Activity/Genre	Learning Intentions (KS1) (EYFS)	Links with National Curriculum/ EYFS
Harvest Prayer	***BASELINE ASSESMENTS/SETTLING IN*** *To be able to read fluently and accurately and become familiar with a prayer. * To be able to identify and recognise the key features of a prayer. * To be able to plan a Harvest prayer based on a model. * To be able to write my own Harvest prayer, recalling and applying the key features of a prayer. * To be able to edit my own work.	*Gives meaning to marks they make as they draw, write and paint. * Begins to break the flow of speech into words. *Continues a rhyming string. *Hears and says the initial sound in words. *Can segment the sounds in simple words and blend them together. *Links sounds to letters, naming and sounding the letters of the alphabet. *Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. *Writes own name and other things such as labels, captions.
Alliterative Poetry - Superhero ABC by Bob McLeod	*To listen, and respond to a range of poetry around a theme. *To look at rhyme within poems. *To collect words that rhyme. *Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. *To read and become familiar with a poem. *To be able to comment on aspects such as word combinations, sound patterns (rhymes, rhythms, alliterative patterns) and forms of presentation. *To be able to identify some stylistic techniques and features of a poem. *I can experiment with alliteration and make adventurous word choices. *To use structures from poems as a basis for writing. *To be able to recall and apply some stylistic techniques when writing own alliterative poetry.	*Attempts to write short sentences in meaningful contexts. Reading Pupils should be taught to: 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 words containing common suffixes 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. Writing develop positive attitudes towards and stamina for writing by: writing writing poetry writing about real events writing poetry writing for different purposes consider what they are going to write about writing down ideas and/or key words, including new vocabulary planning or saying out loud what they are going to write about writing writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own wr
Character Description (Describe a super villain - Linked to Supertato by Sue Hendra)	*Listens attentively in a range of situations. *Listens to stories. *Responds to what they hear with relevant comments, questions or actions. * I can identify the features needed to create a good character description. * I can experiment with selecting some powerful adjectives. * I can plan a detailed character description of a super villain. *I can write a detailed description of a super villain. * To be able to edit and revise my own work. * To be able to evaluate my own work, identifying positive features and suggestions for improvement.	
Instructions (How to catch Evil Pea - Linked to Supertato by Sue Hendra)	*Listen to and follow single instructions, and then a series of two and three instructions. *Give oral instructions when playing. * Read and follow simple classroom instructions on labels with additional pictures or symbols. *Attempt to write basic instructions on labels, for instance in role play area. * To be able to read fluently and accurately and become familiar with different examples of instructions. * To identify the features of instructions. * To be able to suggest examples to create a bank of "bossy" imperative verbs and sequential words.	

Topic: Heroes and Heroines

*To be able to recall and apply the features of instructional writing when planning a set of instructions to capture Evil Pea.

- * To be able to write a clear set of instructions.
- * To be able to evaluate and improve my own work.

Recount

(Link to stimulus of school trip to Chirk Aqueduct - Thomas Telford character study) *Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations.

*Write sentences to match pictures or sequences of pictures illustrating an event.

*Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.

- *To be able to read fluently and accurately and become familiar with a recount model text.
- *I can recognise and identify the generic features of recount writing.
- * I can plan my own recount based on our school trip to Chirk Aqueduct.
- * To be able to recall and apply the features of recount writing.
- * To be able to write a concise recount of our school trip to Chirk Aqueduct.
- * To edit and revise my own work.
- * To be able to write and publish a final draft of my
- * To be able to evaluate and improve my own work.

Non-chronological Report (Focus on Thomas Telford -Stimulus trip to Chirk Aqueduct)

- *Describe something/someone (possibly after drawing it/them).
- *Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy? Ask similar probing questions to elicit a fuller description from someone else.
- *In a shared reading context read information books and look at/re-read the books independently. *Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.
- *To be able to read fluently and accurately and become familiar with a model of a non-chronological report.
- *To be able to recognise and identify the features of a non-chronological report.
- * I can conduct research and record information about Thomas Telford to inform my planning of my non-chronological report.
- * I can plan my own non-chronological report about Thomas Telford.
- *To be able to write a detailed non-chronological report about Thomas Telford, recalling and applying the key features of a non-chronological report.
- * To be able to edit and revise my own work.

grammar and punctuation [for example, ends of sentences punctuated correctly] [] read aloud what they have written with appropriate intonation to make the meaning clear.

Dearning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 🛘 learn how to use: I sentences with different forms: statement, question, exclamation, command [] expanded noun phrases to describe and specify [for example, the blue butterfly] [] the present and past tenses correctly and consistently including the progressive form [] subordination (using when, if, that, or because) and coordination (using or, and, or but) [] the grammar for year 2 in English Appendix 2 [some features of written Standard English