

# **HIAS English Team**

## **Step Up to Catch Up English Curriculum**

**Year 1/2 Haselworth Primary School**

**A 12-week plan to support schools  
(post COVID-19 lockdown)**

**Principles and guidance for planning once children return to school**

May 2020  
Final version

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# HIAS English Team

## Step Up to Catch Up English Curriculum

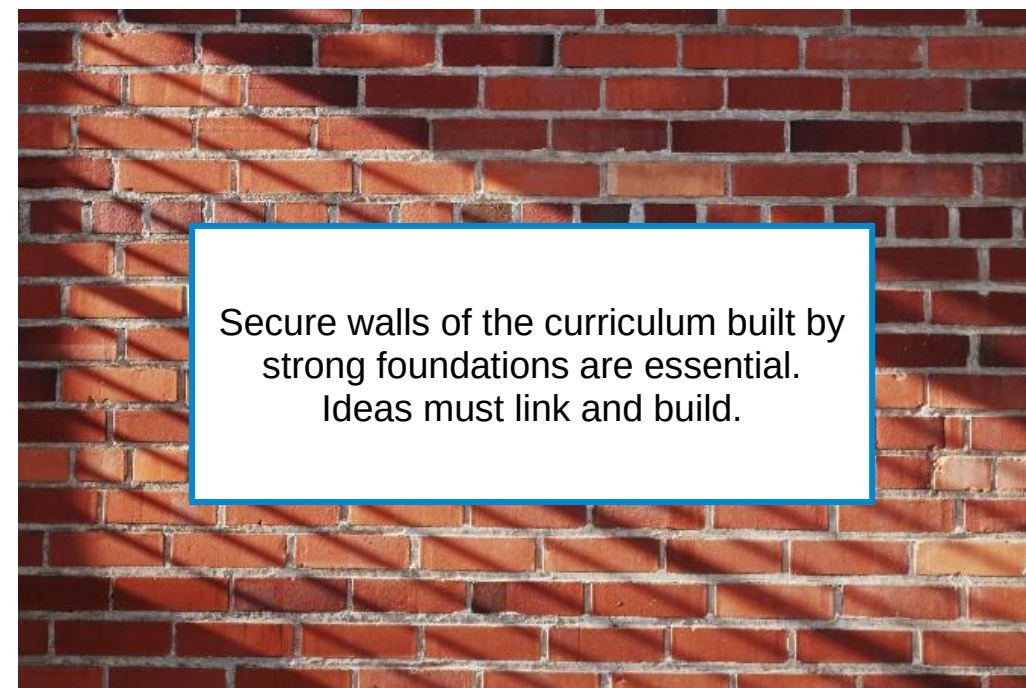
### Introduction

Before schools return to 'normal' there needs to be clear pedagogical thinking about how learning will be planned for in the autumn. Even if schools return at some point/ in some format during the summer term, children will potentially have significant gaps when starting their new year group in the autumn – whenever that may be. This document aims to support teachers in the thinking and preparation that can be explored in advance, giving teachers the confidence to plan and teach effectively after such unprecedented circumstances.

It is important that all children achieve sufficiently secure foundations to their understanding and that Covid-19 does not leave a legacy of 'gaps' for years to come. However, the good news is, the English curriculum is both cumulative and recursive. Every time we read and write we draw on the same set of skills. As fluency increases in the basic skills we introduce nuances and explore the impact of these. The National Curriculum identifies a clear progression in skills so teachers just need to 'notice' where they are not yet embedded from the previous year and enable opportunity to do so in a rich and engaging environment.

#### Questions to consider:

- What attitudes to learning and habits for learning will have been lost / gained and therefore may impact length of tasks, types of tasks children can access?
- Which children / groups will have continued to make progress at home, which will have made little / no progress?
- Which children will not be ready to learn initially on return to school and which children will be desperate to learn again and want to be challenged?
- What can you assume, what do you know and what do you not know about the answers to the questions above?
- What will your level of expectations be on day one, week one, week 4?
- What stimulus will hook children into wanting to write (again)?

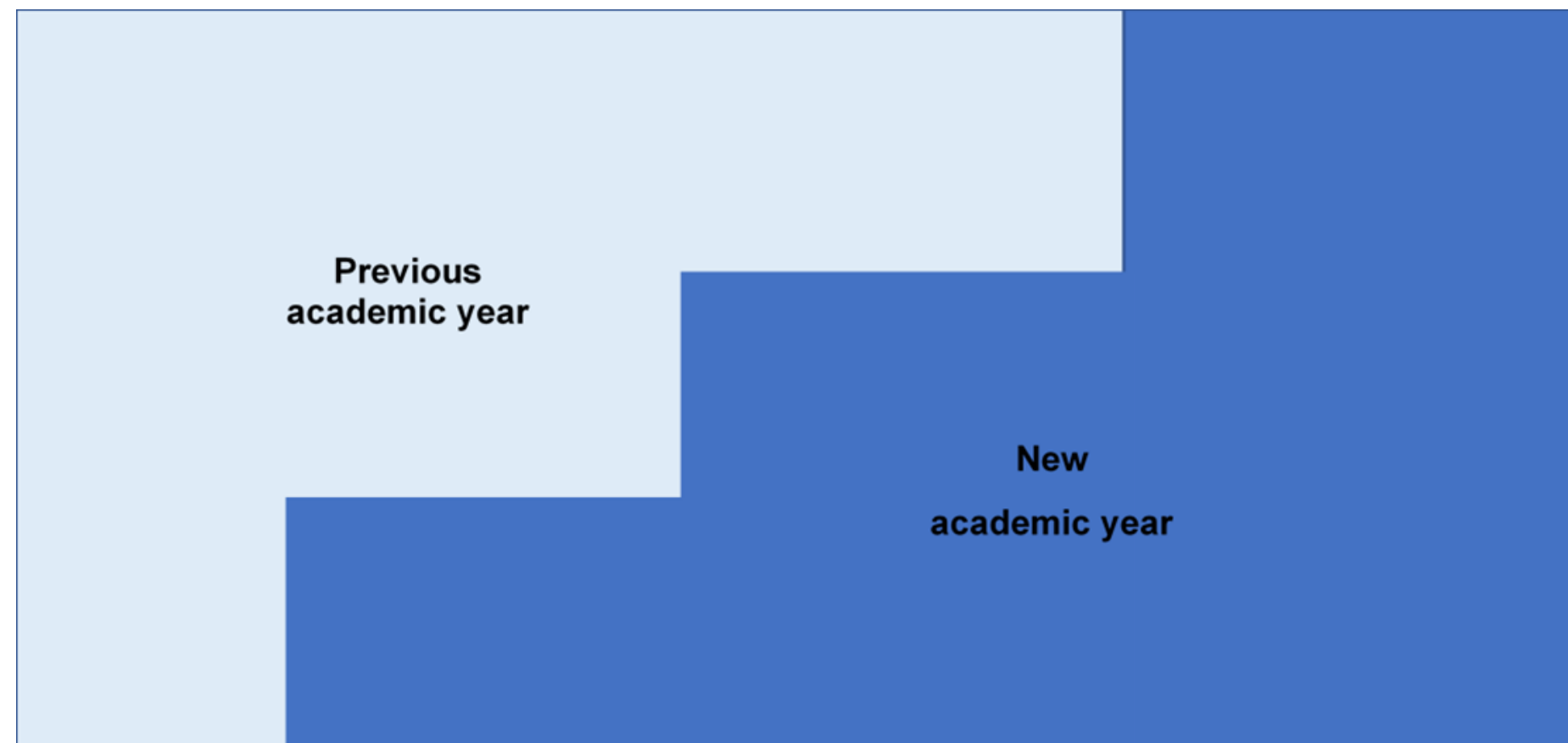


### Guiding Principles of the HIAS Step Up to Catch Up English Curriculum:

- To quickly establish starting points for individuals
- To revisit key learning from the previous year's curriculum
- To quickly close the most vital 'gaps' in knowledge, skills and understanding
- To focus on the more complex aspects of the previous year's curriculum which is unlikely to have been covered or sufficiently understood initially and then slowly increasing content from the new academic year as appropriate (see diagram)
- To align the revision and catch up coverage with the new year's curriculum so that it is sequential and progressive, and enables pupils to catch up fully in the academic year 2020-2021
- To identify text-drivers that will 'bridge' the gaps between year groups/key stages and enable the focused curriculum content to be delivered rapidly
- To challenge and uncover misconceptions, hesitancy of knowledge and unreliability in skills
- To remain highly receptive and adaptive to feedback from children's learning on a daily basis
- To adopt and adapt the HIAS examples in this document to meet the needs of individual schools and cohorts
- The National Curriculum statements identified from the previous year group are essential to securing progress from one year group to the next, however internal assessment and knowledge of the pupils takes precedence over suggestions in this model.

### Establishing starting points:

- What tasks and activities should be planned for initially so teachers can quickly assess starting points to ensure optimal progress?
- Where are the 'gaps' in knowledge, understanding and skills in writing?
- What needs to be consolidated and revised immediately?



| Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| Early Learning Goals (Prime & Specific Areas) and Development Matters, Enabling Environments 40-60 Months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| Communication & Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| <p><b>Listening and attention:</b> <i>children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</i></p> <ul style="list-style-type: none"> <li>When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the...</li> <li>Set up a listening area where children can enjoy rhymes and stories.</li> <li>Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'.</li> </ul> <p><b>Understanding:</b> <i>children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</i></p> <ul style="list-style-type: none"> <li>Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character.</li> </ul> <p><b>Speaking:</b> <i>children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</i></p> <ul style="list-style-type: none"> <li>Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.</li> <li>Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases.</li> <li>Help children to build their vocabulary by extending the range of their experiences.</li> <li>Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities.</li> </ul> | <p><b>Moving and handling:</b> <i>children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</i></p> <ul style="list-style-type: none"> <li>Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes.</li> <li>Practise movement skills through games with beanbags, cones, balls and hoops.</li> <li>Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching</li> <li>Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment.</li> <li>Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities.</li> <li>Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments.</li> <li>Provide play resources including small world toys, construction sets, threading and posting toys, dolls' clothes and material for collage.</li> <li>Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them.</li> <li>Provide a range of left-handed tools, especially left-handed scissors, as needed.</li> <li>Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools.</li> <li>Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism.</li> </ul> | <p><b>Reading:</b> <i>children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</i></p> <ul style="list-style-type: none"> <li>Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.</li> <li>Provide story boards and props which support children to talk about a story's characters and sequence of events.</li> <li>Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books.</li> <li>Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words.</li> <li>Provide some simple texts which children can decode to give them confidence and to practise their developing skills.</li> </ul> <p><b>Writing:</b> <i>children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</i></p> <ul style="list-style-type: none"> <li>Provide word banks and writing resources for both indoor and outdoor play.</li> <li>Provide a range of opportunities to write for different purposes about things that interest children.</li> <li>Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose.</li> <li>Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie.</li> </ul> |

## Year 1 Writing Specific Guidance

Units of work in the Step Up to Catch Up Curriculum are driven by the need to support the unusual post lockdown transition, and therefore initially will not follow normal HIAS three stage learning journeys for writing. The need to fill curriculum gaps will drive tasks and outcomes in units rather than a text or specific genre, as we would normally advise.

### Key learning:

In Year 1, the first half of the academic year should be taught through enabling environments and continuous provision, following a similar structure to that of the Early Years setting. Writing learning journeys are pacy and high interest, lasting between 1-2 weeks. Shorter learning journeys will sustain younger children's interests and focus. **The key learning in English can be supported through the environment with ongoing, connected, purposeful tasks being set up for pupils as part of their continuous provision.** This will allow pupils additional time to focus on acquiring the literacy basics in focused adult-led instructional groups as well as develop physically, socially and emotionally through other aspects of their play.

### Text driver choices:

Select text drivers with patterned, repeating language and texts that support early readers with a phonics focus. **Nursery Rhymes and Traditional Tales are important for familiarising young children with story structure and story related vocabulary.** The text drivers selected should be age-appropriate and fun to read, learn and engage with, as well as texts that provide purposeful writing opportunities.

### Writing outcome choices:

**The writing outcomes should increase in difficulty and complexity as the weeks progress, developing children's writing skills and allowing for increasingly sustained and purposeful writing opportunities in a range of forms, for a range of reasons.** In the model below, we have suggested several possible writing outcomes linked to each text as some of these writing opportunities may be used within continuous provision.

### AfL:

Ongoing assessment should inform and shape your teaching, adapting curriculum coverage, changing text drivers and varying task design as appropriate. The text drivers and written outcomes that you choose must be contextually relevant to your school and your pupils' needs.

**Adopt and adapt the text choices, writing outcomes and individual National Curriculum statements to meet the needs of individual schools and cohorts**

## Year 2 Writing Specific Guidance

Units of work in the Step Up to Catch Up Curriculum are driven by the need to support the unusual post lockdown transition, and therefore initially will not follow normal HIAS three stage learning journeys for writing. The need to fill curriculum gaps will drive tasks and outcomes in units rather than a text or specific genre, as we would normally advise.

### Key learning:

Depending on the needs of the children, you may need to consider teaching through enabling environments and continuous provision, following a similar structure to that of the Early Year setting, using small teacher-led groups for direct instruction. This will allow for precision teaching in smaller, focus groups and enable pupils to continue their learning through play within the environment. Initially children will be focused on closing learning gaps from the year 1 English Curriculum, and as the weeks progress, the year 1 statements reduce and the Y2 statements increase.

### Text driver choices:

A focus on texts with patterned, repeated language is important, as these are texts that support early readers with a phonics focus. Young readers and writers should become familiar with many traditional tales and fairy tales in order to meet National Curriculum requirements and embed early story structure and key story vocabulary and language. The text choices in the model below, reflect this requirement.

### Writing outcome choices:

With younger children, it is important that the writing learning journeys are pacy and high interest, lasting between 1-2 weeks. Across the twelve weeks it is vital to ensure a balance of narrative and non-fiction writing outcomes for a range of purposes. As the weeks continue this should become progressively harder and enable children to build writing stamina. In the model below, we have suggested several possible, linked writing outcomes for each text-driver, this should allow for ongoing, purposeful writing opportunities through continuous provision.

### AfL:

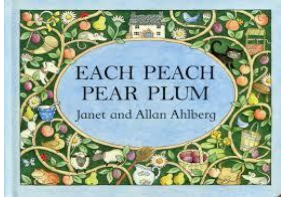
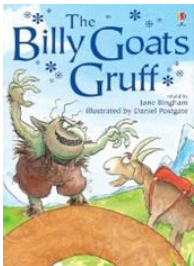
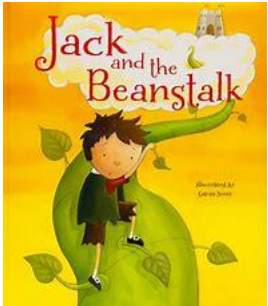
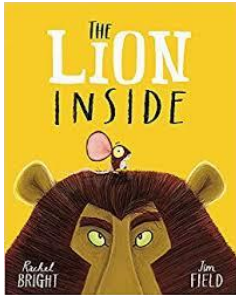
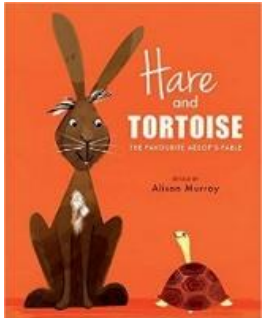
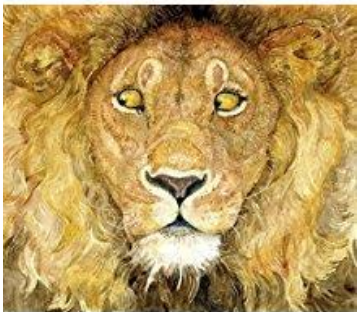
Planning and teaching should be informed by assessment, tasks set can be varied to provide challenge for all pupils. If assessment shows that children are secure in knowledge, skill or understanding, they can be moved on or spend time more deeply embedding the learning.

**Adopt and adapt the text choices, writing outcomes and individual National Curriculum statements to meet the needs of individual schools and cohorts**

| Y1 Step Up to Catch Up planning schedule |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                        |
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|                                          | Word Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Comprehension                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Transcription                                                                                                                                                                                                                                                                                                                                                                                                                         | Handwriting                                                                                                                                                                                                                                  | Writing Composition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Vocab, grammar & punctuation                                                                                                                                                           |
| <b>Year 1</b>                            | <p>apply phonic knowledge and skills as the route to decode words (Phase 3 &amp; 4 Letters &amp; Sounds)</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (Phase 3 &amp; 4 Letters &amp; Sounds)</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (CVC, CVCC, CCVC &amp; polysyllabic words)</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> | <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>predicting what might happen on the basis of what has been read so far</p> | <p>Spell:</p> <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words taught in this phase</p> <p>the days of the week</p> <p>Name the letters of the alphabet: Naming the letters of the alphabet in order</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p> <p>Adding –er and –est to adjectives where no change is needed to the root word</p> | <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Be.g.in to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> | <p>Write sentences by:</p> <p>Saying out loud what they are going to write about</p> <p>Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions</p> <p>Some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>Composing a sentence orally before writing it</p> <p>Recognise sentence boundaries in spoken sentences</p> <p>Uses simple words, phrases and clauses in sentence-like structures to communicate meaning</p> <p>May include simple sentences working towards straight forward subject/verb agreement</p> <p>Some awareness of where to place capital letters and full stops</p> <p>Sequencing sentences to form short narratives</p> <p>A simple opening or closing phrase (often formulaic) may be used</p> <p>Re-reading what they have written to check that it makes sense</p> | <p>leaving spaces between words</p> <p>joining words using ‘and’</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> |

| Y2 Step Up to Catch Up planning schedule |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                  |
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|                                          | Word Reading                                                                                                                                                                                                                                                                                                                                                                                         | Comprehension                                                                                                                                                                                                                                                                                                                                                                                                                  | Transcription                                                                                                                                                                                                                                                                                                                           | Handwriting                                                                                                                                                                                                                                              | Writing Composition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Vocab, grammar & punctuation                                                                                                                                                                                                                                     |
| Year 1                                   | <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to read words</p> | <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>making inferences on the basis of what is being said and done</p> | <p>Spell Common Exception Words (Y1)</p> <p>add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p>    | <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> | <p>Write sentences by:</p> <p>sequencing sentences to form short narratives</p> <p>Some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions</p> <p>re-reading what they have written to check that it makes sense</p> <p>Composing a sentence orally before writing it</p> <p>A simple opening or closing phrase (often formulaic) may be used</p> <p>Pupils demonstrate simple and compound sentences reliably</p> <p>Pupils sometimes use exclamation marks as alternatives to full stop</p> | <p>joining clauses using and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p> |
| Year 2                                   | <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p>                                                                                        | <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p>                                                                                                       | <p>Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learning to spell common exception words (Y2)</p> | <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>                                                                                                                       | <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use of a brief opening and ending</p>                                                                                                                                                                                                                                                                                            | <p>Learning how to use:</p> <p>commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>sentences with different forms: statement, question, exclamation</p> <p>expanded noun phrases to describe and specify</p>              |

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|  | <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> | <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> |  |  | <p>Use of expanded noun phrases to describe and specify</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Use of adventurous vocabulary related to the appropriateness of the task</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Some attempt to appropriately sequence ideas</p> | <p>the present and past tenses correctly and consistently</p> <p>co-ordination (using or, and, or but)</p> |
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| <p><b>Year One Step Up to Catch Up 12-week planning schedule</b></p> <p>Two week learning journeys with opportunities for: talk, role play, consolidation of key transcription and composition skills.</p> <p>Gradual stepped transition from previous curriculum objectives to current curriculum objectives.</p>                                                                                                                                                                                          |                                                                                                                                                                                  |                                                                                                                                                                                 |                                                                                                                                                                 |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                  |
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| <p><b>Week 1-2 Nursery Rhymes</b></p> <p><b>Week 3-6 Traditional Tales</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                  |                                                                                                                                                                                 | <p><b>Week 7-12 Fables</b></p>                                                                                                                                  |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                  |
| Text driver 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Text driver 2                                                                                                                                                                    | Text driver 3                                                                                                                                                                   | Text driver 4                                                                                                                                                   | Text driver 5                                                                                                                                                                                                   | Text driver 6                                                                                                                                                                                                                                                                    |
| <p><b>Text: <i>Each Peach Pear Plum</i> by Janet and Alan Ahlberg</b></p>                                                                                                                                                                                                                                                                                                                                                  | <p><b>Text: <i>The Billy Goats Gruff</i> by Jane Bingham</b></p>                                | <p><b>Text: <i>Jack and the Beanstalk</i></b></p>                                            | <p><b>Text: <i>The Lion Inside</i> by Rachel Bright &amp; Jim Field</b></p>  | <p><b>Text: <i>Hare and Tortoise</i> by Alison Murray</b></p>                                                                | <p><b>Text: <i>The Lion and the Mouse</i> by Jerry Pinkney</b></p>                                                                                                                            |
| <p><b>Possible Outcomes:</b></p> <p><b>Year 1</b></p> <p>Label the key vocabulary in the story.</p> <p>Hide pictures of nursery rhyme and fairy tale characters around the environment and ask children to write/draw/orally tell an I Spy story, e.g. I spy Humpty Dumpty in the book corner.</p> <p><b>Year 2</b></p> <p>Pair the rhyming words in the book to create rhyming couplets.</p> <p>Extend to write sentences that tell us where the character is, e.g. Mother Hubbard is in the cupboard.</p> | <p><b>Possible Outcomes:</b></p> <p><b>Year 1</b></p> <p>list / labels / phrases to complete a sentence</p> <p><b>Year 2</b></p> <p>Sequence / retell (orally) / description</p> | <p><b>Possible Outcomes:</b></p> <p><b>Year 1</b></p> <p>Retell (orally) / sequence pictures / complete a sentence</p> <p><b>Year 2</b></p> <p>Setting description / letter</p> | <p><b>Possible Outcomes:</b></p> <p><b>Year 1</b></p> <p>Speech bubbles / statement</p> <p><b>Year 2</b></p> <p>Speech bubbles / statements / questions</p>     | <p><b>Possible Outcomes:</b></p> <p><b>Year 1</b></p> <p>Character description (simple sentences)</p> <p><b>Year 2</b></p> <p>Recount of the race / interview the characters / Poster to advertise the race</p> | <p><b>Possible Outcomes:</b></p> <p><b>Year 1</b></p> <p>Sequence pictures and retell (orally), add sentences if ready.</p> <p><b>Year 2</b></p> <p>Write a description of the characters.</p> <p>Write the fable in their own words to sit aside the wordless picture book.</p> |

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| <p><b>Specific Curriculum Objectives: EYFS / Year 1</b></p> <p>Resource role-play areas with listening and writing equipment<br/>Ensure that role-play areas encourage writing of signs with a real purpose.</p> <p>Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie.</p> <p>Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books.</p> <p>Provide word banks and writing resources for both indoor and outdoor play.</p> <p>Provide a range of opportunities to write for different purposes about things that interest children.</p> <p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (Phase 3 &amp; 4 Letters &amp; Sounds)</p> | <p><b>Specific Curriculum Objectives: EYFS / Year 1</b></p> <p>Resource role-play areas with listening and writing equipment.<br/>Ensure that role-play areas encourage writing of signs with a real purpose.</p> <p>Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie.</p> <p>Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books.</p> <p>apply phonic knowledge and skills as the route to decode words</p> <p>Spell words containing each of the 40+ phonemes already taught</p> | <p><b>Specific Curriculum Objectives: EYFS / Year 1</b></p> <p>When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Fee Fi Fo Foy, I can see a little...</p> <p>Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> | <p><b>Specific Curriculum Objectives: EYFS / Year 1</b></p> <p>Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.</p> <p>Provide story boards and props which support children to talk about a story's characters and sequence of events.</p> <p>Set up a listening area where children can enjoy rhymes and stories</p> <p>Some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>Composing a sentence orally before writing it</p> | <p><b>Specific Curriculum Objectives: EYFS / Year 1</b></p> <p>Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking</p> <p>Saying out loud what they are going to write about</p> <p>Some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>Beginning to punctuate sentences using a capital letter and a full stop</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p> | <p><b>Specific Curriculum Objectives: EYFS / Year 1</b></p> <p>Provide a range of opportunities to write for different purposes about things that interest children</p> <p>Sequencing sentences to form short narratives</p> <p>A simple opening or closing phrase (often formulaic) may be used</p> <p>May include simple sentences working towards straight forward subject/verb agreement</p> <p>joining words using 'and'</p> <p>beginning to punctuate sentences using a capital letter and a full stop</p> |
| <p><b>Specific Curriculum Objectives: Year 1/Year 2</b></p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Sequencing sentences to form short narratives</p> <p>joining clauses using and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Specific Curriculum Objectives: Year 1/Year 2</b></p> <p>some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions</p> <p>re-reading what they have written to check that it makes sense</p> <p>Pupils demonstrate simple and compound sentences reliably</p>                                                                                                                                                                                                                                                                              | <p><b>Specific Curriculum Objectives: Year 1/Year 2</b></p> <p>Sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>composing a sentence orally before writing it</p>                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Specific Curriculum Objectives: Year 1/Year 2</b></p> <p>making inferences on the basis of what is being said and done</p> <p>re-reading what they have written to check that it makes sense</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and</p>                                                                                                                                                                                                                                                                        | <p><b>Specific Curriculum Objectives: Year 1/Year 2</b></p> <p>suffixes using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>re-reading what they have written to check that it makes sense</p> <p>Use of expanded noun phrases to describe and specify</p>                                                                                                                                                                                                                                                                                         | <p><b>Specific Curriculum Objectives: Year 1/Year 2</b></p> <p>Pupils demonstrate simple and compound sentences reliably</p> <p>Pupils sometimes use exclamation marks as alternatives to full stop</p> <p>apostrophes for contracted forms and the possessive (singular)</p> <p>co-ordination (using or, and, or, but)</p>                                                                                                                                                                                      |

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| <p>beginning to punctuate sentences using a capital letter and a full stop</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>making inferences on the basis of what is being said and done</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learning to spell common exception words (Y1&amp;2)</p> <p>expanded noun phrases to describe and specify</p> <p>co-ordination (using or, and, or but)</p>                                                                                                               | <p>learn some words with each spelling, including a few common homophones</p> <p>answering and asking questions</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>                                                                                                                                                                                                                                                                                                                                                                                       | <p>the present and past tenses correctly and consistently</p> <p>co-ordination (using or, and, or but)</p> <p>commas for lists</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Use of a brief opening and ending</p> <p>Use of adventurous vocabulary related to the appropriateness of the task</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Key Curriculum Coverage YR-1:</b></p> <p><b>Early Years:</b></p> <p>Resource role-play areas with listening and writing equipment<br/>Ensure that role-play areas encourage writing of signs with a real purpose.</p> <p>Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie.</p> <p>Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books.</p> <p>Provide word banks and writing resources for both indoor and outdoor play.</p> <p>Provide a range of opportunities to write for different purposes about things that interest children.</p> | <p><b>Key Curriculum Coverage YR-1:</b></p> <p><b>Early Years:</b></p> <p>Resource role-play areas with listening and writing equipment<br/>Ensure that role-play areas encourage writing of signs with a real purpose.</p> <p>Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie.</p> <p>Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books.</p> <p>Provide word banks and writing resources for both indoor and outdoor play.</p> <p>Provide a range of opportunities to write for different purposes about things that interest children.</p> | <p><b>Key Curriculum Coverage YR-1:</b></p> <p><b>Early Years:</b></p> <p>When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the...</p> <p>Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.</p> <p>Set up a listening area where children can enjoy rhymes and stories.</p> <p><b>Year 1:</b></p> <p>apply phonic knowledge and skills as the route to decode words</p> <p>Spell words containing each of the 40+ phonemes already taught</p> | <p><b>Key Curriculum Coverage YR-1:</b></p> <p><b>Early Years:</b></p> <p>Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.</p> <p>Provide story boards and props which support children to talk about a story's characters and sequence of events.</p> <p>Set up a listening area where children can enjoy rhymes and stories.</p> <p><b>Year 1:</b></p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Saying out loud what they are going to write about</p> | <p><b>Key Curriculum Coverage YR-1:</b></p> <p><b>Early Years:</b></p> <p>Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'.</p> <p>When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the...</p> <p><b>Year 1:</b></p> <p>Saying out loud what they are going to write about</p> <p>Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a</p> | <p><b>Key Curriculum Coverage YR-1:</b></p> <p><b>Early Years:</b></p> <p>Provide a range of opportunities to write for different purposes about things that interest children.</p> <p><b>Year 1:</b></p> <p>Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions</p> <p>Uses simple words, phrases and clauses in sentence-like structures to communicate meaning</p> <p>Some awareness of where to place capital letters and full stops o</p> <p>Sequencing sentences to form short narratives</p> <p>A simple opening or closing phrase (often formulaic) may be used</p> |

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| <p>Resource role-play areas with listening and writing equipment<br/>Ensure that role-play areas encourage writing of signs with a real purpose.</p> <p><b>Year 1:</b><br/>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (Phase 3 &amp; 4 Letters &amp; Sounds)</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Form digits 0-9</p> <p><b>Key Curriculum Coverage Y1-2:</b><br/><b>Year 1:</b><br/>develop pleasure in reading, motivation to read, vocabulary and understanding by:<br/><br/>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics<br/><br/>Sequencing sentences to form short narratives</p> | <p>Resource role-play areas with listening and writing equipment<br/>Ensure that role-play areas encourage writing of signs with a real purpose.</p> <p><b>Year 1:</b><br/>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (Phase 3 &amp; 4 Letters &amp; Sounds)</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Form digits 0-9</p> <p><b>Key Curriculum Coverage Y1-2:</b><br/><b>Year 1:</b><br/>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics<br/><br/>Sequencing sentences to form short narratives<br/><br/>A simple opening or closing phrase (often formulaic) may be used<br/><br/>using the prefix un</p> | <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>leaving spaces between words</p> <p>Be.g.in to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Uses simple words, phrases and clauses in sentence-like structures to communicate meaning</p> <p>the days of the week</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (CVC, CVCC, CCVC &amp; polysyllabic words)</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p><b>Key Curriculum Coverage Y1-2:</b><br/><b>Year 1:</b><br/>Sequencing sentences to form short narratives<br/><br/>re-reading what they have written to check that it makes sense<br/><br/>Composing a sentence orally before writing it<br/><br/>Pupils demonstrate simple and compound sentences reliably</p> | <p>Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions</p> <p>Some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>Composing a sentence orally before writing it</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:<br/><br/>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p><b>Key Curriculum Coverage Y1-2:</b><br/><b>Year 1:</b><br/>understand both the books they can already read accurately and fluently and those they listen to by:<br/><br/>making inferences on the basis of what is being said and done<br/><br/>Some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions</p> | <p>picture, simple commands to give instructions</p> <p>Some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>beginning to punctuate sentences using a capital letter and a full stop</p> <p>Prepositions</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p>predicting what might happen on the basis of what has been read so far</p> <p><b>Key Curriculum Coverage Y1-2:</b><br/><b>Year 1:</b><br/>suffixes 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]t<br/><br/>re-reading what they have written to check that it makes sense<br/><br/><b>Year 2:</b><br/>answering and asking questions<br/>Use of expanded noun phrases to describe and specify</p> | <p>May include simple sentences working towards straight forward subject/verb agreement</p> <p>leaving spaces between words</p> <p>joining words using ‘and’</p> <p>beginning to punctuate sentences using a capital letter and a full stop</p> <p>Re-reading what they have written to check that it makes sense</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p><b>Key Curriculum Coverage Y1-2:</b><br/><b>Year 1:</b><br/>Pupils demonstrate simple and compound sentences reliably<br/><br/>Pupils sometimes use exclamation marks as alternatives to full stop<br/><br/><b>Year 2:</b><br/>expanded noun phrases to describe and specify</p> |
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| <p>A simple opening or closing phrase (often formulaic) may be used</p> <p>using the prefix un</p> <p>Simple descriptions</p> <p>joining clauses using and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge</p> <p><b>Year 2:</b></p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> | <p>Simple descriptions</p> <p>joining clauses using and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge</p> <p><b>Year 2:</b></p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> | <p>Pupils sometimes use exclamation marks as alternatives to full stop</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>making inferences on the basis of what is being said and done</p> <p><b>Year 2:</b></p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learning to spell common exception words (Y1&amp;2)</p> <p>expanded noun phrases to describe and specify</p> <p>the present and past tenses correctly and consistently</p> <p>co-ordination (using or, and, or but)</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> | <p>Sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p><b>Year 2:</b></p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>answering and asking questions</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Some attempt to appropriately sequence ideas</p> <p>sentences with different forms: statement, question, exclamation</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> | <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Use of adventurous vocabulary related to the appropriateness of the task</p> <p>commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>the present and past tenses correctly and consistently</p> <p>co-ordination (using or, and, or but)</p> <p>sentences with different forms: statement, question, exclamation</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> | <p>apostrophes for contracted forms and the possessive (singular)</p> <p>commas for lists</p> <p>the present and past tenses correctly and consistently</p> <p>co-ordination (using or, and, or but)</p> <p>sentences with different forms: statement, question, exclamation</p> <p>Planning or saying out loud what they are going to write about</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use of a brief opening and ending</p> <p>Use of adventurous vocabulary related to the appropriateness of the task</p> |
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## Year 1 Reading Specific Guidance

### **Phonics: Teaching timetable TBC**

The teaching and application of phonics knowledge is of paramount importance.

It is essential that pupils' phonics attainment is assessed on their re-entry to education. This should be carried out rigorously on a one-to-one basis so that each pupil's current position is clear to the class teacher and all adults working with pupils.

As pupils will have had differing experiences of reading during the period of school closure, phonics teaching may need to be facilitated using a group model initially. This will allow specific gaps that may not occur in normal circumstances to be closed. Pupils may need to be reassessed at more frequent intervals than previously in order to adapt provision and groupings.

Phonics may need to be taught and applied more frequently than previously to accelerate progress, for example in two daily sessions.

Pupils should regularly read texts that are closely matched to their phonic knowledge.

### **Guided Reading: Lower School Guided reading will follow small guided groups daily timetable 20-30 mins**

Guided reading should maintain a balance between the development of comprehension, vocabulary, word reading and fluency. Time should be made for pupils to actively apply their word reading skills, while also being supported to access more challenging texts that can develop their comprehension and vocabulary knowledge. Comprehension strategies, such as predicting, should be explicitly modelled to pupils and tasks should allow pupils to apply these strategies.

### **Reading to Pupils: Dedicated time to read to pupils in the form of longer 'class reads' or topic related fiction and non-fiction.**

Pupils should regularly hear stories, poetry and non-fiction for pleasure. Pupils should have the opportunity to join in with predictable phrases and to learn rhymes by heart.

Consider enriching the texts chosen for English learning journeys with parallel texts that deepen pupils' understanding and develop their knowledge of vocabulary and concepts.

A selection of ideas for parallel texts is given below

## Year 2 Reading Specific Guidance

### **Phonics** Teaching timetable TBC

The teaching and application of phonics knowledge is of paramount importance. Pupils in Year 2 may not have a full understanding of the complex code (Phase 5 of *Letters and Sounds* for example) due to the school closures and so it is essential that pupils' phonics attainment is assessed on their re-entry to education. This should be carried out rigorously on a one-to-one basis so that each pupil's current position is clear to the class teacher and all adults working with pupils.

As pupils will have had differing experiences of reading during the period of school closure, phonics teaching may need to be facilitated using a group model initially. This will allow specific gaps that may not occur in normal circumstances to be closed. Pupils may need to be reassessed at more frequent intervals than previously in order to adapt provision and groupings.

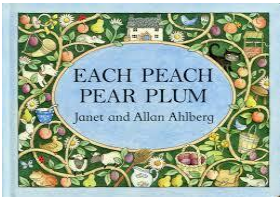
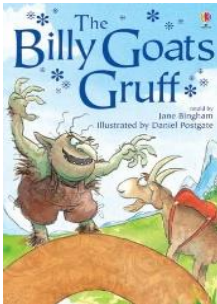
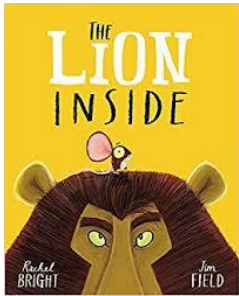
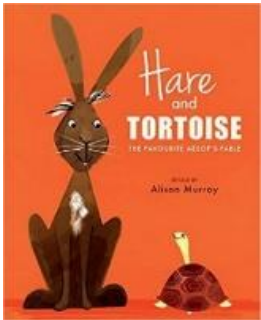
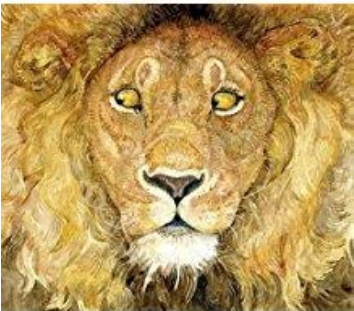
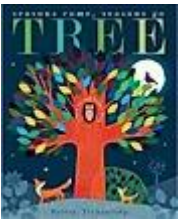
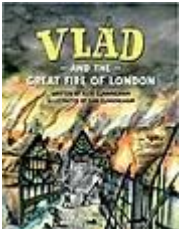
Phonics may need to be taught and applied more frequently than previously to accelerate progress, for example in two daily sessions.  
Pupils should regularly read texts that are closely matched to their phonic knowledge.

### **Guided Reading** Lower School Guided reading will follow small guided groups daily timetable 20-30 mins

Guided reading should maintain a balance between the development of comprehension, vocabulary, word reading and fluency. Time should be made for pupils to actively apply their word reading skills, while also being supported to access more challenging texts that can develop their comprehension and vocabulary knowledge. Developing fluency should be given high priority and pupils should receive feedback on this area of reading. Fluency should be discussed and modelled, for example the use of appropriate intonation when reading poetry. Comprehension strategies, such as questioning and forming simple inferences, should be explicitly modelled to pupils, and tasks should allow pupils to apply these strategies.

### **Reading to Pupils** Dedicated time to read to pupils in the form of longer 'class reads' or topic related fiction and non-fiction.

Pupils should regularly hear stories, poetry and non-fiction for pleasure and should learn some poems by heart. Consider enriching the texts chosen for English learning journeys with parallel texts that deepen pupils' understanding and develop their knowledge of vocabulary and concepts. A selection of ideas for parallel texts is given below.

| POSSIBLE PARALLEL TEXTS FOR READING Y1/2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                              |                                                                                                                                       |                                                                                                                                                                 |                                                                                                                                                                      |                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Text: <i>Each Peach Pear Plum</i> by Janet and Alan Ahlberg</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Text: <i>The Billy Goats Gruff</i> by Jane Bingham</b></p>                                                                                                                            | <p><b>Text: <i>Jack and the Beanstalk</i></b></p>  | <p><b>Text: <i>The Lion Inside</i> by Rachel Bright &amp; Jim Field</b></p>  | <p><b>Text: <i>Hare and Tortoise</i> by Alison Murray</b></p>                     | <p><b>Text: <i>The Lion and the Mouse</i> by Jerry Pinkney</b></p>  |
| <p><b>Possible parallel texts:</b></p> <p>A range of fairytales and nursery rhymes to provide good opportunities to learn rhymes and patterns by heart.</p> <p><i>Fairytales for Mr Barker</i> by Jessica Ahlberg</p> <p><i>Incy Wincy Spider</i> by Kate Toms</p> <p><i>Mixed Up Fairy Tales</i> by Hilary Robinson</p> <p><i>Dear Mother Goose</i> by Michael Rosen &amp; Nick Sharratt</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Possible parallel texts</b></p> <p><i>Gruff's Guide to Fairy Tale Land</i> by Amy Sparkes</p> <p>A range of tradition tales for comparison.</p> <p>Alternative versions of traditional tales, i.e.,</p> <p><i>Goldilocks and the Three Dinosaurs</i> by Mo Willems</p> | <p><b>Possible parallel texts</b></p> <p>Alternative versions of Jack and the Beanstalk for comparison.</p>                           | <p><b>Possible parallel texts</b></p> <p><i>The Way Home for Wolf</i> by Rachel Bright and Jim Field</p> <p><i>Superfrog!</i> by Michael Foreman</p>            | <p><b>Possible parallel texts</b></p> <p><i>Tortoise vs. Hare: The Rematch</i> by Preston Rutt</p> <p><i>Hare and Tortoise Race to the Moon</i> by Oliver Corwin</p> | <p><b>Possible parallel texts</b></p> <p><i>Illustrated Stories from Aesop</i> by Susanna Davidson</p>                                                 |
| <p><b>Possible additional texts topic related/class reads/story time/P4C during Autumn Term:</b></p> <p><b>Topic: Great Fire of London - Vlad and the Great Fire of London – Kate Cunningham</b></p> <p>PDL: People who help us: <b>Firefighter</b> (and other non-fiction texts about fire fighters and other jobs)</p> <p>Science: Weather/seasons: Tree: Seasons Come, Seasons Go Patricia Hegarty and Britta Teckentrup</p> <p>Froggy Day</p> <p>Heather Pindar &amp; Barbara Bakos</p> <div>     </div> |                                                                                                                                                                                                                                                                              |                                                                                                                                       |                                                                                                                                                                 |                                                                                                                                                                      |                                                                                                                                                        |