

## PVA/BLB – English Scheme

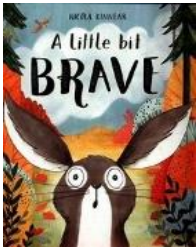
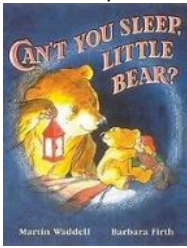

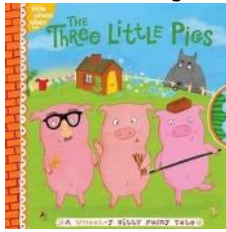
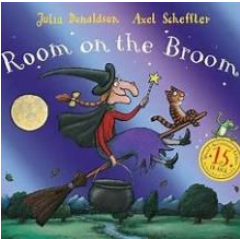
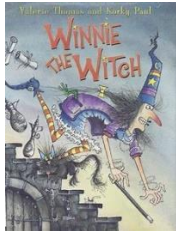
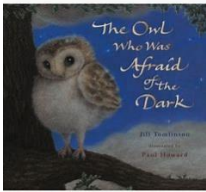

***“No story lives unless somebody wants to listen.”***

***J.K Rowling.***

At the pinnacle and heart of The Dean Trust Curriculum lies English. Its fundamental aim is to develop, promote and embed a love of Reading using a vast array of vocabulary-rich, quality texts. These will provide our children with challenge, but will ultimately inspire and excite them - giving our learners a variety of opportunities to immerse and explore language through the love of books. Heavily linked to the passion installed in children through books is our creative and ambitious writing scheme. Being successful in English means that the children can transfer the skills readily across all core and foundation subjects with creativity and flare. The process is schematic and focuses on the grammatical aspects of the learnt genres through to editing and then presenting a final piece of writing that has incorporated all the genre specific vocabulary and terminology so it resonates in the children’s long-term memory.

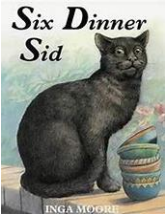
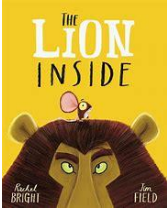
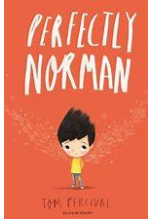
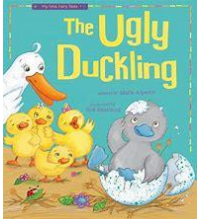
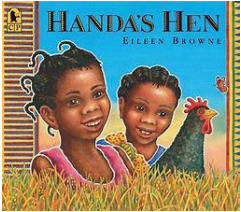
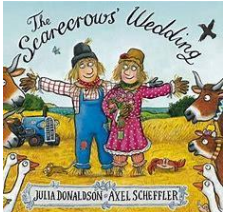
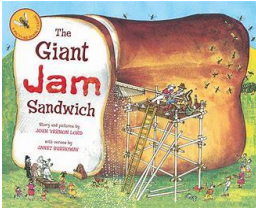

# PVA/BLB – English Scheme

## Autumn Nursery

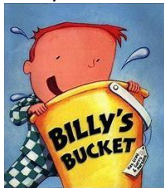
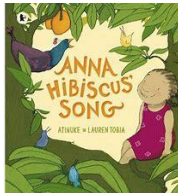
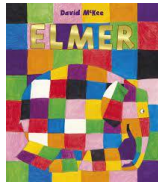
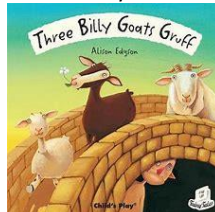
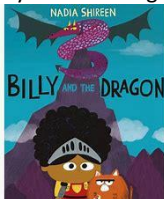
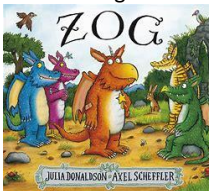
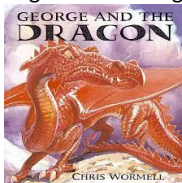
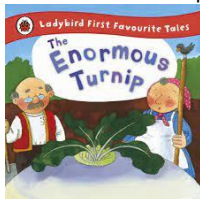
	<b><u>Autumn Nursery</u></b>			
Autumn 1	<p>A Little Bit Brave</p> 	<p>Can't You Sleep Little Bear</p> 	<p>After the Fall</p> 	<p>Three Little Pigs</p> 
Autumn 2	<p>Room on the Broom</p> 	<p>Winnie the Witch</p> 	<p>The Owl who was Afraid of the Dark</p> 	<p>Hansel and Gretel</p> 
<p><b>Links to Curriculum Objectives</b></p>	<p><b><u>Listening, Attention and Understanding</u></b></p> <p>I can listen to short stories and can remember much of what happens. I can shift from one task to another if an adult fully gets my attention e.g., uses my name. I can understand a simple question or instruction that has one part. I can understand 'what' and 'who' questions, like: "What is the dog doing?" "Who is this?" when sharing picture books. I can talk about my interests and play.</p>	<p><b><u>Speaking</u></b></p> <p>I am beginning to use a wider range of key vocabulary I can use a range of verbs and nouns I can verbally express my immediate wants and needs</p>	<p><b><u>Reading</u></b></p> <p>I can look at books independently and name a favourite book/story I am beginning to recognise print in the environment I can handle books appropriately I am beginning to listen to stories and rhymes I can use some story talk when playing with an adult I am beginning to join in with rhymes and talk about familiar books with an adult I am beginning to use props to retell a familiar story I can match pictures and labels when tidying up</p>	<p><b><u>Writing</u></b></p> <p>I can begin to draw lines and circles I can begin to give meaning to the marks I make as I draw, write and paint I can use simple tools, objects, construction and malleable materials to effect changes safely and with increasing control and intention</p>

# PVA/BLB – English Scheme

## Spring Nursery

<p>Spring 1</p>	<p>Six Dinner Sid <i>Six Dinner Sid</i> </p>	<p>The Lion Inside <i>THE LION INSIDE</i> </p>	<p>Perfectly Norman <i>PERFECTLY NORMAN</i> </p>	<p>The Ugly Duckling <i>The Ugly Duckling</i> </p>
<p>Spring 2</p>	<p>Handa's Hen <i>HANDA'S HEN</i> </p>	<p>The Scarecrow's Wedding <i>The Scarecrow's Wedding</i> </p>	<p>The Giant Jam Sandwich <i>The Giant Jam Sandwich</i> </p>	<p>The Little Red Hen <i>The Little Red Hen</i> </p>
<p>Prior Learning Autumn</p>	<p>In Autumn term, children have been interacting with staff and been encouraged to put words together to make simple sentences. They are exposed to daily stories, songs and rhymes. Teachers are delivering taught sessions on vocabulary introducing new tier one and two words to children. Children are encouraged to make marks through multi-sensory experiences.</p>			
<p>Links to Curriculum Objectives</p>	<p><b><u>Listening, Attention and Understanding</u></b> I can listen to longer stories and can remember much of what happens. I can listen and attend to a dialogue in a small group of 3 or more children I can understand a question or instruction in a familiar context that has two parts, such as "Get your coat and wait at the door". I can understand 'who' and 'where' questions, like: "Where is the monkey?" I can answer simple questions about myself. I am beginning to take part in two-way conversations</p>	<p><b><u>Speaking</u></b> I can use a wider range of key vocabulary  I can use a larger range of verbs and nouns in short sentences and phrases.</p>	<p><b><u>Reading</u></b> I know print carries meaning I can recognise some print in the environment I can turn pages in a book one at a time I can talk about my favourite part of a book I can use story talk when playing independently and begin to use new vocabulary from a story I can join in with rhymes and talk about a familiar book with an adult I can use props and repeated refrains to retell parts a familiar story I can recognise my own name</p>	<p><b><u>Writing</u></b> I can use letter-like shapes I can give meaning to the majority of my marks I can develop my small motor skills so that I can use a range of tools competently, safely and confidently</p>

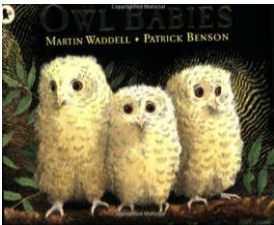
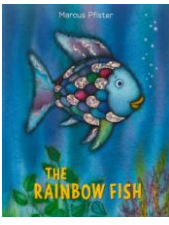
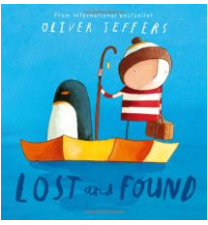
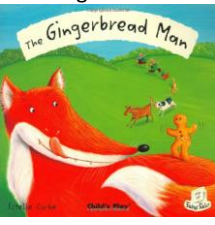
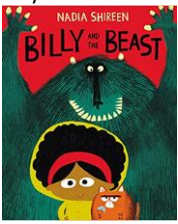
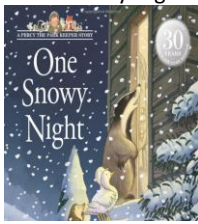

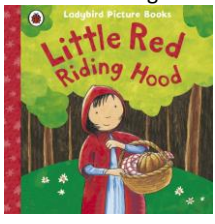
## Summer Nursery

<b>Summer 1</b>	<p>Billy's Bucket</p> 	<p>Anna Hibiscus' Song</p> 	<p>Elmer</p> 	<p>The Three Billy Goats Gruff</p> 
<b>Summer 2</b>	<p>Billy and the Dragon</p> 	<p>Zog</p> 	<p>George and the Dragon</p> 	<p>The Enormous Turnip</p> 
<b>Prior Learning Spring</b>	<p>During Spring term children are listening to a range of stories for an increasing length of time. Teachers are continuing to deliver planned vocabulary sessions and begin to introduce the concept of retelling and recalling story information such as characters. Children in Nursery are beginning to use some of the taught vocabulary in play and high-quality interactions with staff allow for the correct modelling of sentence structure. Opportunities for mark making continue during Spring and children are prompted to give meaning to their marks.</p>			
<b>Links to Curriculum Objectives</b>	<p style="text-align: center;"><b><u>Listening, Attention and Understanding</u></b></p> <p>I can listen to longer stories and can remember key events and rhyme phrases                  I can listen and attend to a dialogue in a larger group and begin to respond appropriately                  I can understand a question or instruction given by an adult or peer.                  I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?"                  I am beginning to ask simple questions related to stories.</p>	<p style="text-align: center;"><b><u>Speaking</u></b></p> <p>I can use a wider range of key vocabulary                  I can use a larger range of verbs and nouns in short sentences and phrases                  I can use the future and past tense but I may have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<p style="text-align: center;"><b><u>Reading</u></b></p> <p>I know print is read from left to right                  I can say and recognise some letter sounds from my name                  I can name different parts of a book                  I can talk about my favourite part of a book and say why it is my favourite                  I can correctly use new vocabulary from a story                  I know some rhymes and can talk about familiar books                  I can use props and repeated refrains to retell a short familiar story                  I am beginning to recognise some letters from my name in other words</p>	<p style="text-align: center;"><b><u>Writing</u></b></p> <p>I can begin to write some letters from my name                  I can ascribe meaning to the marks I make                  I can use a range of small tools, including scissors, paint brushes and cutlery and can hold my pencil effectively</p>

# PVA/BLB – English Scheme

	I can start a conversation with an adult or a friend			
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## Autumn Reception

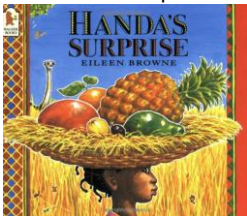
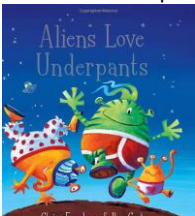

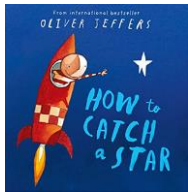
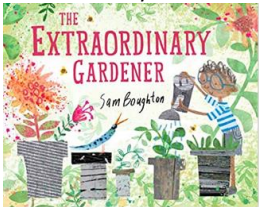
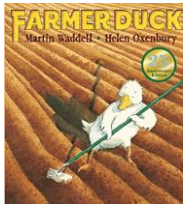
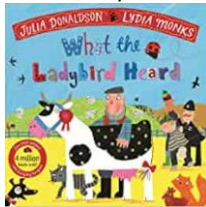
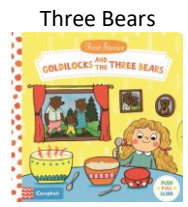
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<b>Autumn 1</b>	<p>Owl Babies</p> 	<p>The Rainbow Fish</p> 	<p>Lost and Found</p> 	<p>The Gingerbread Man</p> 
<b>Autumn 2</b>	<p>Billy and the Beast</p> 	<p>One Snowy Night</p> 	<p>Stickman</p> 	<p>Little Red Riding Hood</p> 
<b>Prior Learning Nursery</b>	<p>During Nursery children have been taught to love stories, rhymes and songs in order to best prepare them for their journey in this subject. Teachers focus on children’s Communication and Language by modelling a range of vocabulary to them in adult ed sessions, learning conversations and playful interactions. Through interactions with children, staff are able to gain the attention of Nursery children and assess their understanding of spoken language. Teachers ensure that pupils are speaking in short sentences and putting words in the right order during spoken conversations</p> <p>Teachers plan daily adult led inputs and children are expected to listen and participate in, daily story time, singing and rhyme time and the teaching of pre-phonics skills. By teaching our children, a range of tier one and two words taken from a range of narratives, teachers are able to be sure that children are exposed to a large range vocabulary daily. Children are taught to retell stories they have heard repeatedly, in order to join in with repeated refrains, gain knowledge on story structure and be able to recall key events in order.</p> <p>Teacher encourage early writing skills by providing exciting opportunities for multi-sensory mark making, children are prompted to use tools and malleable materials. By the end of the Nursery year children are taught to write some letters from their name, give meaning to marks that they make and hold a pencil effectively for writing.</p>			

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<p><b>Links to Curriculum Objectives</b></p>	<p><b><u>Listening, Attention and Understanding</u></b></p>	<p><b><u>Speaking</u></b></p>	<p><b><u>Reading</u></b></p>	<p><b><u>Writing</u></b></p>
	<p>I can listen to and talk about stories and non-fiction to build familiarity and understanding.</p> <p>I can listen and attend to a dialogue in a larger group and begin to respond appropriately.</p> <p>I can understand why and how questions.</p> <p>I can start a conversation with a familiar adult or a friend.</p>	<p>I can use a range of key vocabulary.</p> <p>I can connect one idea or action to another, in short sentences using a range of connectives.</p> <p>I can begin to offer ideas and simple explanations in a range of situations.</p> <p>I can use language to take on roles with others in imaginary play.</p> <p>I can retell a familiar short story, poems or songs using exact repetition and my own words.</p>	<p>I am beginning to recall and discuss stories or information that has been read to me.</p> <p>I can retell stories I have heard in my play.</p> <p>I am beginning to use vocabulary and forms of speech that are increasingly influenced by their experiences of reading and being read to.</p> <p>I can describe main story settings, events and principal characters in some detail.</p> <p>I know that information can be retrieved from books, computers and mobile digital devices.</p> <p>I can recognise some written names of peers, siblings or “Mummy”, “Daddy” for example.</p> <p>I can say a sound for some letters in the alphabet.</p> <p>I am beginning to read some cvc words.</p>	<p>I can write some letters from my name.</p> <p>I can use groups of letters or letter-like shapes when writing.</p> <p>I can form some letters correctly.</p> <p>I can say, hear and write some initial sounds.</p> <p>I am beginning to write CVC words.</p> <p>I am beginning to write for a purpose, e.g. name on picture.</p>

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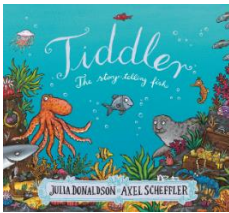
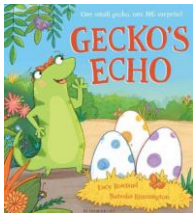

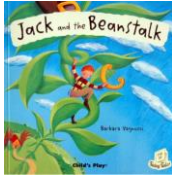
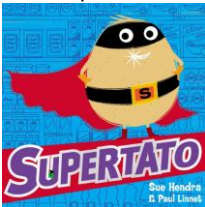
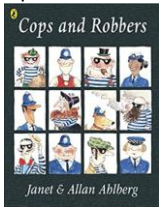

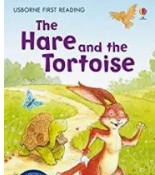
## Spring Reception

	<h2 style="text-align: center;"><u>Spring Reception</u></h2>							
<b>Spring 1</b>	<p>Handa's Surprise</p> 	<p>Aliens Love Underpants</p> 	<p>The Way Back Home</p> 	<p>How To Catch a Star</p> 				
<b>Spring 2</b>	<p>Extraordinary Gardener</p> 	<p>Farmer Duck</p> 	<p>What the Ladybird Heard</p> 	<p>Goldilocks and the Three Bears</p> 				
<b>Links to Curriculum Objectives</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="351 815 790 1251" style="width: 25%; text-align: center; vertical-align: top;"> <p style="text-align: center;"><b><u>Listening, Attention and Understanding</u></b></p> <p>I can listen to and talk about stories and non-fiction to develop a deep understanding. I can listen and attend to a dialogue in a larger group for longer periods and respond appropriately. I can begin to ask questions to check understanding. I can take part in a two-way conversation.</p> </td> <td data-bbox="790 815 1225 1251" style="width: 25%; text-align: center; vertical-align: top;"> <p style="text-align: center;"><b><u>Speaking</u></b></p> <p>I can use a wider range of key vocabulary in different contexts. I can use past, present and future tenses including irregular tenses and plurals when describing events. I can explain how things work and why they might happen. I can use new vocabulary to take on roles with others in imaginary play and story telling. I can adapt and retell narratives and stories with my peers and teachers.</p> </td> <td data-bbox="1225 815 1677 1251" style="width: 25%; text-align: center; vertical-align: top;"> <p style="text-align: center;"><b><u>Reading</u></b></p> <p>I can recall and discuss stories or information that has been read to me. I can use vocabulary and forms of speech that are increasingly influenced by my experiences of reading and being read to. I can describe main story settings, events and principal characters in increasing detail. I can anticipate key events in stories. I can say a sound for all letters in the alphabet and some digraphs. I can read captions using my phonetic knowledge and some common exception words. I can re-read books to build my confidence and fluency in word reading and increase my understanding.</p> </td> <td data-bbox="1677 815 2107 1251" style="width: 25%; text-align: center; vertical-align: top;"> <p style="text-align: center;"><b><u>Writing</u></b></p> <p>I can write my first name. I can form some lower-case letters, most of which are correctly formed. I can form some capital letters correctly. I can write CVC words. I can use my phonic knowledge to write words that match some of my spoken sounds. I can write some common exception words. I am beginning to write short sentences and captions using my phonetic knowledge. I can write for a purpose e.g. labels, lists, invitations and tickets.</p> </td> </tr> </table>				<p style="text-align: center;"><b><u>Listening, Attention and Understanding</u></b></p> <p>I can listen to and talk about stories and non-fiction to develop a deep understanding. I can listen and attend to a dialogue in a larger group for longer periods and respond appropriately. I can begin to ask questions to check understanding. I can take part in a two-way conversation.</p>	<p style="text-align: center;"><b><u>Speaking</u></b></p> <p>I can use a wider range of key vocabulary in different contexts. I can use past, present and future tenses including irregular tenses and plurals when describing events. I can explain how things work and why they might happen. I can use new vocabulary to take on roles with others in imaginary play and story telling. I can adapt and retell narratives and stories with my peers and teachers.</p>	<p style="text-align: center;"><b><u>Reading</u></b></p> <p>I can recall and discuss stories or information that has been read to me. I can use vocabulary and forms of speech that are increasingly influenced by my experiences of reading and being read to. I can describe main story settings, events and principal characters in increasing detail. I can anticipate key events in stories. I can say a sound for all letters in the alphabet and some digraphs. I can read captions using my phonetic knowledge and some common exception words. I can re-read books to build my confidence and fluency in word reading and increase my understanding.</p>	<p style="text-align: center;"><b><u>Writing</u></b></p> <p>I can write my first name. I can form some lower-case letters, most of which are correctly formed. I can form some capital letters correctly. I can write CVC words. I can use my phonic knowledge to write words that match some of my spoken sounds. I can write some common exception words. I am beginning to write short sentences and captions using my phonetic knowledge. I can write for a purpose e.g. labels, lists, invitations and tickets.</p>
<p style="text-align: center;"><b><u>Listening, Attention and Understanding</u></b></p> <p>I can listen to and talk about stories and non-fiction to develop a deep understanding. I can listen and attend to a dialogue in a larger group for longer periods and respond appropriately. I can begin to ask questions to check understanding. I can take part in a two-way conversation.</p>	<p style="text-align: center;"><b><u>Speaking</u></b></p> <p>I can use a wider range of key vocabulary in different contexts. I can use past, present and future tenses including irregular tenses and plurals when describing events. I can explain how things work and why they might happen. I can use new vocabulary to take on roles with others in imaginary play and story telling. I can adapt and retell narratives and stories with my peers and teachers.</p>	<p style="text-align: center;"><b><u>Reading</u></b></p> <p>I can recall and discuss stories or information that has been read to me. I can use vocabulary and forms of speech that are increasingly influenced by my experiences of reading and being read to. I can describe main story settings, events and principal characters in increasing detail. I can anticipate key events in stories. I can say a sound for all letters in the alphabet and some digraphs. I can read captions using my phonetic knowledge and some common exception words. I can re-read books to build my confidence and fluency in word reading and increase my understanding.</p>	<p style="text-align: center;"><b><u>Writing</u></b></p> <p>I can write my first name. I can form some lower-case letters, most of which are correctly formed. I can form some capital letters correctly. I can write CVC words. I can use my phonic knowledge to write words that match some of my spoken sounds. I can write some common exception words. I am beginning to write short sentences and captions using my phonetic knowledge. I can write for a purpose e.g. labels, lists, invitations and tickets.</p>					



# PVA/BLB – English Scheme

## Summer Reception

	<h2 style="text-align: center;"><u>Summer Reception</u></h2>			
<b>Summer 1</b>	<p>Tiddler</p> 	<p>Gecko's Echo</p> 	<p>Ravi's Roar</p> 	<p>Jack and the Beanstalk</p> 
<b>Summer 2</b>	<p>Supertato</p> 	<p>Cops and Robbers</p> 	<p>Ruby's Worry</p> 	<p>The Hare and the Tortoise</p> 
<b>Links to Curriculum Objectives</b>	<p><b><u>Listening, Attention and Understanding</u></b></p> <p>I can listen attentively to stories and non-fiction and respond to what they hear with relevant questions, comments and actions. I can listen attentively in large group discussions and respond to what they hear with relevant questions, comments and actions. I can ask questions to find out more and to check I understand what has been said to me. I can hold longer conversations when engaged in back-and-forth exchanges with my teacher and peers.</p>	<p><b><u>Speaking</u></b></p> <p>I can use a wider range of key vocabulary to explain and express my ideas. I can speak in full sentences in the correct tense using conjunctions and plurals. I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. I can develop my own narratives, using new vocabulary accurately in context and in different play situations such as story-telling and role play. I can invent, adapt and recount narratives and stories with my peers and teachers.</p>	<p><b><u>Reading</u></b></p> <p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. joining in with repeated refrains and anticipating key events and phrases in books and stories I can adapt and recount stories with my peers and teacher. I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. I can say a sound for each letter in the alphabet and at least 10 digraphs. I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p>	<p><b><u>Writing</u></b></p> <p>I can write my first and second name. I can form lower-case letters correctly. I can form capital letters correctly. I can write words using my phonic knowledge that match my spoken sounds. I can write a larger range of common exception words. I can write simple phrases and sentences that can be read by others and myself with some words spelt correctly using my phonic knowledge. I can re-read what I have written to check it makes sense.</p>

## The Writing Sequence

<u>Explore</u>	<u>Practice</u>	<u>Compose</u>
Hook – WOW start Destination piece discussed Comprehension of new text Text marking Drama Exploratory talk Reading as a writer Develop specific language for purpose	Explicit teaching - grammar, punctuation and sentence syntax Scaffolding Oral activities Written activities (contextual) Shared writing activities Dictation Deconstructing text Drafting in context Editing and redrafting	Planning Scaffolding WAGOLL Shared writing Drafting Editing and redrafting Write up Destination piece published and celebrated Constant feedback and next steps established

To organise a sequence of English lessons into consecutive phases then there only need to be three simple headings – Explore, Practice and Compose. This is helpful as a planning aid and organisation for a working wall.

# PVA/BLB – English Scheme

\*Staff have the ability and fluidity to use appropriate resources to achieve the objectives: whether that be from a variety of stimulus such as videos, extracts from books and schemes of work that they are comfortable with. These are only used as a teaching tool and not a replacement for the purposes/genres we use.

## Year 1

<u>Autumn Y1</u>		<u>Spring Y1</u>		<u>Summer Y1</u>	
<u>Entertain</u>	<u>Inform</u>	<u>Inform / Entertain</u>	<u>Entertain / Inform</u>	<u>Entertain</u>	<u>Inform</u>
Genre focus -Description	Genre focus – Letter	Genre focus – Recount / poetry	Genre focus – Story / instruction	Genre focus – Description / story	Genre focus – Recount
<p><b>Key Text</b></p> 	<p><b>Key Text</b></p> 	<p><b>Key Text</b></p> 	<p><b>Key Text</b></p> 	<p><b>Key Text</b></p> 	
<p><b>Suggested other books:</b></p> <p>Toys Go Out                      Dear Teacher                      Toys in Space                  Dear Dragon                      The Jolly Postman</p>		<p><b>Suggested other books:</b></p> <p>Out and About                      The Magic Faraway Tree                      Stuart Little                      Charlie and The Chocolate Factory</p>		<p><b>Suggested other books:</b></p> <p>The Top-Secret Diary of Pig                      A Bear Called Paddington                      The Hodgeheg                      The Enormous Crocodile                      The Gifts That Grow</p>	

# PVA/BLB – English Scheme

## Prior Learning – Reception

During Reception, teachers have worked on Communication and Language skills, first and foremost, making sure that all children are able to speak in full and correct sentences. This is done through conversation, play, high-quality interactions and if necessary, interventions using the Wellcomm screening tool. Children in Reception are expected to develop listening skills and staff will explicitly teach how to listen, respond and understand in each carpet time session. Children have been exposed to a number of high-quality texts, a huge amount of new vocabulary and a clear focus on the teaching of early reading skills. Teachers have worked on Phonics as the main focus ensuring that pupils can identify single letter sounds, and accurately segment and blend decodable words and phrases. Alongside making best use of the Read Write Inc Phonics programme our teachers have worked on “Talk Through Stories” sessions daily with the children to make sure children have a well-rounded ability in all areas of Reading. Within the teaching steps in the Talk Through Stories approach children are taught tier two vocabulary explicitly and are able to access new narratives, characters and settings in each book they use. Teachers have chosen a variety of stories, non-fiction texts and poems to hook the children and link thematically to wider provision.

Teachers model high quality writing for a variety of purposes to children, there is a huge focus on sentence accuracy in which pupils are taught how to understand the differences between, sounds, words, sentences and punctuation. Pupils have been taught to write their first and second names. They should form most letters correctly by the end of their Reception Year. In line with expectations in Phonics, pupils should be beginning to write simple sentences that can be read by others and themselves, these should be phonetically plausible.

## Reading – Word reading

I can apply phonic knowledge and skills as the route to decode words

I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

I can read other words of more than one syllable that contain taught GPCs

I can read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)

I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words

I can re-read these books to build up my fluency and confidence in word reading.

## Reading – Word Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently

I am being encouraged to link what I read or hear read to my own experiences

I am becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

I can recognise and join in with predictable phrases

I can appreciate rhymes and poems, and to recite some by heart

I can discuss word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

I can draw on what I already know or on background information and vocabulary provided by the teacher

I can check that the text makes sense as I read and correcting inaccurate reading

I can discuss the significance of the title and events

I can make inferences on the basis of what is being said and done

I can predict what might happen on the basis of what has been read so far  
 I can participate in discussion about what is read, taking turns and listening to what others say  
 I can explain clearly my understanding of what is read to me.

## Writing to Entertain

### Writing

I can sit correctly at a table, holding a pencil comfortably and correctly.  
 I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.  
 I can understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise  
 I can compose a sentence orally before writing it.  
 I can discuss and read aloud my writing clearly enough to be heard by my peers and the teacher.  
 I can name the letters of the alphabet in order.  
 I can form digits 0-9.  
 I can re-read what I have written to check that it makes sense.  
 I can write from memory simple sentences dictated by the teacher that include words I using the GPCs and common exception words taught so far.  
 I can write in time sequence and differentiate between the past and present.  
 I can sequence sentences to form short narratives  
 I can use models and scaffolds to support my writing

### Grammar and Punctuation

I can use finger spaces between words  
 I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  
 I can use capital letter for first person ‘I’  
 I can use some coordinating conjunctions to link two main ideas in a sentence: and, but, so, or, when

## Writing to Inform

### Writing

I can sit correctly at a table, holding a pencil comfortably and correctly.  
 I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.  
 I can compose a sentence orally before writing it.  
 I can discuss and read aloud my writing clearly enough to be heard by my peers and the teacher.  
 I can name the letters of the alphabet in order.  
 I can form digits 0-9.  
 I can use appropriate past and present tense words to convey meaning.  
 I can spell words containing each of the 40+ phonemes already taught.  
 I can re-read what I have written to check that it makes sense.  
 I can write in sequence to show the reader can be informed - instructions, letters and recounts  
 I can use models and scaffolds to support my writing

### Grammar and Punctuation

I can Use finger spaces between words  
 I can use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.  
 I can use apostrophes to mark possession, A badger’s home is underground  
 I can use a range of coordinating conjunctions to link two main ideas in a sentence: and, but, so, or, when  
 I can begin to use some subordinating conjunctions: because, if

## PVA/BLB – English Scheme

I can use noun phrases with at least 1 adjective to add detail to description  
I can begin to use the progressive form for verbs: 'was walking'  
I can use some adverbials to show the passing of time e.g: First, then, next, after that.  
I can begin to use apostrophes to mark contractions, e.g. didn't

### **Spelling**

*To be taken from the National Curriculum documentation – Spelling Appendix 1*

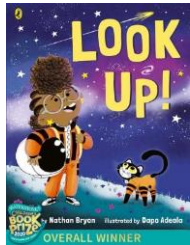
I can use letter names to distinguish between alternative spellings of the same sound.  
I can add prefixes and suffixes, using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker using the prefix un using: –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

I can use detailed noun phrases to inform the reader e.g., black, shing fur  
I can begin to use commas to separate items in a simple list.  
I can use adverbials to link ideas to a previous one e.g., then, next, later  
I can use question marks to inform the reader: Did you know...?

### **Spelling**

*To be taken from the National Curriculum documentation – Spelling Appendix 1*

I can use letter names to distinguish between alternative spellings of the same sound.  
I can add prefixes and suffixes, using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker using the prefix un using: –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

<b>Autumn Y2</b>		<b>Spring Y2</b>		<b>Summer Y2</b>	
<b>Entertain / Inform</b>	<b>Entertain</b>	<b>Inform</b>	<b>Entertain</b>	<b>Entertain</b>	<b>Entertain / Inform</b>
Genre focus – Description/ letter	Genre focus – Story/ poetry	Genre focus – Instructions /Recount	Genre focus – Description/ Instruction	Genre focus – Narrative/ Poetry	Genre focus – Instructions / Descriptions
<b>Key Text</b>	<b>Key Text</b>	<b>Key Text</b>	<b>Key Text</b>	<b>Key Text</b>	<b>Key Text</b>
					
<p><b>Suggested other books:</b> Smelly Feet, Jelly Feet – Michael Rosen FunnyBones Pirate Pug Little Red Riding Hood Man on the Moon</p>		<p><b>Suggested other books:</b> Don't Put Mustard in the Custard The Magic Finger The Quick Brown Fox Club Jack and The Beanstalk</p>		<p><b>Suggested other books:</b> Flat Stanley The Wizard of Oz Fluff the Farting Fish Matilda How to grow a dragon</p>	
<p><b>Prior Learning</b> During Year 1 teachers have worked on, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Alongside this knowledge of GPCs, pupils have developed the skill of blending the sounds into words for reading and established the habit of applying this skill whenever they encounter new words. At the same they have learnt to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils' writing during Year 1 will have generally developed at a slower pace than their reading. Pupils who have not met the expectation for Phonics i.e., if they are still struggling to decode and spell, have continued to do this urgently through a rigorous and systematic phonics programme. Teachers have ensured that their teaching developed pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed. This is supported by the Dean Trust Long Term planning for English. Pupils have been taught to write simple dictated sentences that include words taught during Year 1. This gave pupils opportunities to apply and practise their spelling. Pupils should be able to form letters correctly and confidently. Pupils have been taught to understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Pupils have been taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed. This includes an introduction to capital letters, full stops, question marks and exclamation marks; an introduction to nouns, verbs and adjectives.</p>					

# PVA/BLB – English Scheme

## Reading - Word reading

- I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- I can read words containing common suffixes
- I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- I can read accurately words of two or more syllables that contain the same graphemes as above
- I can re-read these books to build up their fluency and confidence in word reading.
- I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

## Reading – Word Comprehension

- I can develop pleasure in reading, motivation to read, vocabulary and understanding by:
- I can listen to, discussing and expressing 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
- I am introduced to non-fiction books that are structured in different ways and answer accurately
- I can recognise simple recurring literary language in stories and poetry
- I am answering and asking questions that develop understanding and knowledge
- I can predict what might happen on the basis of what has been read so far
- I can 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
- I can discuss the sequence of events in books and how items of information are related
- I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- I can discuss and clarify the meanings of words, linking new meanings to known and more complex vocabulary and themes
- I can check that the text makes sense whilst reading and correcting inaccurate reading
- I can discuss my favourite words and phrases and recording why
- I am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- I can understand both the books that I can already read accurately and fluently and those that I listen to by drawing on what I already know or on background information and vocabulary provided by the teacher
- I can make inferences on the basis of what is being said and done
- I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.

## Writing to Entertain

### Writing

- I can form lower-case letters in the correct direction, starting and finishing in the right place with greater speed and accuracy
- I can practise and joining some letters within words and form lower-case letters of the correct size relative to one another.
- I can plan or say out loud what I am going to write about and use a planning template to support my ideas

## Writing to Inform

### Writing

- I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- I can discuss and read aloud my writing clearly enough to be heard by my peers and the teacher.
- I can make simple additions, revisions and corrections to my own writing with growing independence.
- I can write in sequence to show the reader can be informed - instructions, letters and recounts including writing about real events e.g. Great Fire of London



# PVA/BLB – English Scheme

I can write down ideas and/or key words, including new vocabulary.  
discuss and read aloud my writing clearly enough to be heard by others  
I can write in the correct tense throughout a piece of writing using correct verb tense agreement.  
I can proof-read my writing to check for some errors.  
I can read aloud what I have written with intonation to have a clear meaning  
I can write in time sequence and differentiate between the past and present linking ideas accordingly.  
I can write narratives about personal experiences and those of others.  
I can read poetry and write examples from what I have read  
I can use models and scaffolds to support my writing as well as looking at other examples to assist me with coherent ideas  
I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

**Grammar and Punctuation**

I can punctuate sentences using a capital letter and a full stop, question mark or exclamation mark with a greater degree of accuracy. Including commas for lists and apostrophes for contracted forms and the possessive (singular) – as seen in English Appendix 2.  
I can use capital letter for first person ‘I’ as well as other proper nouns  
I can use a wide range of coordinating conjunctions to link two main ideas in a sentence and across writing: and, but, so, or, when  
I can use subordination to create complex sentences: because, however, whilst  
I can use detailed noun phrase to enhance meaning and understanding for the reader – including adverbs  
I can use the present and past tenses correctly and consistently including the progressive form for verbs.  
Begin to use inverted commas to mark direct speech where appropriate.  
I can use exclamation marks, particularly in relation to speech  
I can use sentences with different forms: statement, question, exclamation, command and understand the difference between them.

**Spelling**

*To be taken from the National Curriculum documentation – Spelling Appendix 1*  
To segment spoken words into phonemes and represent these by graphemes, spelling many correctly

I can encapsulate what I want to say, sentence by sentence through discussion  
I can write in the correct tense throughout a piece of writing using correct verb tense agreement.  
I can use appropriate past and present tense words to convey meaning.  
I can write in sequence to show the reader can be informed - instructions, letters and recounts.  
I can use models and scaffolds to support my writing as well as looking at other examples to assist me with coherent ideas  
I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

**Grammar and Punctuation**

I can punctuate sentences using a capital letter and a full stop, question mark or exclamation mark with a greater degree of accuracy. Including commas for lists and apostrophes for contracted forms and the possessive (singular) – as seen in English Appendix 2.  
I can use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.  
I can use apostrophes to mark possession, ‘A badger’s home is underground’ with greater accuracy  
I can use a wide range of coordinating conjunctions to link two main ideas in a sentence and across writing: and, but, so, or, when  
I can use subordination to create complex sentences: because, however, whilst  
I can use commas to separate items in a list with greater accuracy.  
I can use adverbials to link ideas to a previous one e.g., then, next, later  
I can use question marks to inform the reader: Did you know...? That link specifically to the writing genre.  
I can use exclamation sentences where appropriate in writing to enhance meaning  
I can use sentences with different forms: statement, question, exclamation, command and select each according to need.

**Spelling**

*To be taken from the National Curriculum documentation – Spelling Appendix 1*  
To segment spoken words into phonemes and represent these by graphemes, spelling many correctly  
I can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  
I can learn to spell common exception words  
I can learn to spell more words with contracted forms  
I can learn the possessive apostrophe (singular) [for example, the girl’s book]

## PVA/BLB – English Scheme

<p>I can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>I can learn to spell common exception words</p> <p>I can learn to spell more words with contracted forms</p> <p>I can learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguish between homophones and near-homophones</p> <p>I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>	<p>distinguish between homophones and near-homophones</p> <p>I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>
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## Key Stage 1 Reading Domains / Question Stems

<p><b>VOCABULARY</b> 1a draw on knowledge of vocabulary to understand texts</p>	<p>Draw upon knowledge of vocabulary in order to understand the text. Example questions</p> <ul style="list-style-type: none"> <li>• What does the word ..... mean in this sentence?</li> <li>• Find and copy a word which means .....</li> <li>• What does this word or phrase tell you about .....</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think ..... is repeated in this section?</li> </ul>
<p><b>INFER</b> 1d make inferences from the text</p>	<p>Make inferences from the text. Example questions</p> <ul style="list-style-type: none"> <li>• Why was..... feeling.....?</li> <li>• Why did ..... happen?</li> <li>• Why did ..... say .....</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does ..... make you feel?</li> </ul>
<p><b>PREDICT</b> 1e predict what might happen on the basis of what has been read so far</p>	<p>Predict what you think will happen based on the information that you have been given. Example questions</p> <ul style="list-style-type: none"> <li>• Look at the book cover/blurb – what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests will happen next?</li> </ul>
<p><b>EXPLAIN</b></p>	<p>Explain your preferences, thoughts and opinions about the text. Example questions</p> <ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>

# PVA/BLB – English Scheme

<p><b>RETRIEVE</b> 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p>	<p>Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.</p> <p>Example questions</p> <ul style="list-style-type: none"><li>• What kind of text is this?</li><li>• Who did.....?</li><li>• Where did.....?</li><li>• When did.....?</li><li>• What happened when.....?</li><li>• Why did ..... happen?</li><li>• How did .....?</li><li>• How many.....?</li><li>• What happened to.....?</li></ul>
<p><b>SEQUENCE</b> 1c identify and explain the sequence of events in texts</p>	<p>Sequence the key events in the story.</p> <p>Example questions</p> <ul style="list-style-type: none"><li>• Can you number these events 1-5 in the order that they happened?</li><li>• What happened after .....?</li><li>• What was the first thing that happened in the story?</li><li>• Can you summarise in a sentence the opening/middle/end of the story?</li><li>• In what order do these chapter headings come in the story?</li></ul>