Retell a traditional tale-with repeated events using the rule of three.

Links to Writing Assessment Key Performance Indicators
- Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language.
- Demarcate sentences with capital letters and full stops.
- Understand how to write in the past tense.
- Write in the first and third person.
- Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another in some of their writing.
- Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly.
- Spell most common exception words taught so far.

Links to Reading Assessment Key Performance Indicators
- Read turquoise banded books with 90% accuracy without overt sounding out.
- Recall a story structured into 3 parts with detail and story language.
- In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately.
- Read accurately words of two or more syllables that contain the same GPCs as those taught.
- Answer questions on what has been read in discussion with the teacher and make simple inferences.
- Identify some words and phrases they like and begin to say why.
- Use personal experience to connect with texts
- Begin to comment on language choices.
- Work out meanings of new vocabulary from context.

Transform for GDS
Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.

Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)
- Expand information using some subordination AND co-ordination.
- Use some expanded noun phrases to describe and specify.
- Use a wider range of adjectives e.g. superlative and comparative adjectives.
- Structure own writing deciding on what goes in each part.

Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)
- Discuss favourite words and phrases and give reasons for the choice.
- Predict what might happen with responses linked closely to the story characters, plot and language read so far.
- Can independently identify key features and use these to help find information.
- In a book they can read independently explain what has happened so far, answer questions and make simple inferences.
- Read most multi-syllable words containing taught GPCs at Phase 4.

English Lesson Focus

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TFW-Little Red Riding Hood **Hook** **I can verbally retell a story using actions.** **I can empathise with a character.** **I can use noun phrases.** **I can verbally retell a story using actions.** **I can empathise with a character.** **I can use expanded noun phrases.** **I can use expanded noun phrases in a newspaper article.** **I can verbally retell a story using actions.**	**I can use noun phrases.** **I can read and sequence a story.** **I can find features of a traditional story.** **I can use story language and noun phrases to write the beginning of a story.** **I can use story language and noun phrases to write the build up of a story.** I can read and sequence a familiar story. I can find key features of a traditional tale I can use time adverbs I can use expanded noun phrases to develop a text. (beginning) I can use expanded noun phrases to develop a text. (build up) I can use expanded noun phrases to develop a text. (middle) **I can sequence pictures from a traditional tale.** **I can draw a picture for the beginning, middle and end of the story with a simple sentence.** **I can recognise 'p' phoneme and use the**	I can use time adverbs and story language to write the end of the story. I can redraft a section of my writing I can use expanded noun phrases, time adverbs and story language a text. (end) I can plan an innovated middle of a traditional tale. I can write an innovated middle of a traditional tale using description. I can use superlatives and comparatives I can order simple sentences from the story. I can recognise 'i' phoneme and use the action to form grapheme.	I can plan an innovated middle of a traditional tale. I can write an innovated middle of a traditional tale using time adverbs and noun phrases. I can plan an innovated ending of a traditional tale. I can write an innovated ending of a traditional tale using description. I can use superlative and comparative words I can plan a letter from a characters perspective. I can write a letter from a characters perspective. I can write simple sentences from the story. I can recognise 'n' phoneme and use the action to form grapheme.	I can plan a traditional tale. I can write a traditional tale.(Beginning & Build up) I can plan a letter from an alternative point of view. I can write a letter from an alternative point of view. I can write sentences with capital letters, finger spaces and full stops. I can recognise 'm' phoneme and use the action to form grapheme.	I can write a traditional (middle) I can write a traditional (end) **I can use possessive apostrophes** **I can use contractions** **I extend sentences using subordination. (if/when at start and in middle)**	Christmas Writing

	action to form grapheme.					

Reading PM Lesson Focus						
Fiction-Use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence.	Non-Fiction-Explain how the main features of non- fiction texts are used.	Poetry-Identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems. Perform individually or together; speaking clearly and audibly.	Fiction-Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes. Be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded.	Non-Fiction-Pose questions for research and read non-fiction to find answers. Locate parts of text that give particular information including labelled diagrams and charts.	Poetry-Identify alliteration and describe the effect.	Non-Fiction-Locate books by classification in the school library.