

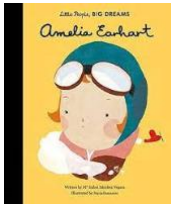
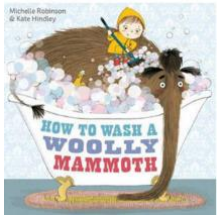
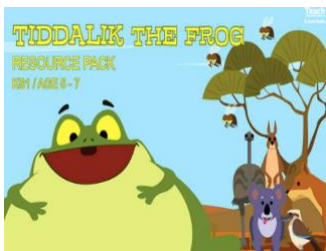
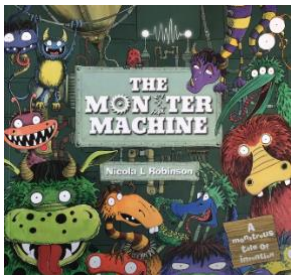



Lower Phase English Schemes of Work



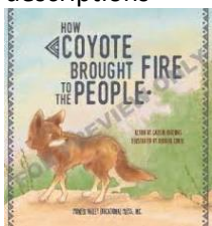
Unit	Learning Objectives	SPaG focus
Autumn 1 Cycle 2		
<p>The Magic Paintbrush (Mood)</p>  <p>2 weeks</p>	<ul style="list-style-type: none"> To listen to and respond to a story To use the past tense (ed) To make inferences based on what is said and done To explore how writers create mood To write a story with clear moods (3 lessons) 	<p>Words ending in y</p> <p>Verbs and adding ed</p> <p>Words beginning with wh</p>
<p>Emma Jane's Aeroplane (Story Writing)</p>  <p>2 weeks</p>	<ul style="list-style-type: none"> To listen and respond to a story To generate ideas for a story using the structure of a known story To use the coordinating conjunction 'but' To give personal opinions about what is read To create a story plan To write a story 	<p>Words ending in are</p> <p>Conjunctions</p> <p>Suffixes</p>
<p>Little People, Big Dreams – Amelia Earhart (Recount)</p>  <p>2 weeks</p>	<ul style="list-style-type: none"> To listen to a recount To use past tense To retrieve information To identify features of a recount To write a recount (3 lessons) 	<p>Tricky words – my, were so, I, today, was, me, of</p> <p>Past tense</p> <p>Revise learnt spelling from previous 4 weeks</p>

Unit	Learning Objectives	SPaG focus
Autumn 2 Cycle 1		
<p>How to Wash a Woolly Mammoth (Instruction Writing)</p>  <p>2 weeks</p>	<ul style="list-style-type: none"> To listen and respond to a story To use imperative verbs To summarise main points To order a set of instructions To write a set of instructions (2 lessons) 	<p>Plurals</p> <p>Suffixes</p> <p>Tricky words</p>

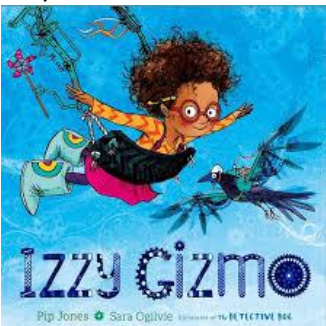

Lower Phase English Schemes of Work

<p>Tiddalik the Frog (Character Description)</p>  <p>2 weeks</p>	<ul style="list-style-type: none"> • To listen to and respond to a story • To infer how characters are feeling • To write a character description • To retell a story, describing characters thoughts and feelings. 	<p>Basic sentence punctuation – capital letters and full stops</p>
<p>The Monster Machine (Story Writing)</p>  <p>2 weeks</p>	<ul style="list-style-type: none"> • to use adjectives to describe (the machine and the monsters) • to write numbers in words • to use empathy to consider how others are feelings (show not tell) • to sequence a story • to retell a story <p>Online Safety thread – email communication with main character (spot spam emails, discuss personal information and the importance of not sharing)</p>	<p>Suffix (use the –ed suffix to write in the past tense)</p> <p>Common exception words</p> <p>Sentence structure</p>
<p>Discussion Text: Should zoos be banned?</p>  <p>2 weeks</p>	<ul style="list-style-type: none"> • To give reasons for and against • To use coordinating conjunctions • To give personal opinions • To identify features of a discussion • To write a discussion (2 lessons) 	<p>Coordinating conjunctions</p> <p>Grammar focus (full stops, commas, question marks)</p>

Lower Phase English Schemes of Work

Unit	Learning Objectives	SPaG focus
Spring Cycle 2		
<p>Anansi and Tiger: Writing for Action</p>  <p>2 weeks</p>	<ul style="list-style-type: none"> To listen and respond to a story To use conjunctions to join clauses To summarise what has been read To explore how writers create clear action To write clear action (3 lessons) 	<p>Conjunctions</p> <p>Compound words</p> <p>Words ending nk</p>
<p>Information texts: All about Tigers</p>  <p>2 weeks</p>	<ul style="list-style-type: none"> To listen and respond to a text To add s to make noun plurals To retrieve information To identify features of an information text To write an information text (3 lessons) 	<p>Adding s</p> <p>Adding suffix est</p>
<p>Jack and the Beanstalk – Character, mood and problems</p>  <p>2 weeks</p>	<ul style="list-style-type: none"> To listen and respond to a story To describe a character To make inferences about what has been done and said To explore how writers make problems matter make the problem matter in a story 	<p>Past and present tense</p> <p>Plurals s, es, ies)</p>
<p>How the coyote brought fire to the people: writing vivid descriptions</p>  <p>2 weeks</p>	<ul style="list-style-type: none"> To listen and respond to a story To use descriptive language To use expanded noun phrases To retrieve information To describe using senses To write a vivid description (2 lessons) 	<p>Suffix: ful, ly</p>

Lower Phase English Schemes of Work

Unit	Learning Objectives	SPaG focus
Summer 1-Cycle 2		
<p>Izzy Gizmo</p>  <p>2 weeks</p>	<ul style="list-style-type: none"> • To listen and respond to a story • Use adjectives to describe (character, tools, feelings) • To use the conjunction 'but' • To use speech (quotation marks, bubbles etc) • To use commas to join more than two ideas together • To write a list • To plan and write your own version of the story 	<p>-ed suffix (past tense) RWI red words/HFW Missing punctuation (full stops)</p>
<p>Non-Chronological Report: Toys</p>  <p>2 Weeks</p>	<ul style="list-style-type: none"> • To listen to an information text about toys and answer questions about it. • To use descriptive phrases • To use present tense • To find key information from a text • To write a non-chronological report (3 lessons) 	<p>Phonics starter related to red words (RWI)</p>