

Shipbourne School
English MTP - Hampton Class 2022-23

Texts

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	Little People, Big Dreams selection of Biographies		Neil Armstrong and moon landing news reports			The Extraordinary Life of Neil Armstrong		Rosa Parks – Little People, Big Dreams		The Lonely Beast By Chris Judge			
Spring	The Storm Whale by Benji Davies						The Great Kapok Tree: A Tale of the Amazon Rainforest by Lynne Cherry Focus Week - (Week 8) The Story Machine						
Summer	Fiction – Fox by Margaret Wild					The Lost Words – Robert Macfarlane Jackie Morris		Moth – An Evolution Story					

Genre Coverage (Writing)

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	Biographies		Newspaper Reports			Biographies		Persuasive Posters		Recount/ Diary	Persuasive letter	Journey Tale	
Spring	Character descriptions, narratives – fictional, Diary, Letter, Recounts Science – information – non chronological reports						Poetry ▪ Performance of a poem ▪ Explanation text ▪ Debate ▪ Report writing ▪ Writing/talking in role ▪ Persuasive writing ▪ Narratives and Recounts						
Summer	Poetry, Recounts, writing in role, innovative narratives				KS1 SATs Debate	inventive/innovative narrative /Recounts		Information pieces, non-chronological report, Instructions text of choice: letter, poster, digital. Free writing – own presentation					

	Year 2	Year 3
Narrative Genre	<ul style="list-style-type: none"> • Recount / report e.g. about an event • Familiar story e.g. traditional tale with innovations • Simple letter to known person/character • Free verse poem / poem with strong scaffold, based on adult model 	<ul style="list-style-type: none"> • Recount / report • Imaginative story e.g. adventure • Story in the style of another culture • Letter with a purpose, based on shared model • Poetry e.g. shape poem, scaffolded poem
Non-Narrative Genre	<ul style="list-style-type: none"> • Information piece in sections if appropriate e.g. about nocturnal animals 	<ul style="list-style-type: none"> • Non-chronological report • Instructions • Persuasive advert

National Curriculum Objectives

	Year 2	Year 3
	Spoken Language	
<p>Term 1/2</p> <p>Term 3/4</p> <p>Term 5/6</p>	<ul style="list-style-type: none"> • speak clearly so that the listener can hear what is said • organise thoughts into sentences before expressing them • choose words to add interest or detail • know that different people have different ideas / responses and recognise that these are as valuable as their own • speak clearly when talking in class • speak in grammatically correct sentences • notice how different speakers talk and consider why this might be the case • know when it is their turn to speak in a simple presentation / discussion • listen and respond to the speaker making simple comments and suggestions • make helpful contributions when speaking in turns, in pairs and in small groups • begin to ask questions that link clearly to the topic being discussed • show that the conversation is being followed through the questions that are asked • listen to and use new vocabulary to develop their own vocabularies • use this vocabulary in a variety of meaningful contexts • think of alternatives for simple vocabulary choices • answer questions clearly in sentences • give a reason for their answer when asked • explore why they have certain thoughts or opinions • describe their immediate world and environment • talk about themselves clearly and confidently • retell simple stories / recounts • remain focused on a conversation when not directly involved and be able to recall the main points when questioned • begin to offer ideas and suggestions based on what has been heard - for example in response to reading or watching an experiment 	<p>Begin to:</p> <ul style="list-style-type: none"> • prepare and present information orally • support own ideas and opinions with explanations • develop ideas and feelings through sustained talk • organise what they want to say so that it is clear to the listener • give descriptions and recall events / stories / recount experiences with some added detail to engage the listener • adapt speaking style to suit the audience • present information to a wider audience eg. whole school in assembly • begin to adapt suitable styles of delivery dependent on task / audience • recognise how language choices vary in different situations • develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects • use new vocabulary within the correct context • discuss a wider range of topics which are perhaps unfamiliar to their own direct experience • give answers to questions that are supported by justifiable reasons • develop ideas and expand on these building on what others say • adapt ideas in light of new information • work in a variety of group situations following appropriate etiquette for group dynamics • show through the contributions made and questions asked that they have followed a conversation • participate in discussions by listening to others and building on from what has been said • respond to a speaker's main ideas, developing them through comments and suggestions • generate questions to ask a specific speaker / audience in response to a talk / conversation • ask questions in direct response to something heard / presented • participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions • take account of the viewpoints of others when building own arguments and offering responses

	<ul style="list-style-type: none"> • take part in role play to find out about different characters and situations • take different roles in a drama / role play to explore how others felt about a character's actions 	
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Reading

Word Reading	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately without overt sounding and blending when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading 	<p>Begin to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
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Comprehension

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

- listening 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
- discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- exploring non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

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

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participating 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
- explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Begin to develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry (e.g. free verse, narrative poetry)

Begin to understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieving and recording information from non-fiction
- participating 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

Writing

<p>Handwriting</p>	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • use the diagonal and horizontal strokes needed to join letters with increased accuracy, and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters 	<p>Begin to:</p> <ul style="list-style-type: none"> • confidently use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
<p>Composition</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils, re-reading 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-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear 	<p>Begin to plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Begin to discuss and record ideas, draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (eg. headings and sub-headings) <p>Begin to evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-reading for spelling and punctuation errors <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

Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- using sentences with different forms: statement, question, exclamation, command
- expanding noun phrases to describe and specify, e.g. the blue butterfly
- using the present and past tenses correctly and consistently including the progressive form
- using subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- learning the grammar for year 2 in English Appendix 2
- using some features of written Standard English
- using and understanding the grammatical terminology in English Appendix 2 in discussing their writing

Begin to develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although
- using the present perfect form of verbs to mark relationships of time and cause
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials

Begin to indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- learning the grammar for years 3 (and 4) in English Appendix 2
- using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Grammar - Appendix 2 (Taught through integrated lessons and Guided Reading tasks)

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 2	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • formation of nouns using suffixes such as -ness, -er • compound nouns • formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix) • use of the suffixes -er and -est to form comparisons of adjectives and adverbs • the use of -ly to turn adjectives into adverbs 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • subordination (using when, if, that, because) and co-ordination (using or, and, or but) • expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) • sentences with different forms: statement, question, exclamation, command 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • the consistent use of present tense versus past tense throughout texts • use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • capital letters, full stops, question marks and exclamation marks to demarcate sentences • commas to separate items in a list • apostrophes to mark contracted forms in spelling • apostrophes to mark singular possessions in nouns 	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • verb • tense (past, present) • adjective • noun • noun phrase • adverb • statement • question • exclamation • command • apostrophe • comma • compound suffix

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 3	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • formation of nouns using a range of prefixes, such as super-, anti-, auto- • use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) • word families based on common words 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • expressing time, place and cause using: • conjunctions (e.g. when, before, after, while, so, because) • adverbs (e.g. then, next, soon, therefore) • or prepositions (e.g. before, after, during, in, because of) 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • introduction to paragraphs as a way to group related material • headings and sub-headings to aid presentation • use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play) 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • introduction to inverted commas to punctuate direct speech 	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • word family • conjunction • adverb • preposition • direct speech • inverted commas (or speech marks) • prefix • consonant • vowel • clause • subordinate clause

Spellings - Appendix 1 (Taught using FFT Phonics and Twinkl Spelling Scheme)

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 2	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • common exception words (CEW) • high frequency words (HFW) - the first 200 from Letters and Sounds (pg 195) 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • homophones and near homophones e.g. there/their/they're, hear/here, see/ sea • words with alternative pronunciations from Letters and Sounds Phase 5 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words) • words with the /s/ sound spelt 'c' before 'e', 'i', 'y' • words ending -le, -el, -al and -il • adding -ies to nouns and verbs ending in 'y' • adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it • adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it • adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with the suffixes -ment, -ness, -ful, -less and -ly • words ending in -tion 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words • words with the /r/ sound spelt 'wr' at the beginning of words 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with contractions e.g. can't, didn't • words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 3/4	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words from the National Curriculum word list for Years 3 and 4 (pg 64) 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight words containing the /u/ sound spelt 'ou' e.g. double, trouble homophones and near homophones e.g. affect/ effect, berry/bury, fair/fare, male/mail 		<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing') words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- words using suffixes: -ly, -ation, -ous words with endings sounding /shun/: -tion, -sion, -ssion, -cian words ending with the schwa sound: measure, creature 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> Possessive apostrophe with plural words e.g. girls' boys' babies' children's