focus on punctuation to support reading respond to question words when reading and use them in writing write using compound sentences and begin to use because in complex sentences develop their vocabulary to include interesting and precise words practise their handwriting and begin to join letters speak with increased fluency and confidence and listen with improved engagement. 	<p>Reading Fiction and Poetry</p> <p>Writing Fiction</p> <p>Presentation</p> <p>Speaking and Listening</p>	<p>consistently.</p> <p>2GPw6 Begin to re-read own writing for sense and accuracy.</p> <p>2Rf1 Extend the range of common words recognised on sight.</p> <p>2Rf2 Use phonics as the prime method of tackling unfamiliar words.</p> <p>2Rf3 Read aloud with increased accuracy, fluency and expression.</p> <p>2Rf4 Identify and describe story settings and characters, recognising that they may be from different times and places.</p> <p>2Rf5 Predict story endings.</p> <p>2Rf6 Make simple inferences from the words on the page (e.g. about feelings).</p> <p>2Rf7 Talk about what happens at the beginning, in the middle or at the end of a story</p> <p>2Rf9 Begin to develop likes and dislikes in reading.</p> <p>2WF1 Develop stories with a setting, characters and a sequence of events.</p> <p>2WF2 Structure a story with a beginning, middle and end.</p> <p>2WF3 Link ideas in sections, grouped by content.</p> <p>2WF4 Find alternatives to and/then in developing a narrative and connecting ideas.</p> <p>2WF6 Use the structure of familiar poems and stories in developing own writing.</p> <p>2WF7 Begin to use dialogue in stories.</p> <p>2WF8 Use the language of time (e.g. suddenly, after that).</p> <p>2WP1 Form letters correctly and consistently</p> <p>2WP2 Practise handwriting patterns and the joining of letters.</p> <p>2S&L1 Recount experiences and explore possibilities.</p> <p>2S&L3 Articulate clearly so that others can hear.</p> <p>2S&L4 Vary talk and expression to gain and hold the listener's attention.</p> <p>2S&L5 Show awareness of the listener by including relevant details</p> <p>2S&L7 Listen carefully and respond appropriately, asking questions of others.</p> <p>2S&L8 Demonstrate 'attentive listening' and engage with another speaker.</p> <p>2S&L9 Extend experiences and ideas through role play..</p> <p>2S&L11 Show awareness that speakers vary talk in different situations</p>			

ASSESSMENT

END OF UNIT REVIEW DUE BY 7TH MAY 2020

UNIT 3B: NON-CHRONOLOGICAL REPORTS (NON-FICTION)

T3 10/5/20 – 4/6/20	4	20	Unit 3B: Non-chronological reports Learners will be able to: <ul style="list-style-type: none"> read aloud with increasing accuracy, fluency and confidence 	Phonics Spelling and Grammar	<p>2PSV1 Learn the different common spellings of long vowel phonemes.</p> <p>2PSV2 Learn the different ways in which vowels can be pronounced (e.g. how, low, apple, acorn)</p> <p>2PSV3 Apply knowledge of phonemes and spelling patterns in writing independently.</p> <p>2PSV4 Secure the spelling of high-frequency words and common irregular words.</p>	A range of large print non-chronological reports, linked to another curriculum area, which most		Focus on non-chronological reports. Read information that is presented in different ways and begin to make notes, summarise and use the information in talking and writing.
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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
			<ul style="list-style-type: none"> recognise key features of non-chronological report texts write a report text based on a model organise their ideas into sections or paragraphs with headings answer questions based on texts, charts and diagrams identify key words, summarise and make notes from simple texts find information using texts that are in print and on screen. <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> continue to develop their familiarity with the spelling and pronunciation of long vowel phonemes focusing on /oi/, /ow/, /air/, /ear/ and /er/ recognise and spell an increasing number of common words organise words into alphabetical order according to the first letter write in the present tense begin to use because to join sentences practise their handwriting and begin to join letters speak with increased fluency and confidence and listen with improved engagement. 	<p>Grammar and Punctuation 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>2PSV6 Spell words with common prefixes and suffixes (e.g. un, dis, ful, ly).</p> <p>2PSV7 Build and use collections of interesting and significant words.</p> <p>2PSV8 Discuss the meaning of unfamiliar words encountered in reading.</p> <p>2PSV9 Choose interesting words and phrases (e.g. in describing people and places).</p> <p>2GPr1 Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</p> <p>2GPr2 Read and respond to question words (e.g. what, where, when, who, why).</p> <p>2GPw1 Use mainly simple and compound sentences, with and, but used to connect ideas. Because may begin to be used in a complex sentence</p> <p>2GPw4 Use past and present tense accurately – but maybe not always consistently.</p> <p>2GPw5 Use a variety of simple organisational devices (e.g. headings, captions) in non-fiction.</p> <p>2GPw6 Begin to re-read own writing for sense and accuracy.</p> <p>2Rf1 Extend the range of common words recognised on sight.</p> <p>2Rf2 Use phonics as the prime method of tackling unfamiliar words.</p> <p>2Rf3 Read aloud with increased accuracy, fluency and expression.</p> <p>2Rf8 Comment on some vocabulary choices (e.g. adjectives).</p> <p>2Rf9 Begin to develop likes and dislikes in reading.</p> <p>2RNF2 Locate words by initial letter in simple dictionaries, glossaries and indexes.</p> <p>2RNF3 Find answers to questions by reading a section of text.</p> <p>2RNF4 Find factual information from different formats (e.g. charts, labelled diagrams).</p> <p>2RNF5 Identify general features of known text types</p> <p>2RNF6 Show some awareness that texts have different purposes.</p> <p>2RNF7 Explore a variety of non-fiction texts on screen.</p> <p>2WF3 Link ideas in sections, grouped by content.</p> <p>2WF4 Find alternatives to and/then in developing a narrative and connecting ideas.</p> <p>2WNF3 Use features of chosen text type.</p> <p>2WNF5 Make simple notes from a section of non-fiction text e.g. listing key words.</p> <p>2WP1 Form letters correctly and consistently</p> <p>2WP2 Practise handwriting patterns and the joining of letters.</p> <p>2S&L1 Recount experiences and explore possibilities.</p> <p>2S&L3 Articulate clearly so that others can hear.</p> <p>2S&L4 Vary talk and expression to gain and hold the listener’s attention.</p> <p>2S&L5 Show awareness of the listener by including relevant details</p>	learners are able to read independently.		

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					<p>2S&L6 Attempt to express ideas precisely, using a growing vocabulary.</p> <p>2S&L7 Listen carefully and respond appropriately, asking questions of others.</p> <p>2S&L8 Demonstrate ‘attentive listening’ and engage with another speaker.</p> <p>2S&L10 Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice.</p> <p>2S&L11 Show awareness that speakers vary talk in different situations</p>			

ASSESSMENT

END OF UNIT REVIEW DUE BY 4TH JUNE 2020

UNIT 3C: POEMS WITH LANGUAGE PLAY (POETRY)

T3 7/6/20 – 18/6/20	2	10	<p>Unit 3C – Poems with language play</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> • read and analyse some jokes • read aloud and recite poems with increasing accuracy, fluency and confidence • know how key punctuation marks impact on reading aloud • have a vocabulary of words and ideas to use when describing poems • consider what makes them like or dislike a poem • write their own version of a poem. <p>Learners will learn skills to:</p> <ul style="list-style-type: none"> • continue to develop their familiarity with the spelling and pronunciation of long vowel phonemes, focusing on /oi/, /ow/, /air/ and /ear/ • know that changing the spelling of some words also changes the meaning • recognise and spell an increasing number of common words • practise their handwriting and begin to join letters • speak with increased fluency and confidence and listen with improved engagement. 	<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>2PSV1 Learn the different common spellings of long vowel phonemes.</p> <p>2PSV2 Learn the different ways in which vowels can be pronounced (e.g. how, low, apple, acorn)</p> <p>2PSV3 Apply knowledge of phonemes and spelling patterns in writing independently.</p> <p>2PSV4 Secure the spelling of high-frequency words and common irregular words.</p> <p>2PSV5 Identify syllables and split familiar compound words into parts.</p> <p>2PSV6 Spell words with common prefixes and suffixes (e.g. un, dis, ful, ly).</p> <p>2PSV7 Build and use collections of interesting and significant words.</p> <p>2PSV9 Choose interesting words and phrases (e.g. in describing people and places).</p> <p>2GPr1 Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</p> <p>2GPw6 Begin to re-read own writing for sense and accuracy.</p> <p>2Rf1 Extend the range of common words recognised on sight.</p> <p>2Rf2 Use phonics as the prime method of tackling unfamiliar words.</p> <p>2Rf3 Read aloud with increased accuracy, fluency and expression.</p> <p>2Rf9 Begin to develop likes and dislikes in reading.</p> <p>2Rf10 Read poems and comment on words and sounds, rhyme and rhythm.</p> <p>2WF7 Begin to use dialogue in stories.</p> <p>2WF9 Choose some interesting words and phrases (e.g. in describing people and places).</p> <p>2WNF1 Write simple evaluations of books read</p> <p>2WP1 Form letters correctly and consistently</p> <p>2WP2 Practise handwriting patterns and the joining of letters.</p> <p>2S&L2 Explain plans and ideas, extending them in the light of discussion.</p> <p>2S&L3 Articulate clearly so that others can hear.</p>	<p>A range of large print poems by significant poets, containing language play and humour, which most learners are able to read independently</p> <p>A number of poetry books, containing poems which most learners are able to read with a little support.</p>	<p>Learners will read jokes and poems, some by significant children’s writers.</p> <p>They will discuss poems and talk about what they like and dislike, then write a short review of a chosen poem.</p> <p>As they learn to recite a poem, they will think about how to change their voices to hold the listeners’ attention. They will then consider technical aspects of reading aloud before looking at the structure of a simple poem, which they will use as a model for their own work.</p>
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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
					<p>2S&L4 Vary talk and expression to gain and hold the listener’s attention.</p> <p>2S&L10 Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice.</p> <p>2S&L11 Show awareness that speakers vary talk in different situations</p>			

ASSESSMENT

END OF UNIT REVIEW DUE BY 18th JUNE 2020