

National Curriculum English:			
Step	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
NC Ongoing	<p>Spoken Language</p> <ul style="list-style-type: none"> Maintain attention. <p>Reading Comprehension</p> <p>Y1</p> <ul style="list-style-type: none"> Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. <p>Y2</p> <ul style="list-style-type: none"> Listen to, discuss and express 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. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. <p>Writing Composition - Evaluate and edit</p> <p>Y1</p> <ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. <p>Y2</p> <ul style="list-style-type: none"> Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. 	<p>Spoken Language</p> <ul style="list-style-type: none"> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <p>Reading Comprehension</p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. <p>Writing Composition - Evaluate and edit</p> <ul style="list-style-type: none"> Proof-read for spelling and punctuation errors. Assessing the effectiveness of their own and others' writing and suggesting improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 	<p>Spoken Language</p> <ul style="list-style-type: none"> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <p>Reading Comprehension</p> <ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. <p>Writing Composition - Evaluate and edit</p> <ul style="list-style-type: none"> Proof-read for spelling and punctuation errors. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
	Can you tell a story?	How can you add depth to your writing?	
1	<p>Traditional Tales & Poetry: 'The Firebird', Russian Fairy Tales</p> <p>Reading Comprehension</p> <p>Y1</p> <ul style="list-style-type: none"> Discuss the significance of the title and events. Learn to appreciate rhymes and poems, and to recite some by heart. <p>Y2</p> <ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related. Recognising simple recurring literary language in stories and poetry. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p>Writing Composition</p> <p>Y1</p> <ul style="list-style-type: none"> Say out loud what they are going to write about. <p>Y2</p> <ul style="list-style-type: none"> Plan or say out loud what they are going to write about. Write poetry. 	<p>Greek Myth: Pygmalion</p> <p>Reading Comprehension</p> <ul style="list-style-type: none"> Identify themes and conventions in a wide range of books. <p>Writing Composition</p> <ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 	<p>Greek Myth: Pygmalion</p> <p>Reading Comprehension</p> <ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing. <p>Writing Composition</p> <ul style="list-style-type: none"> Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

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2	<p>Traditional Tales: 'Goldilocks And The Three Bears', English fairy tale</p> <p>Reading Comprehension</p> <p>Y1</p> <ul style="list-style-type: none"> Explain clearly their understanding of what is read to them. Recognise and join in with predictable phrases. <p>Y2</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. Discuss their favourite words and phrases. Recognising simple recurring literary language in stories and poetry. <p>Writing Composition</p> <p>Y1</p> <ul style="list-style-type: none"> Compose a sentence orally before writing it. <p>Y2</p> <ul style="list-style-type: none"> Encapsulate what they want to say, sentence by sentence. Write down ideas and/or key words, including new vocabulary. 	<p>Poetry: 'My Shadow' by Robert Louis Stevenson (rhyme) & 'Matilda' by Hilaire Belloc (narrative verse)</p> <p>Reading Comprehension</p> <ul style="list-style-type: none"> Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry [for example, free verse, narrative poetry] Identify how language, structure, and presentation contribute to meaning. <p>Writing Composition</p> <ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Poetry: 'The Schoolboy' and 'The Tyger' by William Blake</p> <p>Reading Comprehension</p> <ul style="list-style-type: none"> Explain and discuss their understanding of what they have read. Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Identify how language, structure and presentation contribute to meaning. Identify and discuss themes and conventions in and across a wide range of writing. <p>Writing Composition</p> <ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
3	<p>Traditional Tales: 'The Twelve Dancing Princesses', Brothers Grimm</p> <p>Reading Comprehension - Predict</p> <p>Y1</p> <ul style="list-style-type: none"> Check that the text makes sense to them as they read and correcting inaccurate reading. Predict what might happen on the basis of what has been read so far. <p>Y2</p> <ul style="list-style-type: none"> Check that the text makes sense to them as they read and correct inaccurate reading. Answer and ask questions. Predict what might happen on the basis of what has been read so far. <p>Writing Composition</p> <p>Y1</p> <ul style="list-style-type: none"> Sequence sentences to form short narratives. <p>Y2</p> <ul style="list-style-type: none"> Write narratives about personal experiences and those of others (fictional). 	<p>Narrative: 'The Angel of Nitshill Road' by Anne Fine</p> <p>Reading Comprehension - Predict</p> <ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text. Use dictionaries to check the meaning of words that they have read. Predict what might happen from details stated and implied. <p>Spoken Language - Drama</p> <ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to and building on the contributions of others. Participate in role play and improvisation. 	<p>Narrative: 'Skellig' by David Almond</p> <p>Reading Comprehension - Predict</p> <ul style="list-style-type: none"> Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding. Explain and discuss their understanding of what they have read. Predict what might happen from details stated and implied. <p>Spoken Language - Drama</p> <ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to and building on the contributions of others. Participate in role play and improvisation.

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4	<p>Traditional Tales: Wicked Stepmothers and fairy godmothers - 'Cinderella' & 'Snow White'</p> <p>Reading Comprehension</p> <p>Y1</p> <ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say. <p>Y2</p> <ul style="list-style-type: none"> 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. <p>Writing Composition</p> <p>Y1</p> <ul style="list-style-type: none"> Sequence sentences to form short narratives. <p>Y2</p> <ul style="list-style-type: none"> Write narratives about personal experiences and those of others (fictional). 	<p>Narrative: 'The Angel of Nitshill Road' by Anne Fine</p> <p>Reading Comprehension - Dialogue</p> <ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. <p>Writing Composition</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 	<p>Narrative: 'Skellig' by David Almond</p> <p>Reading Comprehension - Setting</p> <ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Make comparisons within and across books. <p>Writing Composition</p> <ul style="list-style-type: none"> Plan writing by noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed settings in what pupils have read, listened to or seen performed. In narratives, describe settings and atmosphere. Assess the effectiveness of their own and others' writing.
5	<p>Beauty and the Beast'</p> <p>Reading Comprehension</p> <p>Y1</p> <ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known. <p>Y2</p> <ul style="list-style-type: none"> Discuss and clarify the meanings of words, linking new meanings to known vocabulary. <p>Writing Composition</p> <p>Y1</p> <ul style="list-style-type: none"> Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Y2</p> <ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Narrative: 'The Angel of Nitshill Road' by Anne Fine</p> <p>Reading Comprehension - Character (1)</p> <ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Writing Composition</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Create characters. 	<p>Narrative: 'Skellig' by David Almond</p> <p>Reading Comprehension - Character (1)</p> <ul style="list-style-type: none"> Provide reasoned justifications for their views. <p>Writing Composition</p> <ul style="list-style-type: none"> In writing narratives, consider how authors have developed characters in what pupils have read, listened to or seen performed. Assess the effectiveness of their own and others' writing.
6	<p>Traditional Tales: The Fairy Tale Forest - 'Little Red Riding Hood' and 'Hansel and Gretel' and 'The Tunnel' by Antony Browne</p> <p>Reading Comprehension</p> <p>Y1</p> <ul style="list-style-type: none"> Be encouraged to link what they read or hear read to their own experiences. Make inferences on the basis of what is being said and done. <p>Y2</p> <ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. <p>Writing Composition</p> <p>Y1</p> <ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. <p>Y2</p> <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils. 	<p>Narrative: 'The Angel of Nitshill Road' by Anne Fine</p> <p>Reading Comprehension - Character (2)</p> <ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Writing Composition</p> <ul style="list-style-type: none"> In narratives, create settings, characters and plot. 	<p>Narrative: 'Skellig' by David Almond</p> <p>Reading Comprehension - Character (2)</p> <ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Writing Composition</p> <ul style="list-style-type: none"> In narratives, describe characters and integrate dialogue to convey character and advance the action. Assess the effectiveness of their own and others' writing.

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7	<p>The Story Museum: 'Once upon a time...'</p> <p>Reading Comprehension</p> <p>Y1</p> <ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher. <p>Y2</p> <ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher. <p>Spoken Language - Drama</p> <p>Y1 & Y2</p> <ul style="list-style-type: none"> • Participate in role play and improvisation. 	<p>Narrative: 'The Angel of Nitshill Road' by Anne Fine</p> <p>Reading Comprehension - Theme of paragraph</p> <ul style="list-style-type: none"> • Identify main ideas drawn from more than one paragraph and summarise these. <p>Writing Comprehension</p> <ul style="list-style-type: none"> • Organise paragraphs around a theme. 	<p>Narrative: 'Skellig' by David Almond</p> <p>Reading Comprehension - Themes</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing. <p>Writing Composition</p> <ul style="list-style-type: none"> • Précis longer passages. • Use a wide range of devices to build cohesion within and across paragraphs.