

English LTP - 2022-2023	Term 1		Term 2		Term 3
Stimulus themes /topics	African Adventures	Florence Nightingale	Through the Tunnel	Rescue!	Bugs!
Reading for pleasure (class read aloud book)	Bilal's Brilliant Bee - Michael Rosen Gruff's Guide to Fairytale Land - Amy Sparkles Who's Afraid of the Big Bad Book - Lauren Child	Florence Nightingale - Chris Inns and Dave Woods The Suitcase - Chris Natlor (PSHE link to feelings and emotions.) Tortoise VS Hare the Rematch - Preston Rutt The Way Home for Wolf - Rachel Bright and Jim Field	Silly Billy - Anthony Browne My Dad - Anthony Browne Alice in Wonderland - Lewis Carroll (Developing understanding of other fiction stories with portals.) The Journey - Neil Griffiths and Dr Scott Mann	Polar the Titanic Bear - Daisy Corning Stone Spedden Grace to the Rescue - Nash Margaret Non-fiction texts - People Who Help Us - Lifeboat crew, ambulance crew and air ambulance.	The Giraffe and the Pelly and Me - Roald Dahl The Flower - John Light Tidy - Emily Gravett
Guided Reading Text Drivers	Flat Stanley - Jeff Brown The Lost Happy Endings - Caroline Duffy	The Diary of a Killer Cat - Anne Fine Cyril and Pat - Emily Gravett (Stereotypes of friendships linked to PSHE.)	The Owl Tree - Jenny Nimmo Light and Dark - Jim Pipe (Non-fiction linked to science.) Voices in the Park - Anthony Browne (develop comparisons in books written by the same author.)	Kasper Prince of Cats - Michael Morpurgo My Best Friend on the Titanic - Sally Morgan Escape this Book - Titanic - Bill Doyle	The Day the Crayons Quit - Drew Daywalt The Owl Who Was Afraid of the Dark - Jill Tomlinson The Flower - John Light
1:1 reading focus	-We can read accurately words with two or more syllables. -In books matched to our phonological awareness, we will be able to read without overt sounding out and blending and sufficiently fluently in order to focus on meaning rather than decoding. -We can use the sounds we know in order to decode words automatically.	-We can answer questions and make some simple inferences. -We can explain what has happened so far in what we have read. -We can enjoy and understand books we have listened to by expressing our views on poems and stories. -I can explain the meaning of words I know and ask questions about unfamiliar words.	-We can read most words containing common suffixes. -We can reread books sounding out new words correctly to improve my speed and confidence. -We can say what might happen next in a story by reflecting on what has happened so far.	-Sound out most unfamiliar words accurately without undue hesitation. -We can enjoy reading by recognising repeated themes in stories and poems. -We can spot if a word has been read wrongly by following the sense of the text. -We can explain what we think in relation to books, poems and other material that I have read or heard.	-We can read most common exception words. -We can discuss our favourite words and phrases. -We can make inferences on the characters emotions by referring back to what we have read.
Sentence, grammar and punctuation skills linked to reading models and writing journey	-We can form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. -We can use description in our writing by creating expanded noun phrases -We can use the past and present tense accurately and consistently -We can independently apply capital letters and full stops	-We can use question marks appropriately. -We can use commas to separate ideas in a list. -We can explain the meaning of the following terminology - statement, question, exclamation. -We can apply capital letters for the names of people and places. -We can form contracted forms.	-We can use exclamation marks appropriately. -We can sequence ideas appropriately -We can discuss and clarify the meaning of new words linking new meanings to known vocabulary. -We can use coordinating conjunctions (or, and, but)	-We can use subordinating conjunctions - (when, if, that.) -We can choose vocabulary specifically for impact on the reader. -We can use a range of different sentence starts to make our writing more interesting. -We can form exclamatory sentences. -We can accurately apply the possessive apostrophe.	-We can understand the meaning of the terminology; statement, question, exclamation, noun, noun phrase, adverb, apostrophe, comma. -We can reread our own learning with confidence and recognise errors in sentence structure. -We can independently edit and improve our learning following a discussion with a friend or adult.
Handwriting Fine motor skills Gross motor skills	-We can write lower-case letters that are all of the same size in some of our writing. Implementation: -Warm up runner bean game (gross motor.) -Table sitting and strategies to pick up a pencil.	-We can use the diagonal and horizontal strokes needed to join letters in some of our writing. Implementation: -Jumping over a line, balancing on one leg (gross motor.) -Daily letter formation of lower case letters - handwriting practise.	-We can write capital letters and numbers the right way up., the correct size relative to each other and lower case letters. -We can use spacing between words that reflects the space of the letters. Implementation: -Gorilla sitting, lizard writing, big hand movements to practise letter formation (gross motor.) -Pegs and tweezers to pick up items. -Threading activities. -Daily letter formation of Capital letters - handwriting practise.	-We can consistently use the diagonal and horizontal strokes needed to join letters. -We know which letters, when they are next to one another are best left unjoined. Implementation: -Yoga activities (gross motor.) -Playdough - squeezing, rolling and pinching. -Daily letter formation of common exception words	-We can join letters with confidence and clear legibility. -We can form letters of the accurate size, starting and end in the correct place. -We can form capital letters accurately that are double the height of lower case letters. Implementation: -Using the brave monkey, scared monkey in order to discuss the size of letters in relation to one another. -Daily handwriting practise with clear-targeted letters for individual key children.
Communication and language Talk: skills, opportunities and outcomes	-We can improve our writing by planning or saying aloud what I am going to write about. -We can answer and ask questions. -We can vary our talk in simple ways to gain and hold the attention of the listener.	- We can discuss the order of events in books and how items of information are related. -We can join in a talk about books, poems and other works that are read to me, taking turns and listening to what others say. -We can listen to and respond to	-We can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction. -We can make helpful contributions when speaking in turn, in pairs and in a small group.	-We can explain and discuss our understanding of books, poems and other material. -We can build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear. -We can extend experience and ideas adapting speech, gesture or movement to simple role and different scenarios. -We can use a growing vocabulary when describing events, showing	-We can discuss our favourite words and phrases. -We can make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listeners. -We can read poems aloud,

	<ul style="list-style-type: none"> -We can recount experiences and imagine possibilities often connecting ideas. -We can follow instructions in a pair or group. <p>Implementation:</p> <ul style="list-style-type: none"> -partner talk/ partner practice -Hot seating -Asking and answering questions in a small group. -Verbally sharing ideas prior to writing -Opportunities for role-play. 	<p>the speaker making simple comments and suggestions.</p> <ul style="list-style-type: none"> -We can explain a process or incident with clearly sequenced items. Use of selected relevant detail. <p>Implementation:</p> <ul style="list-style-type: none"> -Hot seating and quick fire questions. -Pie Corbett style planning for a story map - verbal retelling of events -Partner practice of new and exciting vocabulary -Share our own opinions in relation to Powerful Poetry. 	<ul style="list-style-type: none"> -We will be able to read our own writing to the class and use some expression. -We can listen to each others views and preferences, agree next steps and identify contribution by each group member. <p>Implementation:</p> <ul style="list-style-type: none"> -Conscious alley -Persuasive arguments. -Role play -Listen to each other's ideas of an ending and respond 	<p>awareness of the listener by including relevant detail.</p> <p>Implementation:</p> <ul style="list-style-type: none"> -Role play (a passenger on board the Titanic.) -Partner talk, sequencing of events and retelling as a group. -Sharing your learning aloud to a partner and sharing supportive feedback. -Discussion of new vocabulary in small groups prior to applying (text driver word webs.) 	<p>convey rhyme and rhythm and speak with clarity and intonation.</p> <p>Implementation:</p> <ul style="list-style-type: none"> -Video recordings - we become news reporters on a mission of raising the awareness of our woods and proposed changes. -Ask questions to visitors and listen carefully to responses. -Persuasive role-play.
Spelling Application and teaching	<ul style="list-style-type: none"> -We can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically, plausible attempts at others. -We can spell many common exception words. 	<ul style="list-style-type: none"> -We can spell by learning new ways of spelling phonemes for which one of more spellings are already known. -We can spell using suffixes -ing, -ed, -er and -est where no change is needed in the spelling of the root words. -We can spell some words with contracted forms. 	<ul style="list-style-type: none"> -We can spell by learning the possessive apostrophe (singular.) -We can spell by distinguishing between homophones and near homophones. 	<ul style="list-style-type: none"> -We can spell most common exception words. -We can spell most words with contracted forms. -We can add suffixes to spell some longer words correctly (-ment, -ness, -ful, -less, -ly) 	<ul style="list-style-type: none"> -We can spell by accurately distinguishing between the alternative graphemes in most of our writing. -We can apply the possessive apostrophe.