

Shipbourne School
English MTP - Tinley Class 2023-24

Texts

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn		Traction Man is Here By Mimi Grey						The Emperor's Egg by M Jenkins and J Chapman					
Spring	The Robot and the Bluebird by David Lucas						Beegu by Alexis Deacon (WBD – The Day the Crayons Quit)						
Summer	Rapunzel by Bethan Woollvin Traditional Tales								Various Fairy Tales				

Genre Coverage (Writing)

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn		Labeling Captions	Character descriptions	Diary entries	Writing in role	Description writing Narrative	Narrative Captions	Setting descriptions	Questions Recording facts	Story mapping Poetry	Research Note taking Information writing	Information writing Captions	Story writing
Spring	Role Play Debate	Writing in Role Responding to illustrations Thought Tracking	Non chronological reports Research	Letter Writing Conscience Alley Poetry	Story mapping Retelling	Retelling story from alternative point of view	Role Play Letter writing	Character descriptions Response to illustration	Poetry Letter Writing	Story mapping Retelling	Instructional writing Role Play Playscript writing	Writing in role - postcards Writing a guide to Earth	
Summer	Retelling stories Character description	Writing in Role	Poetry – performing and composing	Diary writing	Explanatory writing	Wanted Posters	Story Writing		Story Mapping Retelling		Creating own Fairy Tales		

	Year R	Year 1
Narrative Genre	<ul style="list-style-type: none"> Recount from personal experience 	<ul style="list-style-type: none"> Recount from personal experience Short story retelling Simple letter to known person/character Free verse poem based on adult model
Non-Narrative Genre	<ul style="list-style-type: none"> Label and/or caption 	<ul style="list-style-type: none"> Short piece for information e.g. about a pet

National Curriculum Objectives

	Year R	Year 1
Spoken Language		
	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener (s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English

Reading

<p>Word Reading</p>	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence
<p>Comprehension</p>	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate - where appropriate - key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • linking what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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 discussing the significance of the title and events • making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far • participating in discussion about what is read to them, taking turns and listening to what others say • explaining clearly their understanding of what is read to them

Writing

<p>Handwriting</p>	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place with the correct diagonal or horizontal stroke • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
<p>Composition</p>	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others. 	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discussing what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher
<p>Vocabulary, Grammar and Punctuation</p>	<p><i>Begin to develop an awareness of:</i></p> <ul style="list-style-type: none"> • Full stop • Capital Letter • Spelling CVC and CVCC words mostly accurately using appropriate phonetic knowledge (according to SSP development) 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using 'and' • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 • using the grammatical terminology in English Appendix 2 in discussing their writing

Grammar - Appendix 2 (Taught through integrated lessons and Guided Reading tasks)

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 1	<p>Content to be introduced:</p> <ul style="list-style-type: none"> regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) suffixes that can be added to verbs (e.g. helping, helped, helper) how the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> how words can combine to make sentences joining words and joining clauses using and 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> sequencing sentences to form short narratives 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> separation of words with spaces introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences capital letters for names of people, places, days of the week and for the personal pronoun I 	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> word sentence letter capital letter full stop punctuation singular plural question mark exclamation mark

Spellings - Appendix 1 (Taught using FFT Phonics and Spelling Scheme)

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 1	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • common exception words (CEW) • high frequency words (HFW) - the first 100 from Letters and Sounds (pg 193) • compound words e.g. football, laptop, playground <p>Plus:</p> <ul style="list-style-type: none"> • days of the week • numbers to 20 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • VC words • CVC words with short vowels • CVC words with long vowels • words with adjacent consonants • words with consonant digraphs and some vowel digraphs/trigraphs • alternative spellings for vowel phonemes e.g /ai/, /ay/, /a-e/ • new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel, • words ending in -y e.g. very, happy, funny 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words) • the /ng/ sound • spelt n before k • words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch') • plurals of nouns adding -s and -es to words • verbs where no change is needed to the root word: • adding endings -ing, -ed, -er • adjectives where no change is needed to the root word: • adding -er and -est 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with the addition of the prefix un- 		