
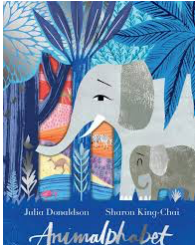
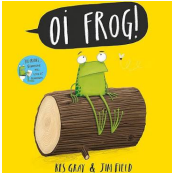
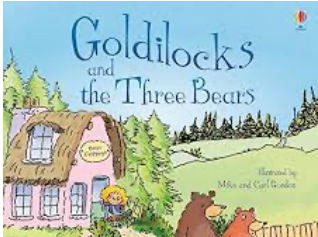
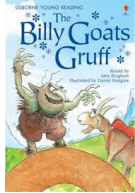



Grateley Primary School

English LTP 2020-2021 - Year 1 and 2

Term: Autumn



Text driver 1	Text driver 2	Text driver 3	Text driver 4	Text driver 5	Text driver 6
<p>Text: <i>Shark in the Park</i> by Nick Sharratt</p> 	<p>Text: <i>Animalphabet</i> by Julia Donaldson</p> 	<p>Text: <i>Oi Frog!</i> by Kes Gray & Jim Field</p> 	<p>Text : <i>Goldilocks and the 3 bears</i></p> 	<p>Text: <i>The Billy Goats Gruff</i> by Jane Bingham</p> 	<p>Text: <i>The Gingerbread Man</i>, illustrated by Gail Yerrill</p> 
<p>Outcomes: Write a list of the things Timothy can see through his telescope.</p> <p>What else can the children see through their telescope? (use items/words con-</p> <p>Extend to write simple 'I can see...' sentences.</p> <p>Write simple descriptions about what you see 'It is a black cat with long whiskers'</p>	<p>Outcomes: Match capital letters to lower case letters.</p> <p>Write a list of all the animals in the book in alphabetical order.</p> <p>Extend to add a simple adjective to each animal e.g. small ant.</p> <p>Write a question you'd like to ask the animals.</p> <p>Make lists of other animals that begin with the same letter</p>	<p>Outcomes: Pair the rhyming words in the book to create rhyming couplets.</p> <p>Label the key vocabulary: cat, mat, frog, log, carrots, parrots.</p> <p>Extend to write simple rhyming sentences using the days of the week: <i>On Monday I saw a frog</i></p> <p>Create simple rhymes/ couplets independently</p>	<p>Outcomes: Sequence and retell the story.</p> <p>Write a letter of apology from Goldilocks to the three bears.</p> <p>Write a description of one of the characters or the setting</p> <p>Write how the characters may feel</p> <p>Make a shopping list for the bears/goldilocks of items to fix</p>	<p>Outcomes:</p> <p>Write character descriptions</p> <p>Simple sentences in speech bubbles</p> <p>Write a description of the troll.</p> <p>Sequence and retell the familiar narrative</p> <p>Innovate and rewrite the narrative</p> <p>Innovate and rewrite the narrative.</p>	<p>Outcomes:</p> <p>Write a letter to the old woman of apology</p> <p>Write a character thought/ speech/ bubbles</p> <p>Make a list of who/what the gingerbread man sees</p> <p>Write a recipe</p> <p>Write a letter to convince the old woman to bake something other than gingerbread man- choc chip biscuit?</p>

<p>Early Years:</p> <p>Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose.</p> <p>Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie.</p> <p>Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books.</p> <p>Provide word banks and writing resources for both indoor and outdoor play.</p> <p>Provide a range of opportunities to write for different purposes about things that interest children.</p> <p>Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose.</p>	<p>Early Years:</p> <p>Provide a range of opportunities to write for different purposes about things that interest children.</p> <p>Plan to encourage correct use of language by telling repetitive stories and playing games which involve repetition of words or phrases.</p> <p>Help children to build their vocabulary by extending the range of their experiences.</p> <p>Provide word banks and writing resources for both indoor and outdoor play.</p> <p>Provide some simple texts which children can decode to give them confidence and to practise their developing skills.</p>	<p>Early Years:</p> <p>When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the...</p> <p>Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.</p> <p>Set up a listening area where children can enjoy rhymes and stories.</p>	<p>Early Years:</p> <p>Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.</p> <p>Provide story boards and props which support children to talk about a story's characters and sequence of events.</p> <p>Set up a listening area where children can enjoy rhymes and stories.</p>	<p>Early Years:</p> <p>Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'.</p> <p>When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the...</p>	<p>Early Years:</p> <p>Provide a range of opportunities to write for different purposes about things that interest children.</p> <p>Provide variety of writing purposes</p> <ul style="list-style-type: none"> * lists * descriptions * letters
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<p>Year 1:</p> <p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (Phase 3 & 4 Letters & Sounds)</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p>Spell words containing each of the 40+ phonemes already taught</p>	<p>Year 1:</p> <p>Name the letters of the alphabet: Naming the letters of the alphabet in order Form capital letters</p> <p>Simple adjectives</p> <p>Uses simple words, phrases and clauses in sentence-like structures to communicate meaning such as Question Marks</p> <p>Spell common exception words taught in this phase</p> <p>Adding –er and –est to adjectives where no change is needed to the root word</p> <p>Recognise sentence boundaries in spoken sentences read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>Year 1:</p> <p>apply phonic knowledge and skills as the route to decode words Spell words containing each of the 40+ phonemes already taught</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly leaving spaces between words</p> <p>Uses simple words, phrases and clauses in sentence-like structures to communicate meaning the days of the week read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (CVC, CVCC, CCVC & polysyllabic words)</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading. Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Year 1:</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Saying out loud what they are going to write about Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions</p> <p>Composing a sentence orally before writing it read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading. understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher Some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary</p>	<p>Year 1:</p> <p>Saying out loud what they are going to write about Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions</p> <p>Some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading. predicting what might happen on the basis of what has been read so far</p> <p>beginning to punctuate sentences using a capital letter and a full stop Prepositions</p>	<p>Year 1:</p> <p>Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions</p> <p>Uses simple words, phrases and clauses in sentence-like structures to communicate meaning Re-reading what they have written to check that it makes sense</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading. checking that the text makes sense to them as they read and correcting inaccurate reading Some awareness of where to place capital letters and full stops Sequencing sentences to form short narratives</p> <p>A simple opening or closing phrase (often formulaic) may be used May include simple sentences working towards straight forward subject/verb agreement leaving spaces between words joining words using ‘and’ beginning to punctuate sentences using a capital letter and a full stop</p>
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<p>Year 1:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Sequencing sentences to form short narratives</p> <p>A simple opening or closing phrase (often formulaic) may be used</p> <p>using the prefix un- Simple descriptions joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Year 1:</p> <p>Some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions</p> <p>re-reading what they have written to check that it makes sense</p> <p>Composing a sentence orally before writing it</p> <p>Pupils demonstrate simple and compound sentences reliably</p> <p>Pupils sometimes use exclamation marks as alternatives to full stop</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Year 1:</p> <p>Sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>Composing a sentence orally before writing it</p> <p>Pupils demonstrate simple and compound sentences reliably</p> <p>Pupils sometimes use exclamation marks as alternatives to full stop</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>making inferences on the basis of what is being said and done</p>	<p>Year 1:</p> <p>understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done</p> <p>Some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions</p> <p>Sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p>	<p>Year 1:</p> <p>suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>re-reading what they have written to check that it makes sense</p>	<p>Year 1:</p> <p>Pupils demonstrate simple and compound sentences reliably</p> <p>Pupils sometimes use exclamation marks as alternatives to full stop</p>
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<p>Year 2</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p>	<p>Year 2</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p>commas for lists</p>	<p>Year 2:</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p>	<p>Year 2:</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>answering and asking questions</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>	<p>Year 2:</p> <p>answering and asking questions</p> <p>Use of expanded noun phrases to describe and specify</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Use of adventurous vocabulary related to the appropriateness of the task</p> <p>commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>the present and past tenses correctly and consistently</p> <p>co-ordination (using or, and, or but)</p> <p>sentences with different forms: statement, question, exclamation</p>	<p>Year 2:</p> <p>expanded noun phrases to describe and specify</p> <p>apostrophes for contracted forms and the possessive (singular)</p> <p>commas for lists</p> <p>the present and past tenses correctly and consistently</p> <p>co-ordination (using or, and, or but)</p> <p>sentences with different forms: statement, question, exclamation</p> <p>Planning or saying out loud what they are going to write about</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p>
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