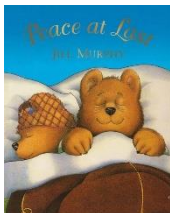
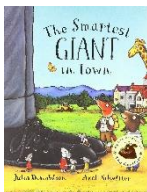
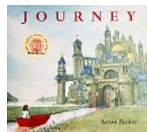
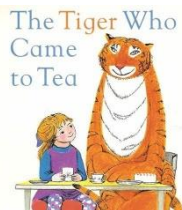
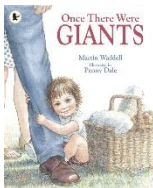

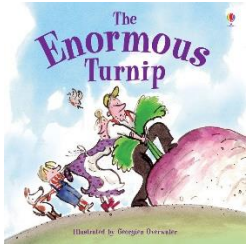

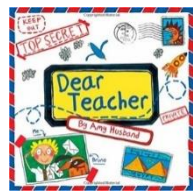
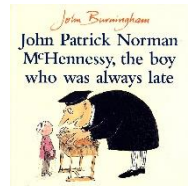


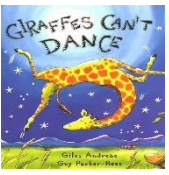


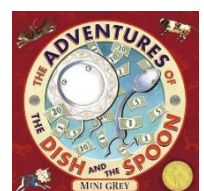
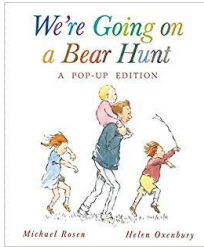
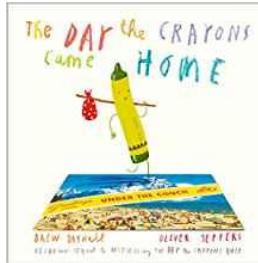


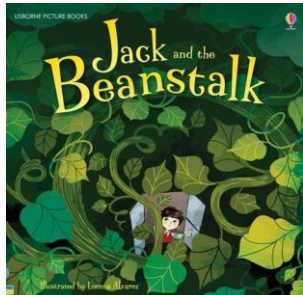
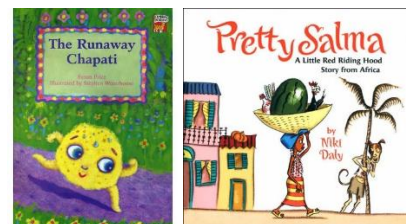




At HIS we plan our own English linking to Enquiry where relevant and is usually based on a key text with a genre outcome **Key:** Common Exception Words = CEWs
See Medium Term Plan for more detail. See Weekly Planning on IWB

	Reception	Year 1	Year 2
<p>Autumn</p> <p>There's no place like home</p> <p>Plants & materials</p>	<p>Autumn 1: <i>Fiction with familiar settings</i></p> <p><u>Text:</u> Peace at Last by Jill Murphy <u>Focus:</u> Phase 1 phonics <u>Outcome:</u> Verbal recount</p>  <p><u>Key skills:</u> phase 2 phonics, role play, introduction to story maps based on Alan Peat, <u>Oracy skills:</u> verbal recall, vocabulary, use of, rhyme</p>	<p>Autumn 1: <i>Fiction with familiar settings</i></p> <p><u>Text:</u> The Smartest Giant in Town by Julia Donaldson <u>Focus:</u> Phase 3 phonics, CEWS, finger spaces <u>Outcome:</u> Captions</p>  <p><u>Key skills:</u> phase 3 phonics and CEWs, captions, unpunctuated sentences <u>Oracy skills:</u> verbal recall, use sentence stems & key vocabulary</p>	<p>Autumn 1: <i>Fiction with familiar settings</i></p> <p><u>Text:</u> The Journey <u>Focus:</u> Retell. Full stops and capital letters. Use of coordinating conjunctions. <u>Outcome:</u> Write own version of story</p>  <p><u>Key skills:</u> Recap from year 1: phase 5 phonics, full stop/capital letter, use of 'and', basic features of a story. Teach coordinating conjunctions 'but', 'or' & focus on edit and improve in relation to their story, identify questions & statements, understand subordination ['if', 'when', 'because'], expanded noun phrases, Y2 CEWs taught <u>Oracy skills:</u> verbal recall, use sentence stems & key vocabulary, embed use of story maps based on Alan Peat</p>
	<p>Autumn 2: <i>Fiction with familiar settings</i></p> <p><u>Text:</u> The Tiger Who Came to Tea by Judith Kerr <u>Focus:</u> Phase 2 phonics <u>Outcome:</u> Reading & writing a CVC word</p>  <p><u>Key skills:</u> phase 2 phonics, role play, introduction to story maps based on Alan Peat, <u>Oracy skills:</u> verbal recall, vocabulary, use of, rhyme</p>	<p>Autumn 2: <i>Non-fiction</i></p> <p><u>Text:</u> Once there were Giants by Martin Waddle <u>Focus:</u> Phase 5 phonics, CEWS, dictation <u>Outcome:</u> Fact file about their own family</p>  <p><u>Key skills:</u> phase 3 phonics and CEWs, captions, unpunctuated sentences <u>Oracy skills:</u> verbal recall, use sentence stems & key vocabulary</p>	<p>Autumn 2: <i>Non-fiction</i></p> <p><u>Text:</u> The Way Back Home by Oliver Jeffries <u>Focus:</u> Punctuation. Past tense -ed, use of coordinating conjunctions and some subordinating conjunctions. Expanded noun phrases. <u>Outcome:</u> Recount</p>  <p><u>Key skills:</u> Teach coordinating conjunctions 'but', 'or' & focus on edit and improve in relation to their story, identify questions & statements, understand subordination ['if', 'when', 'because'], expanded noun phrases, Y2 CEWs taught <u>Oracy skills:</u> verbal recall, use sentence stems & key vocabulary, embed use of story maps based on Alan Peat</p>

	Reception	Year 1	Year 2
<p>Spring</p> <p>Heroes and heroines</p> <p>Humans & Animals/ habitats</p>	<p>Spring 1: <i>Tradition Tale</i></p> <p><u>Text:</u> The Enormous Turnip <u>Focus:</u> Phase 3 phonics <u>Outcome:</u> words and captions</p>  <p><u>Key skills:</u> phase 3 phonics to write words and captions, continue to use basic story maps based on Alan Peat</p> <p><u>Oracy skills:</u> Use of talk groups and sentence stems (see HIS progression document)</p>	<p>Spring 1: <i>Non-fiction</i></p> <p><u>Text:</u> Meerkat Mail <u>Focus:</u> Joining words and clauses using 'and'. Full stops and capital letters <u>Outcome:</u> Postcard linked to History</p>  <p><u>Key skills:</u> apply taught Phase 5 graphemes, use conjunction 'and', begin to use full stops and capital letters in sentences, drama</p> <p><u>Oracy skills:</u> Use of talk groups and sentence stems (see HIS progression document)</p>	<p>Spring 1: <i>Non-fiction (1) 3 weeks</i></p> <p><u>Text:</u> Dear Teacher and JPN McHennessy, the boy who was always late <u>Focus:</u> Conjunctions, past tense <u>Outcome:</u> Letter as if Victorian school child to a friend - post it?</p>   <p><i>Non-fiction (2) 3 weeks</i></p> <p><u>Outcome:</u> Explanation linked to History (event or significant individual)</p> <p><u>Key skills:</u> conjunctions, subordination and coordination, adjectives, expanded noun phrases, different sentence types, understand 'paragraphing' around a theme [e.g. appearance/job/life]</p>
	<p>Spring 2: <i>Fiction - Texts by the same author</i></p> <p><u>Text:</u> Supertato <u>Focus:</u> Phase 3 phonics <u>Outcome:</u> words and captions</p>  <p><u>Key skills:</u> phase 3 phonics to write words and captions, continue to use story maps based on Alan Peat,</p> <p><u>Oracy skills:</u> Use of talk groups and sentence stems (see HIS progression document)</p>	<p>Spring 2: <i>Fiction - Texts by the same author (Giles Andreae)</i></p> <p><u>Text:</u> Nat Fantastic and Giraffes Can't Dance <u>Focus:</u> Phase 5 graphemes, conjunction 'and', begin to use full stops and capital letters <u>Outcome:</u> Character description</p>   <p><u>Key skills:</u> apply taught Phase 5 graphemes, use conjunction 'and', begin to use full stops and capital letters in sentences, drama</p> <p><u>Oracy skills:</u> Use of talk groups and sentence stems (see HIS progression document)</p>	<p>Spring 2: <i>Fiction - Texts by the same author (Mini Grey)</i></p> <p><u>Text:</u> Traction Man; The Pea and the Princess <u>Focus:</u> Expanded noun phrases, conjunctions, tenses, vocabulary, story maps <u>Outcome:</u> Character description (1) & Narrative (2)</p>    <p><u>Key skills:</u> conjunctions, subordination and coordination, adjectives, expanded noun phrases, different sentence types, master use of story maps based on Alan Peat, understand 'paragraphing' around a theme [e.g. appearance/job/life],</p> <p><u>Oracy skills:</u> Use of talk groups and sentence stems (see HIS progression document)</p>

	Reception	Year 1	Year 2
Summer Great Explorers Materials & Plants & Animals/ habitats	<p>Summer 1: <u>Text:</u> We are going on a bear hunt <u>Focus:</u> application of phase 3 and 4 phonics, use of finger spaces <u>Outcome:</u> Write a simple sentence using finger spaces</p>  <p><u>Key skills:</u> write simple sentence with finger spaces and phase 3/4 phonics, continue to use basic story maps based on Alan Peat</p> <p><u>Oracy skills:</u> Use of talk groups and sentence stems (see HIS progression document)</p>	<p>Summer 1: Non-fiction</p> <p><u>Text:</u> The day the crayons came home <u>Focus:</u> Range of punctuation, application of phonics <u>Outcome:</u> Tourist leaflet (Geography)</p>  <p><u>Key skills:</u> full stops, question marks, exclamation marks, phase 5 phonics, suffixes, developing use of story maps based on Alan Peat</p> <p><u>Oracy skills:</u> Use of talk groups and sentence stems (see HIS progression document)</p>	<p>Summer 1: Non-fiction</p> <p>Non-chronological report (linked to Geography)</p> <p><u>SAT writing</u> <u>Text:</u> The Story Machine</p>  <p>Narrative Setting description Instructions Explanation</p> <p><u>Key skills:</u> expanded noun phrases, different sentence types, sentences with different forms [statement, question, exclamation, command], extending subordination & coordination, continuing adjectives, proof reading & writing for different purposes</p> <p><u>Oracy skills:</u> Use of talk groups and sentence stems (see HIS progression document)</p>
	<p>Summer 2: Traditional tales</p> <p><u>Text:</u> The Three Little Pigs <u>Focus:</u> application of phase 3 and 4 phonics, use of finger spaces <u>Outcome:</u> Write a simple sentence using finger spaces</p>  <p><u>Key skills:</u> write simple sentence with finger spaces and phase 3/4 phonics, continue to use basic story maps based on Alan Peat</p> <p><u>Oracy skills:</u> Use of talk groups and sentence stems (see HIS progression document)</p>	<p>Summer 2: Traditional tales from our culture and other cultures</p> <p><u>Text:</u> Jack and the beanstalk. <u>Focus:</u> Range of punctuation, application of phonics, use of different suffixes, story maps <u>Outcome:</u> Write own version of story</p>  <p><u>Key skills:</u> full stops, question marks, exclamation marks, phase 5 phonics, suffixes, developing use of story maps based on Alan Peat</p> <p><u>Oracy skills:</u> Use of talk groups and sentence stems (see HIS progression document)</p>	<p>Summer 2: Traditional tales from our culture and other cultures <u>Text:</u> The Runaway Chapati or Pretty Salma <u>Focus:</u> Application of key skills (see below) <u>Outcome:</u> Write own version of story</p>  <p><u>Poetry</u> <u>Text:</u> No text but link to Science (life-cycle of a flower) <u>Focus:</u> Application of key skills (see below) <u>Outcome:</u> Write a poem</p> <p><u>Key skills:</u> expanded noun phrases, different sentence types, sentences with different forms [statement, question, exclamation, command], extending subordination & coordination, continuing adjectives, proof reading & writing for different purposes</p>

