

Half-term plan for topic/book	Autumn 1 and 2 – Home and Away			
Book to read to the class	All about families; Six Dinner Sid; The Snail and the Whale; The Magnificent Book of Animals; Miranda the Explorer; J is for Jamaica; Gregory Cool; The Crayons Christmas			
Reading INTENT				
Writing IMPACT	Family appreciation; Menu for Sid; How to be a good neighbour; You should go here! (setting description); A time when I was brave...; Fact file page all about themselves			
Year group	Reading: decoding and comprehension	Writing: composition	Writing: grammar, vocabulary and punctuation	Writing transcription: spelling and handwriting
Week 1 All about families	<p>LESSON ONE</p> <p>Introduce text to the children. Read the blurb. What type of book/text is this? How do you know? Read page 4 & 5 and discuss ‘What is a family?’</p> <p>Reading Activity: Mixed ability pairs – Read pages 6 & 7</p> <p>Discussion: How are the families the same/different on these pages? Can you describe your family using some of the words from the pages?</p> <p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>LESSON TWO</p> <p>Read pages 8 & 9</p> <p>Activity: Bunting with pictures of themselves and their family members.</p> <p>LESSON THREE</p> <p>Model writing a sentence using a capital letter and full stop.</p> <p>Activity: Write sentences about their family and who they live with.</p> <p>LESSON FOUR</p> <p>Read pages 18 & 19, ‘What is a family for?’ and discuss what their families do for them.</p> <p>Activity: Draw pictures about what each of their family members do for them.</p> <p>LESSON FIVE</p> <p>Model writing a sentence using a capital letter and full stop. “My Mum gives me a hug when she is really proud of me”</p> <p>Activity: Write a sentence for each picture they drew in lesson 4.</p>	<p>Punctuation:</p> <p>Capital letter</p> <p>Full stop</p> <p>Exclamation mark Question mark</p> <p>Sentences with different forms:</p> <p>Statement Question Exclamation Command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because)</p> <p>Co-ordination (using or, and, or but)</p> <p>Commas for lists</p> <p>Apostrophes for contracted forms and possessive (singular)</p>	<p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl’s book]</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words including: –ment, –ness, –ful, –less, –ly</p> <p>SONG OF SOUNDS:</p>

	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>			
<p>Week 2</p> <p>Six Dinner Sid</p>	<p>LESSON ONE</p> <p>Introduce text.</p> <p>What do you think</p> <p>What does being found out mean?</p> <p>How do you think Sid will be found out?</p> <p>CT to read from page 1 – 10.</p> <p>Discuss vocabulary that is unfamiliar to the children.</p> <p>How can we read new words? Model highlighting new vocab on flipchart and adding to list.</p> <p>Aristotle, kidney stew, neighbours,</p> <p>Activity and Discussion:</p> <p>Children to continue reading page 11 to page 13.</p> <p>What do they think is going to happen to Sid? Why?</p> <p>Did you come across any new words? (Scaramouche, smooched, Schwartz.)</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p>	<p>LESSON TWO - Can I identify where capital letters should be used?</p> <p>Sid goes to different houses for dinner on each day of the week.</p> <p>What are the days of the week?</p> <p>Discuss that days of the week are proper nouns. What are nouns? proper nouns?</p> <p>Class chant – “a noun is a person, place or thing, place or thing”</p> <p>Explain that proper nouns need a capital letter at the beginning of the word.</p> <p>Go outside and find the capital letters and lowercase to match up.</p> <p>Activity:</p> <p>Read sentences - Can they correct to add in the capital letters?</p> <p>Sid lived at mrs smith’s house</p> <p>He went to the vet on monday</p> <p>We love being back at heron way school</p> <p>Challenge - Write your own sentence</p> <p>LESSON THREE - Can I talk about different feelings?</p> <p>Look at page 11 where Sid is taking on different characters and feelings. Swanky, naughty, rough and tough, smooched. Discuss why we have different feelings and that different situations and experiences and events that happen make us feel different ways.</p> <p>What feelings do you know? Why have you felt like that?</p> <p>Look at page 26, 27 and 28 in the All About Families book and discuss.</p> <p>Activity:</p> <p>Feelings charades? Different situations and talk about the matching feeling?</p> <p>Children to act out lots of different emotions and feelings.</p> <p>Children work in partners to talk about an emotion and then do a freeze frame.</p> <p>Tap children on their shoulder and then ask them what the emotion is and when they might feel like that.</p> <p>LESSON FOUR - Can I design and explain my menu for Sid?</p> <p>Introduce menu problem with video of Sid, explaining that he is really bored of the current offerings and wants them to send his six owners new ideas for his dinners.</p>	<p>Punctuation:</p> <p>Capital letter</p> <p>Full stop</p> <p>Exclamation mark</p> <p>Question mark</p> <p>Sentences with different forms:</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because)</p> <p>Co-ordination (using or, and, or but)</p> <p>Commas for lists</p> <p>Apostrophes for contracted forms and possessive (singular)</p>	<p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl’s book]</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words including:</p> <p>–ment,</p> <p>–ness,</p> <p>–ful,</p> <p>–less,</p> <p>–ly</p> <p>SONG OF SOUNDS:</p>

	<p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Activity:</p> <p>Children to draw and label 3 different meal ideas.</p> <p>LESSON FIVE - Can I write a sentence using a capital letter correctly?</p> <p>Reintroduce the menu writing activity. Explain that they need to tell Sid what he will be eating on the three days.</p> <p>Recap what a sentence needs. A capital letter at the beginning and a full stop at the end.</p> <p>We are using days of the week too. What do days of the week need?</p> <p>Talk through some ideas for the structure of their sentences.</p> <p>Possible sentence starters (LA)</p> <p><i>E.g. On Monday you will eat...</i></p> <p><i>You will be eating ... on Monday,</i></p> <p>Activity:</p> <p>Children to write a menu for 3 consecutive days of the week.</p>		
<p>Week 3</p> <p>Six Dinner Sid</p>	<p>LESSON ONE</p> <p>Continue reading from pages 14 – 19.</p> <p>Activity and Discussion:</p> <p>Children to continue reading pages 20 – 25.</p> <p>Did you come across any new words? (suspicious, appointment, cough, discovered, business, future, Pythagoras, .)</p> <p>Why did the neighbours not realise that Sid had been taken to the vet 6 times?</p> <p>Which street would you like live on and why?</p> <p>Do you think that Sid was wrong for having six dinners? Why?</p> <p>Do you think Sid is a greedy cat? Why?</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p>	<p>LESSON TWO</p> <p>Ask the children why Sid got away with his six dinner's for so long? Discuss why talking to people and keeping others informed is so important. Use some examples that the children would understand like how would the teacher know something's wrong unless the children tell them, or how would the head know something's wrong unless the teacher tells them?</p> <p>Activity:</p> <p>Ask the children to talk in pairs and learn two things they didn't already know about their partner. Share discoveries with rest of class.</p> <p>Recap using the conjunction 'and'</p> <p>Sing the conjunction chant. "conjunction, conjunction, what is your function?..."</p> <p>Explain they will be using this conjunction to write about their partner from yesterday.</p> <p>Talk through some ideas for the structure of their sentences.</p> <p>Possible sentence starters (LA)</p> <p><i>E.g. likes</i></p> <p><i>Their favourite sports are ...</i></p> <p><i>... really enjoys...</i></p> <p>Activity:</p> <p>Children to write down 2 sentences about their partner using the information they found out about them in the previous lesson.</p> <p>LESSON THREE</p> <p>Use a video of Maeve and Beryl living in Aristotle Street asking for the children to help them become better neighbours like the people living in Pythagoras Place.</p> <p>Activity:</p>	<p>Punctuation:</p> <p>Capital letter</p> <p>Full stop</p> <p>Exclamation mark</p> <p>Question mark</p> <p>Sentences with different forms:</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because)</p> <p>Co-ordination (using or, and, or but)</p> <p>Commas for lists</p>	<p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words including:</p> <p>–ment,</p> <p>–ness,</p> <p>–ful,</p> <p>–less,</p> <p>–ly</p> <p>SONG OF SOUNDS:</p> <p>Tricky words</p>

	<p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Children to draw and label their ideas for what the people living in Aristotle Street could do to be better neighbours.</p> <p>LESSON FOUR</p> <p>Recap what a sentence needs. A capital letter at the beginning and a full stop at the end.</p> <p>Talk through some ideas for the structure of their sentences.</p> <p>Possible sentence starters (LA)</p> <p><i>E.g. You could ...</i></p> <p><i>To be a better neighbour...</i></p> <p><i>You should try to...</i></p> <p>Activity:</p> <p>Children to write their ideas for Aristotle street in sentences, using conjunctions, capital letters and full stops.</p> <p>LESSON FIVE</p> <p>Model editing using an example piece of writing (teacher example)</p> <p>Activity</p> <p>Step 1 - Does the sentence make sense?</p> <p>Step 2 - Check for capital letters used correctly.</p> <p>Step 3 - Check for full stops used correctly.</p>	<p>Apostrophes for contracted forms and possessive (singular)</p>	<p>Come, some, said, have, any, many</p> <p>Oh, again, one, once, their, there, little, ask</p> <p>What, when, why, which, where, were, who</p> <p>Of, off, house, because, looked, called</p>
<p>Week 4</p> <p>The Snail and the Whale</p>	<p>LESSON ONE</p> <p>Introduce the text and read the blurb.</p> <p>What do you notice about how this is written? (rhyming words at the end of the sentences)</p> <p>Discuss rhyming texts having a rhythm when they are read.</p> <p>Look at the word 'dock'. Do they know what it is? How can we work out what this word means?</p> <p>CT to read pages 1 -9</p> <p>Discuss any new vocabulary with strategies to work out the meaning.</p> <p>Discussion:</p> <p>Children to continue reading pages 10 – 16.</p> <p>Did you come across any new words? (foamed, frolicked, hideous)</p> <p>Why do you think the snail says to the whale "I feel so small?" Why are the words small in a smaller size than the other words?</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>LESSON TWO</p> <p>There are lots of powerful adjectives in this story.</p> <p>Introduce the word adjective – Class chant - "Adjectives describe the noun. Adjectives describe the noun"</p> <p>Explain that adjectives can describe what a noun looks like (appearance), feels like, what their character is like (animals and people).</p> <p>Model how we can be 'maggies' and steal nice vocabulary ideas from stories that we have read.</p> <p>Activity:</p> <p>Children to read back through the pages of the snail and the whale and highlighting all of the adjectives they can find.</p> <p>Discuss the meaning of the different words in pairs, groups and whole class.</p> <p>Add to the class word bank</p> <p>LESSON THREE</p> <p>Look at the illustrations from the story. Talk about the different habitats. (ocean/underwater, polar regions, volcanic islands, jungles, forests,</p> <p>Activity:</p> <p>Paint a scene of any place they would love to visit.</p> <p>LESSON FOUR</p> <p>Watch snail and whale video asking for help to find a new destination to visit!</p> <p>Recap how adjectives were used in this story to add extra detail to the places the snail visited. It meant that the reader could imagine they were being transported there and knew exactly what it would be like to visit that place.</p>	<p>Punctuation:</p> <p>Capital letter</p> <p>Full stop</p> <p>Exclamation mark</p> <p>Question mark</p> <p>Sentences with different forms:</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because)</p> <p>Co-ordination (using or, and, or but)</p>	<p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words including:</p> <p>-ment,</p> <p>-ness,</p> <p>-ful,</p> <p>-less,</p> <p>-ly</p> <p>SONG OF SOUNDS:</p>

	<p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">Cracking Comprehension</div>	<p>Go back over the adjectives that they magpied from the story. Encourage children to use them in their writing as well as some of their own ideas for adjectives too.</p> <p>Activity:</p> <p>Children write a description for their place to encourage the whale and the snail to visit there next!</p> <p><i>Examples of sentence starters:</i></p> <p><i>Here you will find...</i></p> <p><i>All around you there will be...</i></p> <p><i>You will love the...</i></p> <p>LESSON FIVE</p> <p>Activity:</p> <p>Children film themselves recording their holiday destination descriptions.</p>	<p>Commas for lists</p> <p>Apostrophes for contracted forms and possessive (singular)</p>	
<p>Week 5</p> <p>The Snail and the Whale</p>	<p>LESSON ONE</p> <p>CT to read pages 17 – 24 of text.</p> <p>Discuss possible unfamiliar vocabulary with the children (earsplitting, shore, beached, helpless,</p> <p>Activity and Discussion:</p> <p>Children continue to read pages 25 – 30.</p> <p>Did you come across any new words? (flock, shimmering, humpback whale, .)</p> <p>How do you think whale felt at the end of the story after helping the whale? Why?</p> <p>Why do you think the snail friends wanted to join the snail and the whale?</p> <p>Where do you think they go next?</p>	<p>LESSON TWO</p> <p>Introduce the conjunction because.</p> <p>Recap grammar chant for conjunctions.</p> <p>Activity:</p> <p><i>Possible sentence starters:</i></p> <p><i>The snail was brave because...</i></p> <p><i>The whale helped the snail because...</i></p> <p><i>I would like to go with the whale because...</i></p> <p>Children to write sentences why their members of their family are brave.</p> <p>LESSON THREE</p> <p>Activity:</p>	<p>Punctuation:</p> <p>Capital letter</p> <p>Full stop</p> <p>Exclamation mark</p> <p>Question mark</p> <p>Sentences with different forms:</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p>	<p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguishing between homophones and near-homophones</p>

	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Peace out relaxation for kids – Youtube?</p> <p>LESSON FOUR</p> <p>In our lives we all do things that we are most proud of, things that we really wanted to do and needed to pluck up the courage to do. Just the snail. He really wanted to go on this adventure and travel the world and even though his friends didn't want him to go, he still went anyway.</p> <p>Discuss in pairs/small groups times they have done things like this and how they felt etc.</p> <p>Activity:</p> <p>Children draw their experience and label with adjectives to describe how they felt, what it was like etc.</p> <p>LESSON FIVE</p> <p>Activity:</p> <p>Children write about an experience they have had where they were really brave or did something they had never done before and really wanted to do.</p> <p>Try to include the following we have learnt about previously:</p> <p>Capital letters and full stops.</p> <p>Feelings</p> <p>Adjectives</p> <p>Conjunction – and/because</p>	<p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because)</p> <p>Co-ordination (using or, and, or but)</p> <p>Commas for lists</p> <p>Apostrophes for contracted forms and possessive (singular)</p>	<p>Add suffixes to spell longer words including:</p> <p>–ment,</p> <p>–ness,</p> <p>–ful,</p> <p>–less,</p> <p>–ly</p> <p>SONG OF SOUNDS:</p>
<p>Week 6</p> <p>The Magnificent Book of Animals</p>	<p>LESSON ONE</p> <p>Introduce text: What type of text do you think this is? Why do you think that? What is a non-fiction text?</p> <p>Read the blurb.</p> <p>What does the word iconic mean?</p> <p>Can you think of anything iconic in your life?</p> <p>Read the introduction page together.</p> <p>What does it mean if this book 'showcases' these animals? What does a museum showcase?</p> <p>Can you find some adjectives that you like to describe the animals?</p> <p>Activity and Discussion:</p>	<p>LESSON TWO</p> <p>Using commas in a list. – Use PowerPoint</p> <p>Activity:</p> <p>Children to use the sentence starters to write at least three items, using commas to separate each item.</p> <p><i>Possible sentence starters:</i></p> <p><i>At the park I played on...</i></p> <p><i>At the zoo I saw...</i></p> <p><i>In space I saw...</i></p> <p><i>My favourite... are...</i></p> <p>LESSON THREE</p> <p>We will be publishing a class book called – The Magnificent book of 2W/2C.</p>	<p>Punctuation:</p> <p>Capital letter</p> <p>Full stop</p> <p>Exclamation mark</p> <p>Question mark</p> <p>Sentences with different forms:</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p>	<p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguishing between homophones and near-homophones</p>

	<p>Children to re-read the introduction page and highlight their favourite words/adjectives or unknown words.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Look at the fact file boxes on the pages.</p> <p>What is the purpose of the fact file? How is the information written? It is written in note form. This is because it gives a brief outline about the key points for each animal.</p> <p>Look at the list of facts – Lives, Habitat, Height, Weight, Lifespan, Diet.</p> <p>Would these headings be appropriate if we were writing facts about ourselves? Which ones would and why? Which ones wouldn't and why not?</p> <p>Activity 1:</p> <p>LESSON FOUR</p> <p>Remind children about how the fact file boxes are written and look at the final section – Diet. What punctuation have they used and why? Commas in a list because there are more than 2 items written.</p> <p>Have they used a full stop at the end? Why not? There is only one word written for some facts and these do not need a full stop.</p> <p>Activity:</p> <p>Children to write their own fact file section for their personal fact page.</p> <p>Remember to include:</p> <p>Capital letters</p> <p>Commas in a list</p> <p>LESSON FIVE</p> <p>Activity:</p> <p>Children to draw themselves for their fact pages on an A3 page.</p>	<p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because)</p> <p>Co-ordination (using or, and, or but)</p> <p>Commas for lists</p> <p>Apostrophes for contracted forms and possessive (singular)</p>	<p>Add suffixes to spell longer words including:</p> <p>–ment,</p> <p>–ness,</p> <p>–ful,</p> <p>–less,</p> <p>–ly</p> <p>SONG OF SOUNDS:</p>
<p>Week 7</p> <p>The Magnificent Book of Animals</p>	<p>LESSON ONE</p> <p>Look at the elephant and polar bear pages.</p> <p>What do they notice about them when they look at them?</p> <p>Bullet points – shape of animals</p> <p>Headings – animal name</p> <p>Why are there two names for an elephant? Discuss the latin name- these are used by scientists to identify one type of elephant from another.</p> <p><i>Loxodonta africana</i></p>	<p>LESSON TWO</p> <p>BBC learning clip - https://www.bbc.co.uk/bitesize/articles/zjs8wtv</p> <p>Use PowerPoint</p> <p>Activity:</p> <p>Writing statements activity</p> <p>LESSON THREE</p> <p>Explain that we will be planning which key fun facts we want to include on our non-fiction pages for our class book.</p> <p>Can refer back to the introduction page – <i>showcases the most fascinating mammals on the planet.....fascinating facts bring the animals vividly to life...provide a sneak peek into what you could expect if you ever met these animals in the wild.</i></p>	<p>Punctuation:</p> <p>Capital letter</p> <p>Full stop</p> <p>Exclamation mark</p> <p>Question mark</p> <p>Sentences with different forms:</p> <p>Statement</p> <p>Question</p>	<p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p>

<p><i>Ioxodonta – the shape of their back teeth</i> <i>africana - being the country Africa</i></p> <p><u>Ursus Martimus</u></p> <p><i>Ursus – bears</i> <i>Martimus – refers to the sea (marine)</i></p> <p>What would your latin name be?</p> <p><u>Miss Weller</u></p> <p><i>Blondis – hair colour</i> <i>Horshamus – live in Horsham</i></p> <p><u>Activity and Discussion:</u></p> <p>Children read through the elephant fact page (could also have the polar bear page to read) CT/TA to listen and make notes for key children.</p> <p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><u>Understand both the books that they can already read accurately and fluently and those that they listen to by:</u></p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>These could be facts which no one else in the class would know about you or ones which tell the reader a little bit more about yourself.</p> <p>Discuss that we need to plan what we are going to include as it makes writing our sentences much easier. Model how to set out the brainstorm plan.</p> <p><u>Activity:</u></p> <p>Children brainstorm facts about themselves that they would like people to know about them.</p> <p>LESSON FOUR</p> <p>Recap all of the things we have learnt about writing this term.</p> <p>Writing statements with:</p> <ul style="list-style-type: none"> - Capital letter at the beginning - Full stop at the end. <p>Conjunctions – and ... because</p> <p>Using commas in a list</p> <p>Adjectives to describe and add detail for the reader</p> <p><u>Activity:</u></p> <p>Children write up their fact files about themselves using their checklist of criteria.</p> <p>LESSON FIVE</p> <p>Show children the expectation for marking.</p> <p><u>Activity:</u></p> <p>Children to edit one/two sentences of their fact files</p> <p>CT to provide each child with a target for their writing.</p>	<p>Exclamation</p> <p>Command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because)</p> <p>Co-ordination (using or, and, or but)</p> <p>Commas for lists</p> <p>Apostrophes for contracted forms and possessive (singular)</p>	<p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words including:</p> <ul style="list-style-type: none"> -ment, -ness, -ful, -less, -ly <p>SONG OF SOUNDS:</p>
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	<p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>			
<p>Week 8 Miranda the Explorer</p>	<p>HOOK DAY</p> <p>A hot air balloon is found stranded in the school field with a rucksack, map and journal of places that Miranda has been to.</p> <p>Plan of explorer activities: Gary Marlow in? Plotting the places that Miranda has been to on the map.</p> <p>LESSON TWO</p> <p>Activity and Discussion:</p> <p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><u>Understand both the books that they can already read accurately and fluently and those that they listen to by:</u></p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>LESSON THREE</p> <p>Activity:</p> <p>LESSON FOUR</p> <p>Activity:</p> <p>LESSON FIVE</p> <p>Activity:</p>	<p>Punctuation:</p> <p>Capital letter</p> <p>Full stop</p> <p>Exclamation mark</p> <p>Question mark</p> <p>Sentences with different forms:</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because)</p> <p>Co-ordination (using or, and, or but)</p> <p>Commas for lists</p> <p>Apostrophes for contracted forms and possessive (singular)</p>	<p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words including:</p> <p>-ment,</p> <p>-ness,</p> <p>-ful,</p> <p>-less,</p> <p>-ly</p> <p>SONG OF SOUNDS:</p>

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	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves			
Week 9 Miranda the Explorer	<p>LESSON ONE</p>	<p>LESSON TWO</p> <p><u>Activity:</u></p> <p>LESSON THREE</p> <p><u>Activity:</u></p> <p>LESSON FOUR</p> <p><u>Activity:</u></p> <p>LESSON FIVE</p> <p><u>Activity:</u></p>	<p>Punctuation:</p> <p>Capital letter</p> <p>Full stop</p> <p>Exclamation mark</p> <p>Question mark</p> <p>Sentences with different forms:</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because)</p> <p>Co-ordination (using or, and, or but)</p> <p>Commas for lists</p> <p>Apostrophes for contracted forms and possessive (singular)</p>	<p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words including:</p> <p>-ment,</p> <p>-ness,</p> <p>-ful,</p> <p>-less,</p> <p>-ly</p> <p>SONG OF SOUNDS:</p>
Week 10 J is for Jamaica	<p>LESSON ONE</p> <p><u>Activity and Discussion:</u></p> <p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p>	<p>LESSON TWO</p> <p><u>Activity:</u></p> <p>LESSON THREE</p> <p><u>Activity:</u></p> <p>LESSON FOUR</p> <p><u>Activity:</u></p> <p>LESSON FIVE</p>	<p>Punctuation:</p> <p>Capital letter</p> <p>Full stop</p> <p>Exclamation mark</p> <p>Question mark</p> <p>Sentences with different forms:</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p>	<p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguishing between homophones and near-homophones</p>

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	<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Activity:</p>	<p>Command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because)</p> <p>Co-ordination (using or, and, or but)</p> <p>Commas for lists</p> <p>Apostrophes for contracted forms and possessive (singular)</p>	<p>Add suffixes to spell longer words including:</p> <p>–ment,</p> <p>–ness,</p> <p>–ful,</p> <p>–less,</p> <p>–ly</p> <p>SONG OF SOUNDS:</p>
<p>Week 11</p> <p>J is for Jamaica</p>		<p>LESSON TWO</p> <p>Activity:</p> <p>LESSON THREE</p> <p>Activity:</p> <p>Each pair can learn and perform one poem from the text.</p> <p>LESSON FOUR</p> <p>Activity:</p> <p>LESSON FIVE</p> <p>Activity:</p>	<p>Punctuation:</p> <p>Capital letter</p> <p>Full stop</p> <p>Exclamation mark</p> <p>Question mark</p> <p>Sentences with different forms:</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p>	<p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words including:</p> <p>–ment,</p> <p>–ness,</p> <p>–ful,</p> <p>–less,</p>

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<p>Week 12</p> <p>Gregory Cool</p>	<p>LESSON TWO</p> <p><u>Activity:</u></p> <p>LESSON THREE</p> <p><u>Activity:</u></p> <p>LESSON FOUR</p> <p><u>Activity:</u></p> <p>LESSON FIVE</p> <p><u>Activity:</u></p>	<p>Punctuation:</p> <p>Capital letter</p> <p>Full stop</p> <p>Exclamation mark</p> <p>Question mark</p> <p>Sentences with different forms:</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because)</p> <p>Co-ordination (using or, and, or but)</p> <p>Commas for lists</p> <p>Apostrophes for contracted forms and possessive (singular)</p>	<p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words including:</p> <p>-ment,</p> <p>-ness,</p> <p>-ful,</p> <p>-less,</p> <p>-ly</p> <p>SONG OF SOUNDS:</p>	
<p>Week 13</p> <p>Gregory Cool</p>	<p>LESSON TWO</p> <p><u>Activity:</u></p> <p>LESSON THREE</p> <p><u>Activity:</u></p>	<p>Punctuation:</p> <p>Capital letter</p> <p>Full stop</p> <p>Exclamation mark</p> <p>Question mark</p>	<p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p>	

		<p>LESSON FOUR <u>Activity:</u></p> <p>LESSON FIVE <u>Activity:</u></p>	<p><u>Sentences with different forms:</u> Statement Question Exclamation Command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because)</p> <p>Co-ordination (using or, and, or but)</p> <p>Commas for lists</p> <p>Apostrophes for contracted forms and possessive (singular)</p>	<p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words including: -ment, -ness, -ful, -less, -ly</p> <p>SONG OF SOUNDS:</p>
<p>Week 14 The Crayons Christmas</p>		<p>LESSON TWO <u>Activity:</u></p> <p>LESSON THREE <u>Activity:</u></p> <p>LESSON FOUR <u>Activity:</u></p> <p>LESSON FIVE <u>Activity:</u></p>	<p><u>Punctuation:</u> Capital letter Full stop Exclamation mark Question mark</p> <p><u>Sentences with different forms:</u> Statement Question Exclamation Command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p>	<p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words including: -ment, -ness, -ful, -less,</p>

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