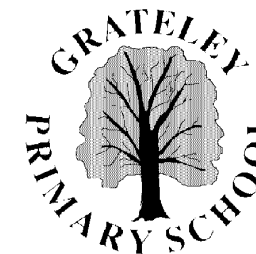
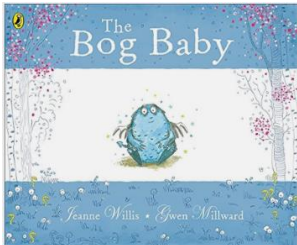
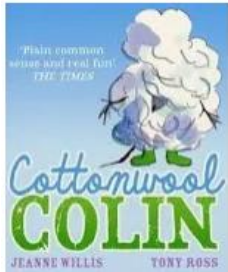
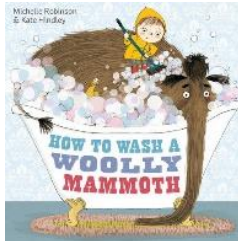
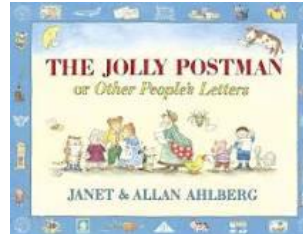


Grateley Primary School

English LTP 2023 – 2024 Year 1 and 2

Term: Autumn



Text Driver 1	Text Driver 2	Text Driver 3	Text Driver 4
<p>Text: The Bog Baby by Jeanne Willis</p> 	<p>Text: Cotton Wool Colin by Jeanne Willis and Tony Ross</p> 	<p>Text: How to Wash a Woolly Mammoth by Michelle Robinson & Kate Hindley</p> 	<p>Text: The Jolly Postman by Janet & Allan Ahlberg</p> 
<p>Outcome: To write simple captions about a character and setting - cold task</p>	<p>Outcome: To write a recount of Colin's adventures using first person statements and thinking about audience and grammar structure- review task – explore Haiku poetry</p>	<p>Outcome: To write a set of instructions using instructional vocabulary and sentence structure- published piece</p>	<p>Outcome: To write an information text to inform about the characters of an alternative village for the postman- hot task</p>
<p>Year 1</p> <p>Record descriptive traits of character and setting</p> <p>Develop ability to express ideas about character and record ideas</p> <p>Develop depth and breadth of writing and correct use of adjectives</p>	<p>Year 1</p> <p>Be able to express their ideas about a character</p> <p>Retell a story in sequence</p> <p>Discuss reasons for events in stories</p>	<p>Year 1</p> <p>Identify instructional vocabulary</p> <p>Develop understanding of correct sequence of instruction.</p> <p>Retell story using instructional vocabulary</p>	<p>Year 1</p> <p>To develop increasing descriptive vocabulary</p> <p>Make simple inferences about characters' thoughts and feelings and reasons for actions.</p> <p>Link ideas using simple adjectives</p>

<p>Write a series of captions independently using correct sentence structures</p> <p>Write expanded noun phrases</p> <p>Communicate ideas and correct sequence of sentences before recording by planning or saying out loud what they are going to write about</p> <p>Ensure letter formation is correct and consistent</p> <p>Re-read to check that writing makes sense</p>	<p>Use first person captions and description</p> <p>Write a sentence using correct letter formation and apply grammatical structures</p> <p>Apply simple adjectives</p> <p>Communicate and record ideas clearly</p> <p>Organise ideas in a sequence</p> <p>Re-read to check that writing makes sense</p>	<p>Ask questions about instruction.</p> <p>Develop understanding of verb/doing words</p> <p>Use capital letters and full stops</p> <p>Link related sentences through the use of time language ex. first, next then...</p> <p>Re-read to check that writing makes sense.</p> <p>Make simple revisions and corrections writing with the teacher.</p>	<p>Identify key question words</p> <p>Write question sentences using question words</p> <p>Write expanded noun phrases to describe</p> <p>Make simple edits to work to ensure presentation</p> <p>Identify point of view and perspective of story</p>
<p>Year 2</p> <p>Communicate opinions and idea about text</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Show understanding of the main ideas and themes in text</p> <p>Identify and discuss conjunctions</p> <p>Begin to explore applying conjunctions to vary sentences structures and expand ideas</p>	<p>Year 2</p> <p>Begin to understand fact and opinion.</p> <p>Identify main themes</p> <p>Communicate plausible inferences.</p> <p>Explore sentence variations through sentence type (statement, question, exclamation, command).</p> <p>Use conjunctions to express time place and cause (when, before, after, while, so, because)</p>	<p>Year 2</p> <p>Ask questions about the text</p> <p>Discuss predications about text</p> <p>Record plausible inferences about plot of book.</p> <p>Identify main theme of structure and outcome of text</p> <p>Use a variety of time language and verb captions in sequence</p> <p>Vocabulary choices develop use of high frequency words</p>	<p>Year 2</p> <p>Begin to use vocabulary from the text to support ideas</p> <p>Read and rewrite ensuring text makes sense to them</p> <p>Discuss understanding and explaining the meaning of unfamiliar words</p> <p>Apply high frequency words in to develop complex sentence structure</p>

<p>sentence length by using simple and compound sentences.</p> <p>Begin to demonstrate editing grammar with support</p> <p>Propose changes to grammar and vocabulary to expand ideas</p>	<p>Apply features of non-narrative writing.</p> <p>Suggesting improvements.</p> <p>Identify and apply edit to ensure grammatical and appropriate letter formation/presentation</p>	<p>Organise sentences in sequential order.</p> <p>Edit and to develop an increasing range of sentence structures.</p> <p>When planning, Writing with a clear set of concise instruction discuss and record ideas.</p>	<p>Expansion of detail / character supported through vocabulary and explanation.</p> <p>Discuss and apply changes to grammar and vocabulary to improve consistency, including the accurate use of high frequency words in sentences.</p> <p>Identify and apply edit to ensure grammatical and appropriate letter formation/presentation</p>
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