

MARINA INTERNATIONAL SCHOOL

ENGLISH SCHEME OF WORK

YEAR 1 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Know how to predict the contents of a book	Teach learners to use the title, front cover picture and blurb to predict what the book is likely to be about.
1.2	Know how to predict the contents of a book	Teach learners to use the title, front cover picture and blurb to predict what the book is likely to be about.
1.3	Develop a sense of themselves as readers	<p>Share the large print books with learners and enjoy the stories. Sometimes, pause before reading on to ask learners to predict what may be about to happen.</p> <p>Talk about the story.</p> <ul style="list-style-type: none">• Who are the characters? Who was their favourite character? Why?• Where is the book set?• Talk about the sequence of events in the story. Use the vocabulary beginning, middle and end.• What does the author want the reader to feel at the end of the book (happy, sad, etc.)? Do learners like the book? Why, or why not? What was their favourite bit?

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1.4	1.4 Develop a sense of themselves as readers. 1.5 Apply phonics techniques.	<p>1.4 Share the large print books with learners and enjoy the stories. Sometimes, pause before reading on to ask learners to predict what may be about to happen. Talk about the story.</p> <ul style="list-style-type: none"> • Who are the characters? Who was their favourite character? Why? • Where is the book set? • Talk about the sequence of events in the story. Use the vocabulary beginning, middle and end. • What does the author want the reader to feel at the end of the book (happy, sad, etc.)? Do learners like the book? Why, or why not? What was their favourite bit? <p>1.5. In regular reading sessions, teach and reinforce phonics techniques for reading decodable words and for sounding out parts of words which cannot be fully sounded out. This could include:</p> <ul style="list-style-type: none"> • blending individual letter sounds • identifying and blending sounds which are represented by more than one letter, e.g. th • using knowledge of sounds to read one syllable words with short vowels, e.g. mat • blending to read words with final and initial adjacent consonants, e.g. stop, bend, stand <ul style="list-style-type: none"> • Put learners into small groups. Give each group the same set of cards each showing a letter of the alphabet (the set can include all letters or a specific group of letters). Give learners a specified amount of time to <ul style="list-style-type: none"> • make as many words using the cards as possible, and to record them. Ask one group to read out their words while the other groups cross off the matching words in their own lists. Then ask the remaining groups if they have listed any other words. The group with the most words is the winner.
2.1	Increase familiarity with favourite books.	Learners sit in pairs or groups and listen to audios of the picture books. They follow the text in the books as they listen.

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2.2	Retell stories.	<p>When a story has been read several times, encourage learners to participate in retelling it. This can include:</p> <ul style="list-style-type: none"> • straightforward retelling in groups or as a class • using puppets to retell the story • drawing a picture and using it to retell the story. <p>As learners retell the story, encourage use of vocabulary and language from the book, especially dialogue words spoken by particular characters</p>
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2.4	Hold a pencil comfortably and form letters correctly	<ul style="list-style-type: none"> • Teach and reinforce handwriting in regular sessions when 'families' of similar-shaped letters. The key to each of the letter families should be their starting strokes. Commonly used letter families are: • f, i, j, l, t, u, y (long ladder letters)
3.1	Know how to predict the contents of a book.	Teach learners to use the title, front cover picture and blurb to predict what the book is likely to be about.
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3.4	3.4 Develop a sense of themselves as readers 3.5. Apply phonics techniques.	<p>3.4 Share the large print books with learners and enjoy the stories. Sometimes, pause before reading on to ask learners to predict what may be about to happen.</p> <p>Talk about the story.</p> <ul style="list-style-type: none"> • Who are the characters? Who was their favourite character? Why? • Where is the book set? • Talk about the sequence of events in the story. <p>Use the vocabulary beginning, middle and end.</p> <ul style="list-style-type: none"> • What does the author want the reader to feel at the end of the book (happy, sad, etc.)? <p>Do learners like the book? Why, or why not? What was their favourite bit?</p> <p>3.5 Increase familiarity with favourite books.</p>
4.1	Retell stories.	<p>When a story has been read several times, encourage learners to participate in retelling it. This can include:</p> <ul style="list-style-type: none"> • straightforward retelling in groups or as a class • using puppets to retell the story • drawing a picture and using it to retell the story. <p>As learners retell the story, encourage use of vocabulary and language from the book, especially dialogue words spoken by particular characters</p>

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4.4	4.4 Hold a pencil comfortably and form letters correctly. 4.5 Hold a pencil comfortably and form letters correctly	<p>4.4 • Teach and reinforce handwriting in regular sessions when 'families' of similar-shaped letters. The key to each of the letter families should be their starting strokes. Commonly used letter families are: -b, h, k, m, n, p, r (one-armed robot letters)</p> <p>4.5 • Teach and reinforce handwriting in regular sessions when 'families' of similar-shaped letters. The key to each of the letter families should be their starting strokes. Commonly used letter families are: -b, h, k, m, n, p, r (one-armed robot letters)</p>

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5.1	Write simple stories based on stories you have read together.	<p>Once learners have read, discussed and retold a story, they should attempt to write parts of it. Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events using pictures from the story • writing captions for individual pictures • writing captions under a sequence of pictures to retell the story • drawing a picture of the story and writing a commentary. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • known letters to represent sounds in words • high frequency words you have taught • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences.
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5.4	5.4 Write simple stories based on stories you have read together. 5.5 Hold a pencil comfortably and form letters correctly.	<p>5.4 Once learners have read, discussed and retold a story, they should attempt to write parts of it. Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events using pictures from the story • writing captions for individual pictures • writing captions under a sequence of pictures to retell the story • drawing a picture of the story and writing a commentary. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • known letters to represent sounds in words • high frequency words you have taught • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences. <p>5.5 Always ask learners to read back what they have written soon after they have finished.</p> <ul style="list-style-type: none"> • Teach and reinforce handwriting in regular sessions when ‘families’ of similar-shaped letters. The key to each of the letter families should be their starting strokes. Commonly used letter families are: <p>-a, c, d, e, g, o, q, s (curly caterpillar letters)</p>
6.1	ACROSS THE BOARD TEST	REVISION

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7.1	Recognise different kinds of instructions.	<p>If possible, go for a walk around the school or its neighbourhood, looking for labels which tell people what to do. (If a walk isn't possible, limit discussions to printed notices in the classroom.) Record by drawing, copying or photographing signs and labels, e.g.:</p> <ul style="list-style-type: none"> • Push to open • Stop • Fire exit or signs for fire exits • Visitors, please ring bell • Now wash your hands. <p>Talk about the shared function of all these notices and labels. Discuss what they have in common and what is different.</p> <ul style="list-style-type: none"> • Ask learners to say phonemes in ways that reflects a mood (e.g. bossy, scary) • play rhyming bingo by drawing out of a bag an object/picture and asking learners to call out if it rhymes with any of the three pictures they each have.
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8.1	Be able to hear, read and write all three sounds in single-syllable words	<p>Use regular opportunities to reinforce segmenting and blending. Say the word, the phonemes, and the word. Learners repeat the sequence. Repeat with another word. For example, say, 'Cat, c-a-t, cat. Hat, h-a-t, hat. Fat, f-a-t, fat.'</p> <p>Use card/wooden cut-out letters so that learners have both an aural and a visual input for these sounds. This activity combines segmenting a word for spelling and blending the phonemes for reading. Include 'sh', 'th' and 'ch' in these activities. Although each sound is represented by two letters, they are still one phoneme, so a word like shop is a single-syllable word.</p>
8.2	Know how to predict the contents of a book.	<p>Teach learners to use the title, front cover picture and blurb to predict what the book is likely to be about.</p> <p>Talk about the function of the title page and contents page in non-fiction books.</p>

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8.4	8.4 Know how to predict the contents of a book. 8.5 Develop a sense of themselves as readers.	<p>8.4 Teach learners to use the title, front cover picture and blurb to predict what the book is likely to be about.</p> <p>Talk about the function of the title page and contents page in non-fiction books.</p> <p>8.5 Share the large print and books, posters and class read-aloud books with learners.</p> <p>While reading different kinds of instruction books, talk about:</p> <ul style="list-style-type: none"> • the purpose of the books • the layout and features of instruction texts, e.g. the aim stated at the beginning, a what you need list, instructions numbered in sequence • the similarities and differences between instruction books and storybooks (introduce the words fiction and non-fiction) • the kind of things instruction books tell you about. <p>Encourage learners to talk about their own experiences of following instructions.</p>

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9.1	Give instructions.	<p>When learners have had experience of reading instructions, give them opportunities of giving instructions orally. For example:</p> <ul style="list-style-type: none"> • ask learners to give the rest of the class clear instructions for regular classroom routines (e.g. preparing for dinner, going out to play, changing for PE) • let learners invent PE games or races and give others in the group instructions on how to play them • teach one group of learners the instructions for a game/ routine and ask them to tell the other learners. <p>play games like Simon Says: one person gives instructions for the rest of the class to follow, e.g. 'Put your hands on your head,' but they must always say 'Simon says' first, i.e. 'Simon says, "Put your hands on your head."' If they give an instruction without saying 'Simon says' first, all those who follow the instruction are out of the game.</p>
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9.4	<p>9.4 Hold a pencil comfortably and form letters correctly</p> <p>9.5 Hold a pencil comfortably and form letters correctly</p>	<p>9.4</p> <ul style="list-style-type: none"> • Teach and reinforce handwriting in regular sessions when 'families' of similar-shaped letters. The key to each of the letter families should be their starting strokes. Commonly used letter families are: <ul style="list-style-type: none"> • v, w, x, z (zigzag letters). <p>The placement of the letters f and k will depend on the style of handwriting chosen</p> <p>9.5</p> <ul style="list-style-type: none"> • Teach and reinforce handwriting in regular sessions when 'families' of similar-shaped letters. The key to each of the letter families should be their starting strokes. Commonly used letter families are: <ul style="list-style-type: none"> • v, w, x, z (zigzag letters). <p>The placement of the letters f and k will depend on the style of handwriting chosen</p>

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10.1	Write simple instructions based on instruction texts you have read together.	<p>Once learners have read, discussed and given instructions, they should attempt to write simple instructions. These written instructions should be based on a classroom activity that learners have participated in (e.g. making sandwiches, making something in an art and craft lesson, preparing to go home, getting dressed).</p> <p>Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events from pictures and folding them into a book • writing labels for what you need • writing captions for individual pictures • writing captions under a sequence of pictures to give more complete instructions. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • known letters to represent sounds in words • high frequency words you have taught • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences. <p>Always ask learners to read back what they have written soon after they have finished.</p>

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13.1	Write simple instructions based on instruction texts you have read together	<p>Once learners have read, discussed and given instructions, they should attempt to write simple instructions. These written instructions should be based on a classroom activity that learners have participated in (e.g. making sandwiches, making something in an art and craft lesson, preparing to go home, getting dressed).</p> <p>Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events from pictures and folding them into a book • writing labels for what you need • writing captions for individual pictures • writing captions under a sequence of pictures to give more complete instructions. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • known letters to represent sounds in words • high frequency words you have taught • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences. <p>Always ask learners to read back what they have written soon after they have finished.</p> <p>When learners are reading aloud or writing, encourage them to:</p> <ul style="list-style-type: none"> - pause at the end of sentences / full stops - identify / write in sentences (remind them that a sentence is not necessarily one line of text) - identify / use the features of sentences (capital letters and full stops) - identify / use capital letters for I and names.

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13.2	Write simple instructions based on instruction texts you have read together	<p>Once learners have read, discussed and given instructions, they should attempt to write simple instructions. These written instructions should be based on a classroom activity that learners have participated in (e.g. making sandwiches, making something in an art and craft lesson, preparing to go home, getting dressed).</p> <p>Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events from pictures and folding them into a book • writing labels for what you need • writing captions for individual pictures • writing captions under a sequence of pictures to give more complete instructions. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • known letters to represent sounds in words • high frequency words you have taught • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences. <p>Always ask learners to read back what they have written soon after they have finished.</p> <p>When learners are reading aloud or writing, encourage them to:</p> <ul style="list-style-type: none"> - pause at the end of sentences / full stops - identify / write in sentences (remind them that a sentence is not necessarily one line of text) - identify / use the features of sentences (capital letters and full stops) - identify / use capital letters for I and names.

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13.3	Write simple instructions based on instruction texts you have read together	<p>Once learners have read, discussed and given instructions, they should attempt to write simple instructions. These written instructions should be based on a classroom activity that learners have participated in (e.g. making sandwiches, making something in an art and craft lesson, preparing to go home, getting dressed).</p> <p>Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events from pictures and folding them into a book • writing labels for what you need • writing captions for individual pictures • writing captions under a sequence of pictures to give more complete instructions. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • known letters to represent sounds in words • high frequency words you have taught • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences. <p>Always ask learners to read back what they have written soon after they have finished.</p> <p>When learners are reading aloud or writing, encourage them to:</p> <ul style="list-style-type: none"> - pause at the end of sentences / full stops - identify / write in sentences (remind them that a sentence is not necessarily one line of text) - identify / use the features of sentences (capital letters and full stops) - identify / use capital letters for I and names.
13.4	13.4 Write simple instructions based on instruction texts you have read together 13.5 Write simple instructions based on instruction texts you have read together	<p>13.4 Once learners have read, discussed and given instructions, they should attempt to write simple instructions. These written instructions should be based on a classroom activity that learners have participated in (e.g. making sandwiches, making something in an art and craft lesson, preparing to go home, getting dressed).</p> <p>Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events from pictures and folding

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		<p>them into a book</p> <ul style="list-style-type: none"> • writing labels for what you need • writing captions for individual pictures • writing captions under a sequence of pictures to give more complete instructions. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • known letters to represent sounds in words • high frequency words you have taught • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences. <p>Always ask learners to read back what they have written soon after they have finished.</p> <p>When learners are reading aloud or writing, encourage them to:</p> <ul style="list-style-type: none"> - pause at the end of sentences / full stops - identify / write in sentences (remind them that a sentence is not necessarily one line of text) - identify / use the features of sentences (capital letters and full stops) - identify / use capital letters for I and names. <p>13.5 Once learners have read, discussed and given instructions, they should attempt to write simple instructions. These written instructions should be based on a classroom activity that learners have participated in (e.g. making sandwiches, making something in an art and craft lesson, preparing to go home, getting dressed).</p> <p>Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events from pictures and folding them into a book • writing labels for what you need • writing captions for individual pictures • writing captions under a sequence of pictures to give more complete instructions. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • known letters to represent sounds in words • high frequency words you have taught • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences.

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		<p>Always ask learners to read back what they have written soon after they have finished.</p> <p>When learners are reading aloud or writing, encourage them to:</p> <ul style="list-style-type: none"> - pause at the end of sentences / full stops - identify / write in sentences (remind them that a sentence is not necessarily one line of text) - identify / use the features of sentences (capital letters and full stops) - identify / use capital letters for I and names.
14.1	Develop understanding of grammar and punctuation	<ul style="list-style-type: none"> • Create sets of word cards by taking two or three sentences and writing the words on separate pieces of card. Divide learners into groups and give each group a set of word cards. Learners create two sentences from the cards. Ask one group to read out their sentences and to explain why they put the cards in the order they chose. Other learners listen carefully and decide whether they agree with the word order. As the year progresses you could focus on sentences which may be joined by and.
14.2	Develop understanding of grammar and punctuation	<ul style="list-style-type: none"> • Create sets of word cards by taking two or three sentences and writing the words on separate pieces of card. Divide learners into groups and give each group a set of word cards. Learners create two sentences from the cards. Ask one group to read out their sentences and to explain why they put the cards in the order they chose. Other learners listen carefully and decide whether they agree with the word order. As the year progresses you could focus on sentences which may be joined by and.
14.3	Read own writing aloud and talk about it.	<p>Allow learners time to read aloud what they have written in groups.</p>

WEEK	TOPIC	TOPIC DETAILS
14.4	14.4 Join in with reading simple repetitive rhymes and poems. 14.5 Develop reading skills, using a range of strategies to identify words.	<p>14.4</p> <p>Use large print books and posters to share rhymes. These can include:</p> <ul style="list-style-type: none"> • nursery rhymes • finger and action rhymes • playground chants and skipping rhymes • nonsense rhymes • songs • simple poems. <p>14.5 Once the rhymes have been introduced to learners, enjoy chanting and reading them together.</p>
15.1	Share and enjoy rhymes.	<p>Share the simple large print books and poster texts with learners. While reading, point out words which share the same spelling patterns and also rhyme.</p> <p>As learners become more familiar with the rhymes, encourage them to:</p> <ul style="list-style-type: none"> • share readings with friends • recite and perform the rhymes (with actions if possible) • talk about which rhyme they like best and why • discuss the rhymes in groups, saying what they enjoy/dislike about them • ask one another questions about the rhymes <p>play guessing games, e.g. 'I'm thinking of a rhyme; it's about a star.'</p>

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15.2	Share and enjoy rhymes.	<p>Share the simple large print books and poster texts with learners. While reading, point out words which share the same spelling patterns and also rhyme.</p> <p>As learners become more familiar with the rhymes, encourage them to:</p> <ul style="list-style-type: none"> • share readings with friends • recite and perform the rhymes (with actions if possible) • talk about which rhyme they like best and why • discuss the rhymes in groups, saying what they enjoy/dislike about them • ask one another questions about the rhymes play guessing games, e.g. 'I'm thinking of a rhyme; it's about a star.'
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WEEK	TOPIC	TOPIC DETAILS
15.4	15.4 Share and enjoy rhymes. 15.5 Write simple rhymes based on rhymes you have read together.	<p>15.4 Share the simple large print books and poster texts with learners. While reading, point out words which share the same spelling patterns and also rhyme.</p> <p>As learners become more familiar with the rhymes, encourage them to:</p> <ul style="list-style-type: none"> • share readings with friends • recite and perform the rhymes (with actions if possible) • talk about which rhyme they like best and why • discuss the rhymes in groups, saying what they enjoy/dislike about them • ask one another questions about the rhymes play guessing games, e.g. 'I'm thinking of a rhyme; it's about a star.' <p>15.5</p> <p>Once learners have read, discussed and recited rhymes, they should attempt to write some. These can be rewrites of known rhymes or simple explorations of rhyming patterns. Work can include:</p> <ul style="list-style-type: none"> • sequencing events in a rhyme from pictures and folding them into a book • writing captions for individual pictures • writing sets of rhyming words. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • known letters to represent sounds in words • high frequency words you have taught
16.1	Read own writing aloud and talk about it.	<p>Always ask learners to read back what they have written soon after they have finished.</p> <p>Allow learners time to read aloud what they have written in groups.</p>
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16.3	Read own writing aloud and talk about it.	<p>Always ask learners to read back what they have written soon after they have finished.</p> <p>Allow learners time to read aloud what they have written in groups.</p>
16.4	16.4 Read own writing aloud and talk about it. 16.5 Read own writing aloud and talk about it.	<p>16.4 Always ask learners to read back what they have written soon after they have finished.</p> <p>Allow learners time to read aloud what they have written in groups.</p> <p>16.5 Always ask learners to read back what they have written soon after they have finished.</p> <p>Allow learners time to read aloud what they have written in groups.</p>

ENGLISH SCHEME OF WORK

YEAR 1 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Know how to predict the contents of a book.	<p>Teach learners to use the title, front cover picture and blurb to predict what the book is likely to be about. Introduce the words author and illustrator.</p> <p>Share the large print books and class read-aloud books with learners and enjoy the stories. Sometimes, pause before reading on to ask learners to predict what may be about to happen.</p>
1.2	Know how to predict the contents of a book.	<p>Teach learners to use the title, front cover picture and blurb to predict what the book is likely to be about. Introduce the words author and illustrator.</p> <p>Share the large print books and class read-aloud books with learners and enjoy the stories. Sometimes, pause before reading on to ask learners to predict what may be about to happen.</p>
1.3	Develop a sense of themselves as readers	<p>Talk about the story.</p> <ul style="list-style-type: none">• Who are the characters? Who was their favourite character? Why?• What kind of people are the characters? How do we know?• What do the characters say to each other? What can we find out by listening to them talk?• Talk about the sequence of events in the story. Use the vocabulary beginning, middle and end.• Do learners like the story? Why, or why not? What was their favourite bit? <p>Talk about the differences between traditional tales and modern stories with a familiar setting.</p>

WEEK	TOPIC	TOPIC DETAILS
1.4	1.4 Develop a sense of themselves as readers 1.5 Develop a sense of themselves as readers	<p>1.4 Talk about the story.</p> <ul style="list-style-type: none"> • Who are the characters? Who was their favourite character? Why? • What kind of people are the characters? How do we know? • What do the characters say to each other? What can we find out by listening to them talk? • Talk about the sequence of events in the story. Use the vocabulary beginning, middle and end • Do learners like the story? Why, or why not? What was their favourite bit? <p>Talk about the differences between traditional tales and modern stories with a familiar setting.</p> <p>1.5 Talk about the story.</p> <ul style="list-style-type: none"> • Who are the characters? Who was their favourite character? Why? • What kind of people are the characters? How do we know? • What do the characters say to each other? What can we find out by listening to them talk? • Talk about the sequence of events in the story. Use the vocabulary beginning, middle and end. • Do learners like the story? Why, or why not? What was their favourite bit? <p>Talk about the differences between traditional tales and modern stories with a familiar setting.</p>
2.1	Become familiar with different ways of retelling familiar tales.	Let learners watch or listen to different versions of favourite tales. Talk about how the stories are the same and different. Discuss this with reference to character and story sequence.
2.2	Become familiar with different ways of retelling familiar tales.	Let learners watch or listen to different versions of favourite tales. Talk about how the stories are the same and different. Discuss this with reference to character and story sequence.
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WEEK	TOPIC	TOPIC DETAILS
2.4	<p>2.4 Be able to hear, read and write all three sounds in single-syllable words.</p> <p>2.5 Begin to learn consonant clusters in initial and final position in CCVC words.</p>	<p>2.4 Use regular opportunities to reinforce segmenting and blending. Say the word, the phonemes, and the word. Learners repeat the sequence. Repeat with another word. For example, say, 'Frog, f-r-o-g, frog. Sand, s-a-n-d, sand.'</p> <p>Use card/wooden cut-out letters so that learners have both an aural and a visual input for these sounds. This activity combines segmenting a word for spelling and blending the phonemes for reading.</p> <p>2.5 Many learners respond well to a puppet who needs help to blend and segment these words.</p>
3.1	<p>Become familiar with different ways of retelling familiar tales.</p>	<p>Let learners watch or listen to different versions of favourite tales. Talk about how the stories are the same and different. Discuss this with reference to character and story sequence.</p>
3.2	<p>Become familiar with different ways of retelling familiar tales.</p>	<p>Let learners watch or listen to different versions of favourite tales. Talk about how the stories are the same and different. Discuss this with reference to character and story sequence.</p>
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WEEK	TOPIC	TOPIC DETAILS
3.4	3.4 Retell stories. 3.5 Retell stories.	<p>3.4</p> <p>When a story has been read several times, encourage learners to participate in retelling it. This can include:</p> <ul style="list-style-type: none"> • straightforward retelling in groups or as a class • using puppets to retell the story • drawing a picture and using it to retell the story. <p>As learners retell the story, encourage them to use vocabulary and language from the book, especially dialogue words spoken by particular characters.</p> <p>3.5</p> <p>When a story has been read several times, encourage learners to participate in retelling it. This can include:</p> <ul style="list-style-type: none"> • straightforward retelling in groups or as a class • using puppets to retell the story • drawing a picture and using it to retell the story. <p>As learners retell the story, encourage them to use vocabulary and language from the book, especially dialogue words spoken by particular characters.</p>
4.1	Write simple tales based on tales you have read together.	<p>Once learners have read, discussed and retold a tale, they should attempt to write bits of it. Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events from pictures for the story and folding them into a book, adding repetitive language from the original story if appropriate • writing longer captions for individual pictures • writing longer captions under a sequence of pictures to retell the story • drawing a picture of the story and writing a commentary. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences • 'and' to join some appropriate sentences. <p>Always ask learners to read back what they have written soon after they have finished</p>

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4.2	Write simple tales based on tales you have read together.	<p>Once learners have read, discussed and retold a tale, they should attempt to write bits of it. Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events from pictures for the story and folding them into a book, adding repetitive language from the original story if appropriate • writing longer captions for individual pictures • writing longer captions under a sequence of pictures to retell the story • drawing a picture of the story and writing a commentary. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences • 'and' to join some appropriate sentences. <p>Always ask learners to read back what they have written soon after they have finished</p>

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		<p>4.5</p> <p>Once learners have read, discussed and retold a tale, they should attempt to write bits of it. Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events from pictures for the story and folding them into a book, adding repetitive language from the original story if appropriate • writing longer captions for individual pictures • writing longer captions under a sequence of pictures to retell the story • drawing a picture of the story and writing a commentary. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences • 'and' to join some appropriate sentences. <p>Always ask learners to read back what they have written soon after they have finished</p>
5.1	Use alphabetical texts.	<p>Introduce simple dictionaries to learners. Talk about their purpose and the way they are organised.</p> <p>Encourage learners to play question and answer games using the simple dictionaries. For example, 'I'm thinking of a word. It begins with s. It means ... What's the word?'</p>
5.2	Use alphabetical texts.	<p>Introduce simple dictionaries to learners. Talk about their purpose and the way they are organised.</p> <p>Encourage learners to play question and answer games using the simple dictionaries. For example, 'I'm thinking of a word. It begins with s. It means ... What's the word?'</p>

WEEK	TOPIC	TOPIC DETAILS
5.3	Use alphabetical texts.	<p>Introduce simple dictionaries to learners. Talk about their purpose and the way they are organised.</p> <p>Encourage learners to play question and answer games using the simple dictionaries. For example, 'I'm thinking of a word. It begins with s. It means ... What's the word?'</p>
5.4	5.4 Know how to predict the contents of a book. 5.5 Know how to predict the contents of a book.	<p>5.4 Teach learners to use the title, front cover picture and blurb to predict what the book is likely to be about.</p> <p>Introduce the index and glossary (if there is one). Discuss the organisation.</p> <p>Compare the functions of the contents page and index</p> <p>5.5 Teach learners to use the title, front cover picture and blurb to predict what the book is likely to be about.</p> <p>Introduce the index and glossary (if there is one). Discuss the organisation.</p> <p>Compare the functions of the contents page and index</p>
6.1	Develop a sense of themselves as readers.	<p>Share the large print books with pictures and class read-aloud books with learners and learn from the information. Introduce the purpose and features of non-chronological report texts, including:</p> <ul style="list-style-type: none"> • they are non-fiction (not fiction) and are intended to give information on different subjects • the information in a book will relate to the title of the book • the book is usually divided into sections by headings • you can read texts from different parts of the book in any order – you don't have to read the whole book in the right order • you can use the contents and index to look up information <p>books like these can be about almost anything.</p>

WEEK	TOPIC	TOPIC DETAILS
6.2	Develop a sense of themselves as readers.	<p>Share the large print books with pictures and class read-aloud books with learners and learn from the information. Introduce the purpose and features of non-chronological report texts, including:</p> <ul style="list-style-type: none"> • they are non-fiction (not fiction) and are intended to give information on different subjects • the information in a book will relate to the title of the book • the book is usually divided into sections by headings • you can read texts from different parts of the book in any order – you don't have to read the whole book in the right order • you can use the contents and index to look up information <p>books like these can be about almost anything.</p>
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WEEK	TOPIC	TOPIC DETAILS
6.4	6.4 Develop a sense of themselves as readers. 6.5 Talk in the manner of a non-chronological text.	<p>6.4 Share the large print books with pictures and class read-aloud books with learners and learn from the information. Introduce the purpose and features of non-chronological report texts, including:</p> <ul style="list-style-type: none"> • they are non-fiction (not fiction) and are intended to give information on different subjects • the information in a book will relate to the title of the book • the book is usually divided into sections by headings • you can read texts from different parts of the book in any order – you don't have to read the whole book in the right order • you can use the contents and index to look up information <p>books like these can be about almost anything.</p> <p>6.5 Encourage 'show and tell'. Learners bring in a small box (e.g. a shoe box) with something (or a picture of something) that interests them inside it. They can give the class information about their chosen artefact.</p> <p>Other learners can ask them questions about it.</p>
7.1	Write simple reports based on reports that have read together.	<p>Once learners have read, discussed and spoken like a non-chronological report text, they should try to write one. This could be done by making a class book about something and asking each learner to contribute, or different learners could:</p> <ul style="list-style-type: none"> • write longer captions for individual pictures • write about and draw several aspects of the same subject. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences • 'and' to join some appropriate sentences. <p>Always ask learners to read back what they have written soon after they have finished</p>

WEEK	TOPIC	TOPIC DETAILS
7.2	Write simple reports based on reports that have read together.	<p>Once learners have read, discussed and spoken like a non-chronological report text, they should try to write one. This could be done by making a class book about something and asking each learner to contribute, or different learners could:</p> <ul style="list-style-type: none"> • write longer captions for individual pictures • write about and draw several aspects of the same subject. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences • 'and' to join some appropriate sentences. <p>Always ask learners to read back what they have written soon after they have finished</p>
7.3	MID-TERM	MID- TERM
7.4	7.4 MID- TERM 7.5 MID-TERM	7.4 MID-TERM 7.5 MID-TERM
8.1	Join in with reading simple repetitive rhymes and poems	<p>Use large print books and posters to share rhymes. These can include:</p> <ul style="list-style-type: none"> • nursery rhymes • finger and action rhymes • playground chants and skipping rhymes • nonsense rhymes • songs • simple poems. <p>Once the rhymes have been introduced to learners, enjoy chanting and reading them together.</p> <p>Choose one of the rhymes and encourage learners to replace pairs of rhyming words (e.g. Humpty Dumpty sat on a box, Humpty Dumpty saw a fox / some rocks ...; Humpty Dumpty sat in the sand, Humpty Dumpty saw a band / a hand ...).</p>

WEEK	TOPIC	TOPIC DETAILS
8.2	Join in with reading simple repetitive rhymes and poems	<p>Use large print books and posters to share rhymes. These can include:</p> <ul style="list-style-type: none"> • nursery rhymes • finger and action rhymes • playground chants and skipping rhymes • nonsense rhymes • songs • simple poems. <p>Once the rhymes have been introduced to learners, enjoy chanting and reading them together.</p> <p>Choose one of the rhymes and encourage learners to replace pairs of rhyming words (e.g. Humpty Dumpty sat on a box, Humpty Dumpty saw a fox / some rocks ...; Humpty Dumpty sat in the sand, Humpty Dumpty saw a band / a hand ...).</p>
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WEEK	TOPIC	TOPIC DETAILS
8.4	8.4 Develop reading skills, using a range of strategies to identify words and sentences. 8.5 Develop reading skills, using a range of strategies to identify words and sentences.	<p>8.4 CVC words with long vowel phonemes that learners can decode - words with common endings -s, -ed and -ing.</p> <p>Note: CCVC = consonant–consonant–vowel–consonant (e.g. frog) CVCC = consonant–vowel–consonant–consonant (e.g. sand) CVC = consonant–vowel–consonant (e.g. feet, where the double e sounds as a single long vowel phoneme ‘ee’)</p> <p>8.5 CVC words with long vowel phonemes that learners can decode - words with common endings -s, -ed and -ing.</p> <p>Note: CCVC = consonant–consonant–vowel–consonant (e.g. frog) CVCC = consonant–vowel–consonant–consonant (e.g. sand) CVC = consonant–vowel–consonant (e.g. feet, where the double e sounds as a single long vowel phoneme ‘ee’)</p>
9.1	Join in with reading simple repetitive rhymes and poems	<p>Use large print books and posters to share rhymes. These can include:</p> <ul style="list-style-type: none"> • nursery rhymes • finger and action rhymes • playground chants and skipping rhymes • nonsense rhymes • songs • simple poems. <p>Once the rhymes have been introduced to learners, enjoy chanting and reading them together.</p> <p>Choose one of the rhymes and encourage learners to replace pairs of rhyming words (e.g. Humpty Dumpty sat on a box, Humpty Dumpty saw a fox / some rocks ...; Humpty Dumpty sat in the sand, Humpty Dumpty saw a band / a hand ...).</p>

WEEK	TOPIC	TOPIC DETAILS
9.2	Join in with reading simple repetitive rhymes and poems	<p>Use large print books and posters to share rhymes. These can include:</p> <ul style="list-style-type: none"> • nursery rhymes • finger and action rhymes • playground chants and skipping rhymes • nonsense rhymes • songs • simple poems. <p>Once the rhymes have been introduced to learners, enjoy chanting and reading them together.</p> <p>Choose one of the rhymes and encourage learners to replace pairs of rhyming words (e.g. Humpty Dumpty sat on a box, Humpty Dumpty saw a fox / some rocks ...; Humpty Dumpty sat in the sand, Humpty Dumpty saw a band / a hand ...).</p>
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WEEK	TOPIC	TOPIC DETAILS
9.4	9.4 Share and enjoy rhymes. 9.5 Share and enjoy rhymes.	<p>9.4 As learners become more familiar with the rhymes, encourage them to:</p> <ul style="list-style-type: none"> • share readings with friends • recite and perform the rhymes (with actions if possible) • talk about which rhyme they like best and why • discuss the rhymes in groups, saying what they enjoy/dislike about them • ask one another questions about the rhymes <p>play 'fill in the missing word' games of their own, based on the poems and rhymes.</p> <p>9.5 As learners become more familiar with the rhymes, encourage them to:</p> <ul style="list-style-type: none"> • share readings with friends • recite and perform the rhymes (with actions if possible) • talk about which rhyme they like best and why • discuss the rhymes in groups, saying what they enjoy/dislike about them • ask one another questions about the rhymes <p>play 'fill in the missing word' games of their own, based on the poems and rhymes.</p>
10.1	MID YEAR ASSESSMENT	MID YEAR ASSESSMENT
10.2	MID YEAR ASSESSMENT	MID YEAR ASSESSMENT
10.3	MID YEAR ASSESSMENT	MID YEAR ASSESSMENT
10.4	10.4 MID YEAR ASSESSMENT 10.5	10.4 MID YEAR ASSESSMENT 10.5 MID YEAR ASSESSMENT

WEEK	TOPIC	TOPIC DETAILS
11.1	Write simple rhymes based on rhymes you have read together.	<p>Once learners have read, discussed and recited rhymes, they should attempt to write some new rhymes by replacing words or phrases in known rhymes. Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events in a rhyme from pictures and folding them into a book • writing captions for individual pictures • writing sets of rhyming words. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • known letters to represent sounds in words • high frequency words you have taught. <p>Always ask learners to read back what they have written soon after they have finished.</p>
11.2	Write simple rhymes based on rhymes you have read together.	<p>Once learners have read, discussed and recited rhymes, they should attempt to write some new rhymes by replacing words or phrases in known rhymes. Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events in a rhyme from pictures and folding them into a book • writing captions for individual pictures • writing sets of rhyming words. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • known letters to represent sounds in words • high frequency words you have taught. <p>Always ask learners to read back what they have written soon after they have finished.</p>

WEEK	TOPIC	TOPIC DETAILS
11.3	Write simple rhymes based on rhymes you have read together.	<p>Once learners have read, discussed and recited rhymes, they should attempt to write some new rhymes by replacing words or phrases in known rhymes. Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events in a rhyme from pictures and folding them into a book • writing captions for individual pictures • writing sets of rhyming words. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • known letters to represent sounds in words • high frequency words you have taught. <p>Always ask learners to read back what they have written soon after they have finished.</p>
11.4	11.4 Read own writing aloud and talk about it 11.5 Read own writing aloud and talk about it	<p>11.4 Allow learners time to read aloud what they have written in groups.</p> <p>11.5 Allow learners time to read aloud what they have written in groups.</p>

ENGLISH SCHEME OF WORK

YEAR 1 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Hold a pencil comfortably and form letters correctly.	<p>Assuming that basic letter formation is secure, introduce all long vowel phonemes as joined up, to reinforce the fact that two or more letters are representing one phoneme. This will support learners both as they spell the words and as they read them.</p> <p>Learners should not be joining whole words at this point, but they should be joining 'chunks' of letters within the word – most usefully long vowel phonemes</p>
1.2	Hold a pencil comfortably and form letters correctly.	<p>Assuming that basic letter formation is secure, introduce all long vowel phonemes as joined up, to reinforce the fact that two or more letters are representing one phoneme. This will support learners both as they spell the words and as they read them.</p> <p>Learners should not be joining whole words at this point, but they should be joining 'chunks' of letters within the word – most usefully long vowel phonemes</p>

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1.3	Hold a pencil comfortably and form letters correctly.	<p>Assuming that basic letter formation is secure, introduce all long vowel phonemes as joined up, to reinforce the fact that two or more letters are representing one phoneme. This will support learners both as they spell the words and as they read them.</p> <p>Learners should not be joining whole words at this point, but they should be joining 'chunks' of letters within the word – most usefully long vowel phonemes</p>
1.4	1.4 Know how to predict the contents of a book. 1.5 Know how to predict the contents of a book.	<p>1.4 Teach learners to use the title, front cover picture and blurb to predict what the book is likely to be about. Use the words author and illustrator</p> <p>1.5 Teach learners to use the title, front cover picture and blurb to predict what the book is likely to be about. Use the words author and illustrator</p>
2.1	Develop a sense of themselves as readers.	<p>Share the large print books and class read-aloud books with learners and enjoy the stories. Sometimes, pause before you read on to ask learners to predict what may be about to happen.</p> <p>Talk about:</p> <ul style="list-style-type: none"> • Who are the characters? Who was their favourite character? Why? • What kind of people are the characters? How do we know? • What do the characters say to each other? What can we find out by listening to them talk? • Talk about the sequence of events in the story. Begin to use sequencing words as you recount the events in the story <p>Do learners like the story? Why, or why not? What was their favourite bit?</p>

WEEK	TOPIC	TOPIC DETAILS
2.2	Develop a sense of themselves as readers.	<p>Share the large print books and class read-aloud books with learners and enjoy the stories. Sometimes, pause before you read on to ask learners to predict what may be about to happen.</p> <p>Talk about:</p> <ul style="list-style-type: none"> • Who are the characters? Who was their favourite character? Why? • What kind of people are the characters? How do we know? • What do the characters say to each other? What can we find out by listening to them talk? • Talk about the sequence of events in the story. Begin to use sequencing words as you recount the events in the story <p>Do learners like the story? Why, or why not? What was their favourite bit?</p>
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WEEK	TOPIC	TOPIC DETAILS
2.4	2.4 Retell stories. 2.5 Retell stories.	<p>2.4</p> <p>When a story has been read several times, encourage learners to participate in retelling it. This can include:</p> <ul style="list-style-type: none"> • straightforward retelling in groups or as a class • using puppets to retell the story • drawing a picture and using it to retell the story. <p>As learners retell the story, encourage them to use vocabulary and language from the book, especially of dialogue words spoken by particular characters</p> <p>2.5</p> <p>When a story has been read several times, encourage learners to participate in retelling it. This can include:</p> <ul style="list-style-type: none"> • straightforward retelling in groups or as a class • using puppets to retell the story • drawing a picture and using it to retell the story. <p>As learners retell the story, encourage them to use vocabulary and language from the book, especially of dialogue words spoken by particular characters</p>

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3.1	Develop a sense of themselves as readers.	<p>Share the large print books and class read-aloud books with learners and enjoy the stories. Sometimes, pause before you read on to ask learners to predict what may be about to happen.</p> <p>Talk about:</p> <ul style="list-style-type: none"> • Who are the characters? Who was their favourite character? Why? • What kind of people are the characters? How do we know? • What do the characters say to each other? What can we find out by listening to them talk? • Talk about the sequence of events in the story. Begin to use sequencing words as you recount the events in the story <p>Do learners like the story? Why, or why not? What was their favourite bit?</p>
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WEEK	TOPIC	TOPIC DETAILS
4.1	Write simple stories based on stories you have read together.	<p>Once learners have read, discussed and retold a story, they should attempt to write their own version of it, or to retell it. Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events from pictures for the story and folding them into a book, adding some of the book's vocabulary to caption the pictures • writing longer captions for individual pictures • writing longer captions under a sequence of pictures to retell the story • drawing a picture of the story and writing a commentary. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences • 'and' to join some appropriate sentences. <p>Always ask learners to read back what they have written soon after they have finished</p>

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4.2	Write simple stories based on stories you have read together.	<p>Once learners have read, discussed and retold a story, they should attempt to write their own version of it, or to retell it. Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events from pictures for the story and folding them into a book, adding some of the book's vocabulary to caption the pictures • writing longer captions for individual pictures • writing longer captions under a sequence of pictures to retell the story • drawing a picture of the story and writing a commentary. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences • 'and' to join some appropriate sentences. <p>Always ask learners to read back what they have written soon after they have finished</p>

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WEEK	TOPIC	TOPIC DETAILS
4.4	4.4 Read own writing aloud and talk about it. 4.5 Read own writing aloud and talk about it.	<p>4.4 Allow learners time to read aloud what they have written in groups. Share recount texts together. Once they have been read, point out key features of recount texts, including:</p> <ul style="list-style-type: none"> • their purpose being to recount a real experience • they are written in the first person I because the writer is the one who had the experience • they feature sequencing words to show the order in which the events occurred. <p>4.5 Allow learners time to read aloud what they have written in groups. Share recount texts together. Once they have been read, point out key features of recount texts, including:</p> <ul style="list-style-type: none"> • their purpose being to recount a real experience • they are written in the first person I because the writer is the one who had the experience • they feature sequencing words to show the order in which the events occurred.
5.1	MID TERM	MID TERM
5.2	MIDTERM	MID TERM
5.3	MID TERM	MID TERM
5.4	MID TERM	MID TERM

WEEK	TOPIC	TOPIC DETAILS
6.1	Recount their own experiences.	<p>Once learners have read recounts and orally recounted their experiences, they should attempt to write a recount text. This may be an individual recount or a recount based on a class experience. The advantage of the latter is that you can model the language and help to scaffold the writing using writing frames.</p> <p>Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • using a chart to record information from a text you have shared • completing minimal details in a writing frame, e.g. I went to ... Then I saw a ... Next I went to ... and ... At the end of the day, I ... • sequencing events from pictures from a text you have read together and folding them into a book; learners can write captions, using the language of recounts • writing longer captions for a sequence of pictures • drawing a picture of the experience and writing a commentary. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences • 'and' to join some appropriate sentences. <p>Always ask learners to read back what they have written soon after they have finished.</p> <p>Allow learners time to read aloud what they have written in groups.</p>

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6.2	Recount their own experiences.	<p>Once learners have read recounts and orally recounted their experiences, they should attempt to write a recount text. This may be an individual recount or a recount based on a class experience. The advantage of the latter is that you can model the language and help to scaffold the writing using writing frames.</p> <p>Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • using a chart to record information from a text you have shared • completing minimal details in a writing frame, e.g. I went to ... Then I saw a ... Next I went to ... and ... At the end of the day, I ... • sequencing events from pictures from a text you have read together and folding them into a book; learners can write captions, using the language of recounts • writing longer captions for a sequence of pictures • drawing a picture of the experience and writing a commentary. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences • 'and' to join some appropriate sentences. <p>Always ask learners to read back what they have written soon after they have finished.</p> <p>Allow learners time to read aloud what they have written in groups.</p>

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6.4	6.4 Recount their own experiences. 6.5 Recount their own experiences.	<p>6.4</p> <p>Once learners have read recounts and orally recounted their experiences, they should attempt to write a recount text.</p>

WEEK	TOPIC	TOPIC DETAILS
		<p>This may be an individual recount or a recount based on a class experience. The advantage of the latter is that you can model the language and help to scaffold the writing using writing frames.</p> <p>Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • using a chart to record information from a text you have shared • completing minimal details in a writing frame, e.g. I went to ... Then I saw a ... Next I went to ... and ... At the end of the day, I ... • sequencing events from pictures from a text you have read together and folding them into a book; learners can write captions, using the language of recounts • writing longer captions for a sequence of pictures • drawing a picture of the experience and writing a commentary. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences • 'and' to join some appropriate sentences. <p>Always ask learners to read back what they have written soon after they have finished. Allow learners time to read aloud what they have written in groups.</p> <p>6.5</p> <p>Once learners have read recounts and orally recounted their experiences, they should attempt to write a recount text. This may be an individual recount or a recount based on a class experience. The advantage of the latter is that you can model the language and help to</p>

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		<p>scaffold the writing using writing frames.</p> <p>Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • using a chart to record information from a text you have shared • completing minimal details in a writing frame, e.g. I went to ... Then I saw a ... Next I went to ... and ... At the end of the day, I ... • sequencing events from pictures from a text you have read together and folding them into a book; learners can write captions, using the language of recounts • writing longer captions for a sequence of pictures • drawing a picture of the experience and writing a commentary. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences • 'and' to join some appropriate sentences. <p>Always ask learners to read back what they have written soon after they have finished.</p> <p>Allow learners time to read aloud what they have written in groups.</p>

WEEK	TOPIC	TOPIC DETAILS
7.1	Write simple recounts based on recount texts that have been read together.	<p>Once learners have read recounts and orally recounted their experiences, they should attempt to write a recount text. This may be an individual recount or a recount based on a class experience. The advantage of the latter is that you can model the language and help to scaffold the writing using writing frames.</p> <p>Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • using a chart to record information from a text you have shared • completing minimal details in a writing frame, e.g. I went to ... Then I saw a ... Next I went to ... and ... At the end of the day, I ... • sequencing events from pictures from a text you have read together and folding them into a book; learners can write captions, using the language of recounts • writing longer captions for a sequence of pictures • drawing a picture of the experience and writing a commentary. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences • 'and' to join some appropriate sentences.

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7.2	Write simple recounts based on recount texts that have been read together.	<p>Once learners have read recounts and orally recounted their experiences, they should attempt to write a recount text. This may be an individual recount or a recount based on a class experience. The advantage of the latter is that you can model the language and help to scaffold the writing using writing frames.</p> <p>Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • using a chart to record information from a text you have shared • completing minimal details in a writing frame, e.g. I went to ... Then I saw a ... Next I went to ... and ... At the end of the day, I ... • sequencing events from pictures from a text you have read together and folding them into a book; learners can write captions, using the language of recounts • writing longer captions for a sequence of pictures • drawing a picture of the experience and writing a commentary. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know • capital letters to mark the beginning of some sentences • full stops to mark the end of some sentences • 'and' to join some appropriate sentences.

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WEEK	TOPIC	TOPIC DETAILS
7.4	7.4 Read own writing aloud and talk about it. 7.5 Read own writing aloud and talk about it.	<p>7.4 Always ask learners to read back what they have written soon after they have finished. Allow learners time to read aloud what they have written in groups.</p> <p>7.5 Always ask learners to read back what they have written soon after they have finished. Allow learners time to read aloud what they have written in groups.</p>
8.1	Write simple recounts based on recount texts that have been read together.	<p>Discuss chosen poems.</p> <ul style="list-style-type: none"> • What is it about? • Does it rhyme? If it doesn't rhyme, what makes it a poem? • Is the poem describing something or telling about events? • Do learners like the poem? Why, or why not? What was their favourite bit? <p>Introduce some names of poets, so learners begin to get a sense of author.</p> <p>When a poem has been read several times, encourage learners to participate in reading it with you or learning to recite it. This can include:</p> <ul style="list-style-type: none"> • straightforward re-reading/recitation in groups or as a class • using puppets to retell the story.

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8.2	Write simple recounts based on recount texts that have been read together.	<p>Discuss chosen poems.</p> <ul style="list-style-type: none"> • What is it about? • Does it rhyme? If it doesn't rhyme, what makes it a poem? • Is the poem describing something or telling about events? • Do learners like the poem? Why, or why not? What was their favourite bit? <p>Introduce some names of poets, so learners begin to get a sense of author.</p> <p>When a poem has been read several times, encourage learners to participate in reading it with you or learning to recite it. This can include:</p> <ul style="list-style-type: none"> • straightforward re-reading/recitation in groups or as a class • using puppets to retell the story.
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8.4	8.4 Read own writing aloud and talk about it. 8.5 Read own writing aloud and talk about it.	<p>8.4 As learners become more familiar with the poems, encourage them to use existing poems as a model and make their own poems by substituting words and lines.</p> <p>8.5 As learners become more familiar with the poems, encourage them to use existing poems as a model and make their own poems by substituting words and lines.</p>
9.1	As learners become more familiar with the poems, encourage them to use existing poems as a model and make their own poems by substituting words and lines.	<p>Once learners have read, discussed and recited a poem, they should attempt to write their own version of it, or to retell it. Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events from pictures from the poem and folding them into a book, adding some words or lines from the poem to caption the pictures • copying the poem for inclusion in a class anthology • writing a new version or verse of a poem, using the original as a model. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know.

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9.2	As learners become more familiar with the poems, encourage them to use existing poems as a model and make their own poems by substituting words and lines.	<p>Once learners have read, discussed and recited a poem, they should attempt to write their own version of it, or to retell it. Depending on the development of learners, work can vary between:</p> <ul style="list-style-type: none"> • sequencing events from pictures from the poem and folding them into a book, adding some words or lines from the poem to caption the pictures • copying the poem for inclusion in a class anthology • writing a new version or verse of a poem, using the original as a model. <p>As learners write, encourage them to use:</p> <ul style="list-style-type: none"> • more known letters to represent sounds in words • high frequency words they should know.
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9.4	9.4 Recite poems and rhymes 9.5 Recite poems and rhymes	<p>9.4 Always ask learners to read back what they have written soon after they have finished.</p> <p>Allow learners time to read aloud what they have written in groups.</p> <p>9.5 Always ask learners to read back what they have written soon after they have finished.</p> <p>Allow learners time to read aloud what they have written in groups.</p>
10.1	Write simple poems based on poems you have read together.	As learners become more familiar with the poems, encourage them to use existing poems as a model and make their own poems by substituting words and lines.
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11.1	Phonics, spelling and vocabulary Be able to hear all three phonemes in a CVC word with a long vowel phoneme and recognise some of the letter patterns which commonly represent the long vowel phoneme.	<p>Every lesson should include some level of phonics games and activities.</p> <p>Use regular opportunities to reinforce segmenting and blending. Say the word, the phonemes, and the word. Learners repeat the sequence. Repeat with another word. For example, say, 'Train, t-r-ai-n, train. Sheep, sh-ee-p, sheep. Road, r-oa-d, road. Boot, b-oo-t, boot.'</p> <p>Focus on the long vowel phonemes 'ai', 'ee', 'ie', 'oa' and 'oo'.</p> <p>Use card/wooden cut-out letters so that learners have both an aural and a visual input for these sounds. If you have cut-outs of joined letters, use them at this point to reinforce the fact that two letters represent one sound. This activity combines segmenting a word for spelling and blending the phonemes for reading.</p> <p>Many learners respond well to a puppet that needs help to blend and segment these words.</p>

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13.4	REPORTS AND END OF TERM	REPORTS AND END OF TERM