



Teaching Focus	Learning Intentions		
	Spoken Language	Writing	Grammar and punctuation
<p><i>Superworm</i> (Character description) 2/3 weeks</p>	<ul style="list-style-type: none"> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a range of adjectives</li> <li>• Expanded noun phrases</li> <li>• Verbs</li> <li>• Adverbs</li> <li>• Suffixes and prefixes</li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> </ul>
<p><i>Billy Goats Gruff</i> (rewrite and innovate the story) 2/3 weeks</p>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• maintain attention and participate actively in</li> </ul>	<ul style="list-style-type: none"> <li>• Forming a well-structured narrative</li> <li>• proof-reading to check for errors in spelling,</li> </ul>	<ul style="list-style-type: none"> <li>• Subordinating conjunctions ( when, if, that, because)</li> <li>• Coordinating conjunctions (or, and,</li> </ul>



	<p>collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <ul style="list-style-type: none"> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<p>but)</p> <ul style="list-style-type: none"> <li>• Past and present tense (using the progressive form of verbs)</li> </ul>
<p><i>How to be a superhero (leaflet)</i> <i>1 week</i></p>	<ul style="list-style-type: none"> <li>• Research and information about people who help us and meet people from the community</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<ul style="list-style-type: none"> <li>• Write down key words using new vocabulary where ever possible</li> <li>• Label and describe function.</li> <li>• Writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Statement, question, exclamation and command</li> <li>• Descriptive language</li> <li>• Bullet points in a list</li> <li>• Commas for a list</li> </ul>
<p><i>Christmas Poetry (In Christmas cards for parents)</i> <i>1 week</i></p>	<ul style="list-style-type: none"> <li>• Performance poetry parents invited to watch</li> <li>• Rhythm and rhyme</li> <li>• use relevant strategies to build</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of poetry as a type of writing</li> <li>• Develop positive attitudes towards and stamina for writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a range of adjectives</li> <li>• Expanded noun phrases</li> <li>• Adverbs</li> </ul>



	their vocabulary		
<p><i>Reading comprehension</i> (By the end of Key Stage One)</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>○ 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</li> <li>○ discussing the sequence of events in books and how items of information are related</li> <li>○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>○ being introduced to non-fiction books that are structured in different ways</li> <li>○ recognising simple recurring literary language in stories and poetry</li> <li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>○ discussing their favourite words and phrases</li> <li>○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>● understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> </li> </ul>		



	<ul style="list-style-type: none"> <li>○ making inferences on the basis of what is being said and done</li> <li>○ answering and asking questions</li> <li>○ predicting what might happen on the basis of what has been read so far</li> <li>• 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</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<p><i>Word Recognition</i> (By the end of Key Stage One)</p>	<ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>



*Handwriting*  
*(By the end of Key Stage*  
*One)*

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.