



Teaching Focus	Learning Intentions		
	Spoken Language	Writing	Grammar and punctuation
Leaflet <i>London</i> <i>Non-Fiction</i>	Discuss pictures of London. What can you see? Who do you think could be in these pictures? Why might we visit ? What could you visit in London? Where is London? What, or who is a tourist?	<ul style="list-style-type: none"> • Writing for a purpose • Write to inform • Writing facts and real information • Gather information from research • Captions • Sub headings • headings 	<ul style="list-style-type: none"> • Full stops • Capital letters • Four sentence types
Adventure Story Based upon Paddington <i>Imaginary Day in London</i> <i>Missing person</i>	What other adventure stories do we know? What adventure could take place in London? Who are the main characters?	<ul style="list-style-type: none"> • Writing a beginning, middle and end to a story • Write in clear sentences • Exciting vocabulary to describe • Use a range of sentence openers 	<ul style="list-style-type: none"> • Use of a range of adjectives • Full stops • Capital letters • Finger spaces • Lower and upper case letters • Expanded noun phrases (Year 2)



			<ul style="list-style-type: none"> • Co-ordination (or, and, but) • Subordination (when, if, that, because)
Instructions <i>How to Make Bread</i>	What did we do first? What did we do?	<ul style="list-style-type: none"> • Writing in a commanding/ bossy tone • Understanding of a heading and sub heading • List of equipment • Simple steps • Clear and precise sentences • Sequencing events in a chronological order 	<ul style="list-style-type: none"> • Verbs • Adverbs (Year 2) • Imperative verbs • Time conjunctions
Explanation Text <i>Explanation about the Queen</i>	Who is the Queen? What is her role?	<ul style="list-style-type: none"> • Writing for a purpose • Simple and easy to understand clear sentences 	<ul style="list-style-type: none"> • Present tense • Formal language • Glossary • Question writing
Poetry <i>Acrostic Poem for Christmas</i>	How does Christmas make you feel? What do you like about Christmas? Is there anything you do not like about Christmas?	<ul style="list-style-type: none"> • Writing for a purpose • Use a range of vocabulary 	<ul style="list-style-type: none"> • Capital letters • Full stops • Exclamation marks • Question marks • Four sentence types
<i>Reading</i>	Develop pleasure in reading, motivation to read, vocabulary and understanding by:		



comprehension
(By the end of Key
Stage One)

- 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that



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