Spring 1-Recount- Visit/Tell me a Dragon

Non-Fiction	*Fiction*	*Non-Fiction*
Recount	*Narrative-Tell me a Dragon*	*Instructions*
Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person. **Links to Writing Assessment Key Performance Indicators** • Write about a real event, recording it simply and clearly. • 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. • Find information from research and take simple notes. • Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways • 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.	Plan and tell a 3-part story based on own experience with a focus on expanded noun phrases to provide detail and specification. **Links to Writing Assessment Key Performance Indicators** • Write simple, coherent narratives in four parts • Write about a real experience structured appropriately • Expand noun phrases to describe and specify • Demarcate many sentences with capital letters and full stops, and use question marks correctly when required • Use capital "I" for personal pronouns • Use a wider range of subordination (e.g. when/if/that/ because) to join clauses • Form lower-case letters of the correct size relative to one another in most of their writing • Use spacing between words that reflects the sizes of the letters • Spell common exception words covered so far **Links to Reading Assessment Key Performance Indicators** • Read purple/gold banded books with 90% accuracy without overt sounding out. • Independently recount the main events in the stories covered over the term. • Read most common exception words. • Read most words containing common suffixes. • Comment on language choices and the effect on the reader. • With scaffolding and prompts comment on the effect of different sentence types and punctuation. • Discuss their favourite words and phrases and give reasons for their choice. • Predict what might happen with responses aligned closely to the story characters, plot and language read. • Work out meanings of some new vocabulary from context and knowledge. • Make plausible inferences based on a single point of reference in the text. • Recognise patterns of literary language.	Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands. **Links to Writing Assessment Key Performance Indicators** • Write about a real experience structured appropriately • Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands • Expand noun phrases to describe and specify • Demarcate many sentences with capital letters and full stops, and use question marks correctly when required • Use capital "I" for personal pronouns • Use a wider range of subordination (e.g. when/if/that/ because) to join clauses • Form lower-case letters of the correct size relative to one another in most of their writing • Use spacing between words that reflects the sizes of the letters • Spell common exception words covered so far **Links to Reading Assessment Key Performance Indicators** • Read purple/gold banded books with 90% accuracy without overt sounding out. • Identify key features of instructional texts. • Identify key features of recount texts. • Read most common exception words. • Read most words containing common suffixes. • Comment on language choices and the effect on the reader. • With scaffolding and prompts comment on the effect of different sentence types and punctuation. • Discuss their favourite words and phrases and give reasons for their choice. • Work out meanings of some new vocabulary from context and knowledge. • Make plausible inferences based on a single point of reference in the text.

- Work out meanings of new vocabulary from context.

Transform for GDS
Write same recount as a third person recount.

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.
- Explain how non-fiction books are used.
- 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.
- Show some inference at a basic level.
- Experiment with cursive writing.
- Understand 1st person and 3rd person writing.
- Experiment with a range of ways of expanding nouns.
- Experiment with adverbs.
- Comment on language choices, reasoning about their use.
- Show some awareness that writers have viewpoints.

Transform for GDS
Revise the way the nouns are expanded e.g. Adjectives after the noun, before the noun and use of additional information.

Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)
- Identify where words are spelt incorrectly.
- Edit own writing with simple corrections.
- Add suffixes to spell some words correctly.

Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)
- Recognise when reading does not make sense and self-correct without undue hesitation.
- Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.
- Use evidence including quotations from or references to text.
- Comment and explain the effect of different sentence types and punctuation on the reader.
- Comment on language choices, reasoning about their use.

Show some awareness that writers have viewpoints.

Transform for GDS
Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail.

Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)
- Write effectively and coherently to recount, instruct and entertain
- Decide on the structure of writing based on its form.
- Know what features to change when changing the form of writing.
- Identify where words are spelt incorrectly.
- Edit own writing with simple corrections.
- Add suffixes to spell some words correctly.
- Experiment with cursive writing.
- Understand 1st person and 3rd person writing.
- Experiment with a range of ways of expanding nouns.
- Experiment with adverbs.

Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)
- Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features.
- Recognise when reading does not make sense and self-correct without undue hesitation
- Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.
- Use evidence including quotations from or references to text
- Comment and explain the effect of different sentence types and punctuation on the reader.
- Comment on language choices, reasoning about their use.

Show some awareness that writers have viewpoints.

English Lesson Focus					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
TFW-Recount about Woodland Trip Pink Piece Imitation-Learn a recount-no more than 250 words.	TFW-Tell me a Dragon Imitation-Learn a version of the story-no more than 250 words. Whole Class Box it up.	TFW- Tell me a Dragon Innovation-Noun phrase focus Whole Class Box it up then children to plan their	TFW-Own Story Independent Application Create own box it up for own story.	TFW-Instructions of how to trap a dragon. Imitation-Learn a class set of instructions-no more than 250 words.	TFW-Instructions Innovation. Change to own creature. Whole Class Box It Up then children to add their innovation on an additional column.

Write own recount. Editing		innovation as an additional column. Write innovated story.	Independent Writing Editing		Write innovated instructions. TFW-Own Instructions. Create own Box It Up Independent Editing
Reading PM Lesson Focus					
Fiction-Discuss reasons for, or causes of incidents in stories;	Non-Fiction-Use a contents page and index to navigate a text; Scan a text to find specific sections, e.g. key words or phrases, sub-headings.	Poetry-Identify and discuss simple poetry patterns and structures.	Fiction- Identify and compare basic story elements, e.g. beginnings and endings to different stories. Explore patterns of literary language.	Non-Fiction-Identify how written instructions are organised e.g. lists, numbered points, diagrams with arrows, bullet points, keys.	