

YEAR 1/ 2 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 Text 1 Hello Friend By Rebecca Cobb	Autumn 1 Text 2 Look Up! By Nathan Bryon	Autumn 2 Text 1- Paddington Bear By	Autumn 2 Text 2- The Jolly Postman/ The Jolly Christmas Postman By Janet and Allan Ahlberg	Spring 1 Text 1- The Secret of Black Rock By Joe Todd Stanton	Spring 1- Text 2- We're Going on a Bear Hunt
Literary Form	Picture Book-	Fiction Non Fiction	Picture book -	Picture Book	Picture Book-	Picture book/ poem
Link to Main NC Area of Learning	PSHE- New Start, friendship	Science, History, Geography, PSHE	Geography, PSHE, Science	Geography, Science, PSHE	Geography, traditional tales, music	Art, geography
PSED & Human Themes	Friendship, Belonging	Space , Our world, Family and community	Community, Our whole world	Communication, community,	Communities, Conservation	Family, journeys,
Phonics and Reading: Experience, Knowledge, Skills and Strategies	Understand the five key concepts about print: print has meaning, print can have different purposes, the names of the different parts of a book, page sequencing, Blend sounds into words, so that they can read short words made up of known letter– sound correspondences, Read and understand simple sentences, use phonic knowledge to decode regular words and read them aloud accurately, Read some common irregular words, Demonstrate understanding when talking with others about what they have read.	Reading Aloud ▪ Response to Illustration ▪ Book Talk ▪ Role on the Wall ▪ Role-Play ▪ Shared Writing ▪ Freeze Frame	Reading Aloud ▪ Response to Illustration ▪ Book Talk ▪ Role on the Wall ▪ Role-Play ▪ Shared Writing ▪ Freeze Frame	Responding to illustration ▪ Drama and role-play ▪ Story mapping ▪ Story Boxes ▪ Shared writing ▪ Storytelling ▪ Bookmaking ▪ Discussion and Debate ▪ Writing in role	To engage and inspire children to engage with literature. • To develop creative responses to the text through drama, storytelling and artwork. • To develop empathy and explore wider themes through a narrative text. • To deepen knowledge of the world through enquiry and cross-curricular research stimulated by a narrative text. • To enrich vocabulary and understanding of the impact of language on readers and audience. • To write with confidence for real purposes and audiences.	To engage and inspire children to engage with literature. • To develop creative responses to the text through drama, storytelling and artwork. To enrich vocabulary and understanding of the impact of language on readers and audience. • To write with confidence for real purposes and audiences
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word.</li> <li>Combining words to make sentences; joining words and joining clauses using 'and'.</li> <li>Sequencing sentences to form short narratives.</li> <li>Separable words; capital letters, full stops, question marks and demarcating sentences.</li> <li>Capital letters for names and the personal pronoun 'I'.</li> <li><b>Terminology:</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</li> </ul> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs.</li> <li>Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress.</li> <li>Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</li> <li><b>Terminology:</b> noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.</li> </ul>					

<b>Language Competency: through reading, talk and writing</b>	Use some of their print and letter knowledge in their early writing, write some letters accurately, write short sentences with words with known sound-letter correspondences using a capital letter and full stop, re-read what they have written to check that it makes sense. Use their phonic knowledge to write words in ways which match their spoken sounds.	Personal stories <ul style="list-style-type: none"> <li>▪ Persuasive flyers</li> <li>▪ Scripts for a press conference</li> <li>▪ Note taking</li> <li>▪ Making lists</li> <li>▪ Writing in role</li> <li>▪ Poetry</li> <li>▪ Biographies</li> </ul>	<ul style="list-style-type: none"> <li>• Drawings to communicate meaning.</li> <li>• Speech bubbles</li> <li>• Personal stories</li> <li>• Writing for a purpose</li> <li>• Descriptive writing using adjectives.</li> </ul>	To explore familiar and unfamiliar rhymes and stories <ul style="list-style-type: none"> <li>▪ To provide an opportunity to perform rhymes and poems</li> <li>▪ To engage children with the themes and issues, using role-play and drama to support them making connections with their own lives.</li> <li>▪ To develop creative responses to the text</li> </ul>	Role on the Wall <ul style="list-style-type: none"> <li>▪ Personal Narrative</li> <li>▪ Thought Bubbles</li> <li>▪ Questions and suggestions</li> <li>▪ Diary entry in role</li> <li>▪ Stream of Consciousness</li> <li>▪ Poetry</li> <li>▪ Persuasive argument</li> <li>▪ Letters and notes</li> <li>▪ Recipes and Instructions</li> <li>▪ Book Review</li> <li>▪ Book Trailer</li> </ul>	To explore familiar and unfamiliar rhymes and stories <ul style="list-style-type: none"> <li>▪ To provide an opportunity to perform rhymes and poems               <ul style="list-style-type: none"> <li>• Writing for a purpose</li> </ul> </li> <li>▪ To engage children with the themes and issues, using role-play and drama to support them making connections with their own lives.</li> <li>▪ To develop creative responses to the text</li> </ul>
<b>Extended Writing Outcome</b>	Write simple sentences which can be read by themselves and others. Labelling	Non Fiction Biography	Postcards Diary Writing	To write in role <ul style="list-style-type: none"> <li>▪ To write and publish their own book</li> </ul>	POETRY	To write and publish their own book Create rhyming couplets Write their own narrative
<b>YEAR 1/ 2</b> Using a Power of Reading Teaching Sequence to Create an English Curriculum	<b>Spring 2 – Text 2</b> Between Tick and Tock By Louie Greigg	<b>Summer 1 Text 1</b> The Robot and The Bluebirds By David Lucas	<b>Summer 1- Text 2</b> The Big Puffin Book of Poetry	<b>Summer 2- Text 1</b> The Dark By Lemony Snicket	<b>Summer 2- Text 2</b> TRANSITION TIME	
<b>Literary Form</b>	Picture Book- Fiction	Picture Book	Poetry	Picture Book		
<b>Link to Main NC Area of Learning</b>	Geography, Music, Maths	Science, Geography, Computing, Design and Technology	Science, Geography, DT and Music	Art, Music, Science		
<b>PSED &amp; Human Themes</b>	Community, Passing of time	Nature, Technology, Our world		Explore viewpoints, Empathise emotions		
<b>Phonics and Reading: Experience, Knowledge, Skills and Strategies</b>	Response to Illustration, Book Talk, Reading aloud, Looking at Language, Shared Reading, Performance Reading, Readers Theatre, Drama and Role-Play, Re-reading and Revisiting, Double Bubble,	Reading Aloud, Response to Illustration, Role-Play and Drama, Debate, Freeze-Frame and Thought Tracking, Looking at Language, Expanding experiences through Non-Fiction, Shared Writing, Dance, Conscience Alley, Retelling, Storymapping, Booktalk	Discriminating environmental sounds, Onomatopoeia, Exploring voice sounds, Exploring instrumental sounds, Keeping and following a rhythm, Identifying rhyming words, Onset and rime, Syllabification, Reading aloud, Role play, Responding to illustration and film, Responding to music	Responding to illustration, Reading aloud, Book Talk, Role on the Wall, Reader’s Theatre, Storytelling, Visualising, Drama and role-play, Drawing and annotating, Debate and argument, Writing in role, Book-making, Performing Poetry		
<b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>	<b>YEAR 1</b> <ul style="list-style-type: none"> <li>• Plural nouns’ suffixes; suffixes and prefixes of verbs and adjectives with no change to root word.</li> <li>• Combining words to make sentences; joining words and joining clauses using ‘and’.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Separable words; capital letters, full stops, question marks and demarcating sentences.</li> <li>• Capital letters for names and the personal pronoun ‘I’.</li> <li>• <u>Terminology</u>: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</li> </ul>					

	<p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs.</li> <li>Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress.</li> <li>Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</li> <li><u>Terminology</u>: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.</li> </ul>					
Language Competency: through reading, talk and writing	<p>Sentences to articulate and summarise, Descriptive words and phrases, Poetry, Interview questions for character, Writing in role, Personal narrative, Notes of advice, Guidance booklet, Character description, Dialogue, Simple playscript, Book blurb, Punctuating dialogue, Information text, Comparative descriptions, Notes of gratitude, Planning for and recording acts of kindness, ,</p>	<p>Captions and annotations</p> <ul style="list-style-type: none"> <li>Debate writing</li> <li>Speech and thought bubbles</li> <li>Writing in Role</li> <li>Text annotations</li> <li>Non-chronological report</li> <li>Instruction writing</li> <li>Letter</li> <li>Free verse poetry</li> <li>Story maps</li> <li>Retelling from alternative perspectives</li> </ul>	<p>Generate vocabulary experientially;</p> <ul style="list-style-type: none"> <li>Drawing to describe and think;</li> <li>Explore onomatopoeia;</li> <li>Identify rhyming words;</li> <li>Joining in with predictable patterned phrases.</li> </ul> <p>Notes</p> <ul style="list-style-type: none"> <li>Vocabulary and phrase collections</li> <li>Poems inspired by the collection</li> <li>Descriptive writing</li> </ul>	<p>Tell Me' responses</p> <ul style="list-style-type: none"> <li>Role on the Wall</li> <li>Description of the dark</li> <li>Writing a narrative sequence retelling the story</li> <li>A free-verse poem about the dark (or light)</li> <li>Writing on thought or speech bubbles</li> <li>Piece of advice for Lazlo</li> <li>Argument in defence of the dark or urging caution</li> <li>Call and response poetry to reassure fears</li> <li>Story based on known narrative – Lazlo's viewpoint</li> <li>Instructions to make a glow jar</li> </ul>		
Extended Writing Outcome	<p>Persuasive text – a campaign for kindness Extended Story</p>	<p>Retelling from alternative perspective Instructional writing</p>	<p>Poetry</p>	<p>Non-Fiction- Nocturnal animals Descriptive Writing</p>		

