

English LTP - 2022-2023					
Stimulus/ themes/ topics	Term 1		Term 2	Term 3	
	Amazing Me!	Pole to Pole	Our Wonderful World	Transport Triumphs	Into the Forest
Reading for pleasure (class read aloud book)	Colin and Lee, Carrot and Pea by Morag Hood Can I Build Another Me? By Shinsuke Yoshitake A Dark, Dark Tale by Ruth Brown Stanley Stick by Neal Layton	The Great Explorer by Chris Judge Flat Stanley By Jeff Brown Mr Grumpy's Outings by John Birmingham Tom Crean's Rabbit - A True Story from Scott's Last Voyage by Meredith Hooper / Bert Kitchen Beauty and the yeti by Ella Burfoot Penguins by Liz Pichon Big bear little brother by Carl Norac Poles apart by Jeanne Willis The BFG by Roald Dahl	The Colour Monster by Anna Llenas Winnie the Pooh by AA Milne Once upon a Jungle by Laura Knowles Hansel and gretal by Anthony Browne The Runaway train by Benedict Blathwayt	The Little Match Girl by Hans Christian Anderson Jack's mega machnies, Alision Ritchie Animal airport by Sharon Rentta Zog and the flying doctors by Julia Donalson Field trip to the moon by John Hare	Peter Pan Hooray For Bread by Alan Ahlberg
Guided Reading Text Drivers	Funny bones by Janet and Alan Allberg The shark in the Dark - Peter Bentley The Big Animal Mix up - Gareth Edwards The Bugliest bug- Carol Diggory Shields Oops, Pounce, Quick, Run - Mie Twohy Shark in the Park in a windy day by Nick Sharratt 5 Minutes Peace by Jill Murphy Oi Dog! Oi Cat! - Kes Gray and Jim Field.	Mixed up Fairy Tales - Hilary Robinson Fairytale for Mr Barker - Jessica Ahlberg Non- Fiction book The Hare and the Tortoise The Ugly Duckling Grandad's Secret Giant by David Litchfield	Follow Me little Fox a Journey back to nature by Camila Corria The Snow Lion by Jim Helmore Elephant in my kitchen by Smriti Halls The Extraordinary Gardener by Sam Broughton	The Frog Olympics by Brain Moss Handad Surprise by Eileen Brown Let's all Creep through Crocodile Creep by Jonathan Lambert Brendas is a Sheep by Morag Hood Non-Fiction books from the Book scheme cupboard What do you do if your house is a zoo? John Kelly	Beegu by Alexis Deacons Mr Wuffles by David Wiesner My Alien and Me by Smriti Prasadam-Halls The Giant Jam Sandwich by John Vernon The Rascally Cake by Jeanne Willis Non-Fiction - Figherfighters
1:1 reading focus	<p>We can:</p> <ul style="list-style-type: none"> Discuss events that have been read or heard and make links with own experiences. Discuss the significance of the title and events Retell some of a familiar/ rhyme when being read to by an adult. Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases. 	<p>We can:</p> <ul style="list-style-type: none"> Re-read phonically decodable books to build up fluency and confidence in word reading Check that a text makes sense as they read and correct inaccurate reading. Understands the books that he/she can read accurately by drawing on what is already known. Explain clearly our understand what is read to us. 	<p>We can:</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. Say sounds for 40+graphemes including one grapheme for each of the 40+ phonemes Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending Read other words of more than one syllable that contain taught GPCs Discuss word meanings and link new meanings to those already known. 	<p>We can:</p> <ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read many common exception words Answer questions in discussion with the teacher to make simple inferences Predict what might happen on the basis of what has been read so far 	<p>We can:</p> <ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings 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 consist with developing phonic knowledge and that do not require other strategies such as guessing words from the pictures or the context of the sentence, to work out words Make inferences on the basis of what is being said and done

<p>Sentence, grammar and punctuation skills linked to reading models and writing journey</p>	<p>We can: -under how words can combine to make sentences -to orally rehearse sentences prior to writing -discuss what he/she has written with others</p>	<p>We can: -separate words with spaces -use capital letters and full stops to demarcate sentences in some of our writing -compose and write sentences independently</p>	<p>We can: -join words and clauses with and -use suffixes that are added to verbs when no changes are needed in the spelling of root words -use regular plural and noun suffixes -s or -es -write sentences sequencing them to form short narratives</p>	<p>We can: -use a capital letter for the name of people, places and days of the week and a personal pronoun I -understand how the prefix un changes the meaning of verbs and adjectives. -write sentences by re-reading what he/she has written</p>	<p>We can: -being to punctuate work using question marks and exclamation marks -understand the terminology, letter, capital letter, word, singular, plural sentence. -understand punctuation, full stop, question mark, exclamation mark</p>
<p>Handwriting Fine motor skills Gross motor skills</p>	<p>-Form all our alphabet letters correctly and begin to write them on the line. -Sit correctly at a table, holding a pencil correctly and comfortably.</p> <p>Implementation: -Support - ABC = Body control Block A -Participate in a range of games in P.E relating to running, jumping and crawling. -Lizard-lay on the carpet and hold myself up on my arms. -rolling, pinching, squashing - playdough skills.</p>	<p>-Form most lower case letters correctly. -Form lower case letters in the correct direction.</p> <p>Implementation: -Support - ABC = Body control Block B Clever Hands level 1 -Fine motor control - using pegs. -Magnet activities to lift and pull. -Tracing activities - practise our names.</p>	<p>-Begin to understand which letters belong to the handwriting families and practise these. -Form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Implementation: -Support - ABC = Body Control Block C Clever Hands level 2 -Fine motor threading. -Threading with pipe cleaners and cheerio's and pasta. -Letter formation in sand, glitter.</p>	<p>-Apply our understanding of which letters belong to the handwriting families independently and practise these. -Form capital letters. -Form digits 0-9.</p> <p>Implementation: - Clever bodies level 1,2,3 - Clever Hands level 3 - Big write - water letter writing with pipettes. -Chalk writing of key words and letters.</p>	<p>-Ensure all letters are the correct size in relation to one another. -Make the finger space gap between our letters a sensible size. -All letters to start on the line.</p> <p>Implementation: -Participate on daily letter-formation lessons (RWL, English and Handwriting) -Daily handwriting lessons - focus on size of letters in relation to one another.</p>
<p>Communication and language Talk: skills, opportunities and outcomes</p>	<p>We can: -Listen to and follow a 2-step instructions from an adult. - Look at the person who is speaking to us. -Participate in a discussion with my peers when an adult leads it. -Share aloud what I am doing and discuss events that have happened in my life. -Use language relating to days of the week. -Ask what, when, where, why and how questions. -Answer what, when, where, why and how questions. -Orally compose a sentence before I write it. -List past events with some detail e.g. we went to the church and we did a scavenger hunt. It was really fun and we did colouring. -Describe events and expand on the details of these events when asked. Respond to a simple CVC rhyme, e.g. cat and hat, dog and frog.</p> <p>Implementation: -Talk with our talk partners on the carpet about our ideas. -Sing the 'days of the week' song. -We can listen to and then recite with actions basic rhyming poems. -Share the rhymes in 'Frogs sit on logs' -Complete role-play activities to re-tell the events of the story. -Orally share ideas aloud with my class.</p>	<p>We can: -Listen to and follow a 3-step instruction from an adult. -Listen to and then discuss a wide range of poems, stories and non-fiction texts we have shared as a class. -Respond to and answer how and why questions from an adult. -Use language relating to how many weeks past or in the future and event has been/it is. -Talk about past events using the correct terms e.g. went, drank, took, jumped. -Discuss what we have written with our teacher. -Join in with predictable or repeated phrases in a story being read to us. -Say aloud what we are going to write about. -Ask simple questions and recognise that these can be answered in different ways. -Begin to take turns in speech, recognising when it is appropriate to wait or give the other speaker more time.</p> <p>Implementation: -Share our ideas with our peers within a group. -Complete role-play activities to act out different fairy-tales. -Practice acting out our 'Powerful Poetry' using expression and actions. -Join in with hot-seating activities to practice asking and answering questions.</p>	<p>We can: -Join phrases using the conjunctions if, so, but, because, could. -Clearly explain our understanding of a storybook that we have shared as a class. -Discuss the significance of a books titles and its key events with confidence. -Use persuasive language to express our ideas and provide basic reasons for my arguments. -Use the conjunction 'but' in a verbal sentence correctly to give a negative/opposite. -Communicate our ideas in a range of ways, including debates and presentations. -Read a poem in a small group and perform it to our peers with adult support. Start to identify different contexts and identify the type of I should be using (formal vs. informal). -Discuss what he or she has written with an adult -Read aloud their learning clearly enough to be heard by the group and the teacher</p> <p>Implementation: -Perform short poems to our peers with inflection on the end rhyming words. -Hold a debate with our peers where we tried to persuade them to go to our chosen location (Meerkat Mail) -Compare the postcards in Meerkat Mail with other examples of post and letters, commenting on the language choices of them. -Pie Corbett approach to story telling using a backwards 'S' plan.</p>	<p>We can: -Use language relating to months of the year. -Use language relating to years. -Verbally expand our sentences on using 'if', 'because' and 'so' accurately and confidently. -Adapt our speech to its purpose/contexts. E.g. We talk confidently and with strict, persuasive language in a debate. -Engage others listening to us by using expression within my speech. -Use speech that is clear and consistent. -Ask lots of questions to find out specific information using why and how. -Perform poems we are confident with to others with little support. -Start to interview classroom adults using open questions.</p> <p>Implementation: -Sing the 'Months of the Year' song. -Act out scenarios, including reciting what characters say in our story, with expression. -Perform a 'hot-seating' game to find out more information about our characters feelings and motivations in the story. -Share how and why a character is feeling a certain emotion in the story. -Hold a class vs. teacher debate to try and convince them to allow us to have additional Golden Time each week. -Independently perform 2-4 lines of our Powerful Poetry to the rest of the class.</p>	<p>We can: -Verbally use an extensive range of complex adjectives and adverbs within our speech when verbally composing sentences we want to write. -Begin using alternative sentence starters for effect. -Use our expanding vocabulary when describing events, showing awareness of others listening by including relevant details. -Verbally continue a narrative, expressing our own ideas to create a shared story. -Include a greater range of adjectives in our speech to improve its complexity. -Use more complicated grammar to explain or justify our ideas when discussing a topic we are well informed on.</p> <p>Implementation: -Read our own stories aloud to the rest of the class, using expression where appropriate. -Use a thesaurus to 'upscale' my vocabulary choices within my writing. -Practice verbally starting our sentence with a range of different sentence starters (talk tins/talk partners). -Describe to another class/teacher what we did on our school trip in great detail, re-telling the events in sequence and with relevant events</p>

			-Opportunities for role play and drama.		and happenings from the event.
Spelling Application and teaching	-Segment spoken words into phonemes and represent these with the graphemes spelling some correctly and making phonically plausible attempts at others. -Name the letters in the alphabet in order	-Spell words containing each of the 40+ phonemes already taught -Spell a few common exception words (l, the, he, said, of)	-Spell some common exception words -Spell the days of the week -Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound	-Add prefixes and suffixes using spelling rule for adding -s and -es as the plural marker for nouns and the third person, singular marker for verbs -Add prefixes and suffixes using the prefix un -Add prefixes and suffixes -ing, -ed, -er, -est where there is no change to the root word -	-Write from memory simple sentences dictated by the teacher that includes words using the GPCs and common exception words taught so far. -Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (frog, hand, see)