

# Year 1/2 Sycamore English Intent 24/5

| Term                        | Advent 1   |                            | Advent 2  |                              | Lent 1  |   | Lent 2  |                          | Pentecost 1   |                              | Pentecost 2  |                           |
|-----------------------------|--|----------------------------|---|------------------------------|---|---|---|--------------------------|---|------------------------------|--|---------------------------|
| Topics                      | Great Fire of London   |                            | UK and capital cities   |                              | Local History   |   | Let's go on safari  |                          | Mary Seacole  |                              | At the farm  |                           |
| Hook Book                   | <ul style="list-style-type: none"> <li>The Koala who Could-Rachel Bright</li> <li>Toby and the Great Fire of London- Margaret Nash</li> <li>Mog's Christmas-Judith Kerr</li> </ul> |                            | <ul style="list-style-type: none"> <li>The Dark- Lemony Snicket</li> <li>Samsons's Titanoc Journey</li> <li>Lots- the Diversity of Life on Earth</li> </ul> |                              | <ul style="list-style-type: none"> <li>Rosa Parks- Lisbeth Kaiser</li> <li>Grandad's Secret Giant- David Lichfield</li> <li>The Boy Who Sailed the World</li> <li>I am the see that Grew</li> </ul> |   | <ul style="list-style-type: none"> <li>How to hide a Lion- Helen Stephens</li> <li>Lila and the Secret of Rain-David Conway</li> <li>Meerkat Mail</li> <li>Tiger, Tiger Burning Bright (anthology)</li> </ul> |                          | <ul style="list-style-type: none"> <li>Emile Earhart- Maria Isobel Sanchez</li> <li>The Magic Finger- Roald Dahl</li> </ul> |                              | <ul style="list-style-type: none"> <li>Farmer Duck- Martin Waddell</li> <li>Handa's Surprise- Eileen Brown</li> <li>Rosies Walk- Pat Hutchins</li> </ul> |                           |
| Reading Genres              | Narratives<br>Historical Narratives  |                            | Adventure narratives<br>Biodiversity<br>Exploring emotions  |                              | Adventure<br>Biographies<br>Poetry  |   | Stories about friendship<br>Learning poetry by heart  |                          | Classic narrative   |                              | Friendship<br>Imaginary  |                           |
| Writing Genre               | <b>Non-fiction:</b><br>Non-chronological report  | <b>Fiction:</b><br>recount | <b>Non-fiction:</b><br>Labels<br>Description  | <b>Fiction:</b><br>narrative | <b>Non-fiction:</b><br>Captions<br>labels   | <b>Fiction:</b><br>Poetry<br>Short narratives | <b>Non-fiction:</b><br>posters  | <b>Fiction:</b><br>Diary | <b>Non-fiction:</b><br>Instructions   | <b>Fiction:</b><br>Narrative | <b>Non-fiction:</b><br>postcards<br>instructions   | <b>Fiction:</b><br>Letter |
| Grammar focus<br><br>Year 1 | -spacing between words<br>-correctly spacing work on a page<br>-Capital letters and full stops.  |                            |   |                              | - letter, capital letter word, singular, plural<br>sentence punctuation, full stop, question mark, exclamation mark   |   |   |                          | - letter, capital letter word, singular, plural<br>sentence punctuation, full stop, question mark, exclamation mark         |                              |  |                           |

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|   |  |  | - Sequencing sentences to form short narratives   |  | - Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences<br>Capital letters for names and for the personal pronoun |   |
| <b>Grammar</b><br><br><b>Year 2</b><br><br><i>Blue indicates revisiting of skills</i> | -Expanded <b>noun phrases</b> for description and specification<br>-How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation or command</b>   | <b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)<br><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] | Correct choice and consistent use of <b>present tense and past tense</b> throughout writing | <i>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</i><br><i>Correct choice and consistent use of present tense and past tense throughout writing</i> | -Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences<br>- Commas to separate items in a list                             | <i>Correct choice and consistent use of present tense and past tense throughout writing</i><br><i>Commas to separate items in a list</i><br><i>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</i> |
| <b>Spelling</b>   | Spelling is in line with Read Write Inc program and taught daily in small groups<br>-words containing each of the 40+ phonemes already taught<br>-common exception words<br>-the days of the week<br>-name the letters of the alphabet:<br>-naming the letters of the alphabet in order<br>-using letter names to distinguish between alternative spellings of the same sound<br>-write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. – add prefixes and suffixes: -<br>- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs –<br>-using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] |  |   |  |  |   |
| <b>Scaffold</b>   | Scaffolded learning in reading will take the form of pairing the child with an adult or pupils who can prompt with tricky words when reading aloud. Pupils will be given the opportunity to pre-read any sections before they read aloud in class. They may also be given comprehension questions prior to the lesson to allow for extra thinking time.<br>For lessons in writing pupils will be given sentence stems, word mats and the option to use predictive software for longer writes. Pupils will also be encouraged to plan their work using mind maps and story planners- these can be completed with an adult or as part of paired work.  |  |   |  |  |   |

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| <b>Challenge</b>       | <p>More able pupils will be encouraged to deepen their understanding in reading by comparing texts, generating open questions of their own and reading other texts by the same author.</p> <p>In writing pupils should be encouraged; use a greater range of punctuation consistently across all genres/subjects. A greater awareness of the reader should be adopted and use of a wider range of vocabulary to entertain and inform.</p> |  |                    |   |  |                         |
| <b>Oracy</b>           | Hot- seating to explore the character in the story and develop empathy  | Recount the stories verbally. Discuss in groups how the stories have changed from the original | Performance poetry | Group discussion around the behaviour of the lion | Hot- seating to explore the character in the story and develop empathy | Drama- re-enact a scene |
| <b>Diversity Links</b> | Relationships<br>Expressing feeling and discussing mental health  | Expressing feeling and discussing mental health  |                    |   | Ethnic Diversity   |                         |