Spring 2-Lost and Found

Fiction	*Non-Fiction*
Narrative-Lost and Found	*Report*

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Retell a familiar story in 3 parts.

Include accurate sentence punctuation.

Links to Writing Assessment Key Performance Indicators
- Use traditional story language.
- Structure story into three parts.
- Describe a setting, something or someone with some appropriate adjectives.
- Write sentences mostly demarcated by full stops and capital letters.
- Experiment with exclamation marks.
- Write in sequence using words to signal time e.g. first, next, then, after.
- Maintain past tense.
- Spell most common exception words taught so far.
- Form most 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

Links to Reading Assessment Key Performance Indicators
- Read blue banded books with 90% accuracy.
- Automatic recognition of high frequency words taught so far.
- Read most multi-syllable words containing taught GPCs at Phase 5.
- Identify traditional story language and comment on its use.
- Identify key events and use to sequence.
- Retrieve basic information about setting, something or someone.
- Predict what might happen based on what has been read so far.
- Read taking account of wider punctuation such as exclamation marks.
- Automatically read most of the common exception words taught so far.
- Draw on existing vocabulary to speculate on the meaning of new words.
- Describe the difference between a story and a first- person recount.

Transform for GDS
Write own version of the story recounting the information in sequence – then, next, after etc.

Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)
- Independently choose to expand ideas and sentences using "and".
- Independently choose to add detail using a variety of adjectives.
- Independently choose to use and apply vocabulary gathered from reading.
- Consider the reader when making vocabulary choices.
- Read own writing to check it makes sense.

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Describe something or someone with consistent use of tense (past or present depending on the report)

Links to Writing Assessment Key Performance Indicators
- Write in first person using capital letter for "I".
- Write sentences mostly demarcated by full stops and capital letters.
- Experiment with exclamation marks.
- Write in sequence using words to signal time e.g. first, next, then, after.
- Maintain past tense.
- Spell most common exception words taught so far.
- Form most lower case letters in the correct direction, starting and finishing in the right place.
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Links to Reading Assessment Key Performance Indicators
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- Describe the difference between a story and a first- person recount.

Transform for GDS
Expand sentences with conjunction 'and' use capital letters for proper nouns.

Include new vocabulary from reading and research.

Include an opening statement.

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- Make simple edits and corrections to own writing after discussion with the Teacher.

Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)
- Read green banded books with 90% accuracy without overt sounding out.
- Begin to understand how written language can be structured in order.
- Independently comment on vocabulary gathered from reading.
- Reason about why authors choose specific words and phrases.
- Read own writing to check it makes sense.
- Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5).
- Identify basic similarities and differences between their own experiences and that of story characters.
- Express personal responses, including likes and dislikes; give some reasons linked to own experiences.

- Make simple edits and corrections to own writing after discussion with the Teacher.

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English Lesson Focus

Week 1	Week 2	Week 3	Week 4	Week 5
TFW-Lost and Found Imitation-Learn a version of the story-no more than 250 words. Whole Class Story Mountain. Complete grammar based activities linked to group toolkits.	TFW-Lost and Found Innovation-Change the character and the setting. Whole Class Story Mountain then children to plan their innovation on own story mountain. Write innovated story.	TFW-Own Story Independent Application Create Story Mountain for own story. Independent Writing (Thursday) Editing (Friday)	TFW-Report about a penguin. Imitation-Learn a class report-no more than 250 words. Box It Up Writing (Friday)	TFW-Own Report about an animal of their choosing. Independent Application Create own Box It Up Independent Writing (Thursday) Editing (Friday)

Reading PM Lesson Focus

Fiction-Identify and discuss a range of story themes, collect and compare.	Non-Fiction-Understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter.	Poetry-Gather word collections and identify simple repeating patterns describing the effect.	Fiction-Recognise ways that emphasis has been created in a text e.g. capitalisation, bold print.	Non-Fiction-Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.