



# Planning overview for English

## KS1



In EYFS and KS1 at Ashton Gate, we teach English through a variety of exciting high-quality stories, non-fiction texts, poetry and multimedia short clips. We use the Centre for Literacy in Primary Education (CLPE), and follow their Power of Reading scheme to enrich our curriculum. The Power of Reading is a scheme of work which encourages the teaching of writing (including grammar and punctuation) and reading to be thoroughly intertwined, through the experience of great texts.

Please refer to the overviews of the Power of Reading texts taught in each year group below. In addition to this document, you will also find the National Curriculum Spelling, Punctuation and Grammar expectation for Y1 and 2.



## Planning overview for English



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b> POR text & other linked quality texts	<u>All About Me Facts</u>  <u>Walking Through the Jungle</u> Julie Lacomé  <u>Matisse the Snail</u> Henri Matisse  <u>Rosa Parks</u>	<u>Tyrannosaurus Drip</u> Julia Donaldson  <u>A Girl Called Mary</u> G.D. Waters  <u>Poetry</u> Christmas theme	<u>SSGB Brunel Facts</u>  <u>The History of Lego</u> Multimedia  <u>Kate and the Starry Night</u> James Mayhew	<u>Something Fishy</u> Multimedia  <u>Someone swallowed Stanley</u> Sarah Roberts  <u>The Enormous Turnip</u> Traditional tale	<u>Puffin Peter</u>  <u>Poetry</u> Diversity theme linked to countries  <u>The Way Back Home</u> Oliver Jeffers	<u>La Luna</u> Multimedia  <u>Look Up!</u> Nathan Bryon  <u>Man on the Moon</u> Simon Bartram
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 2</b> POR text & other linked quality texts	<u>Holiday Recount Beegu</u> Alex Deacon  <u>Poetry</u> Autumn theme  <u>Seahorse</u> Chris Butterworth	<u>Emily Brown and the Thing and That Rabbit Belongs to Emily Brown</u> Cressida Cowell & Neal Layton  <u>Lila and the secret of rain</u> David Conway and Jude Daly	<u>Snowflake</u> Laura Ellen Anderson & Kerrie Burnell  <u>Meerkat Mail</u> Emily Gravett  <u>Catch- it</u> Multimedia  <u>Poetry</u>	<u>Masha and the Firebird</u> Margaret Bateson-Hill  <u>Egg Drop</u> Mini Grey  <u>Recount writing</u> (local area walk)	<u>Grace Darling Facts</u> <u>Dougal's Deep Sea Diary</u> Simon Bartram  <u>Animal Riddles</u>	<u>Sea Monster</u> Chris Wormell  <u>Light House Keeper's lunch &amp; other stories</u> David & Ronda Armitage  <u>Assessment and transition writing</u>

		<b><u>Christmas decorations</u></b> (Instructions)	Great Fire of London/Fire theme			(letter to Y3 teacher)  <b><u>Poetry</u></b> Sea theme
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### ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

#### Year 1: Detail of content to be introduced (statutory requirement)

<b>Word</b>	Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> ) How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ]
<b>Sentence</b>	How words can combine to make <b>sentences</b> Joining words and joining clauses using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal pronoun <i>I</i>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

#### Year 2: Detail of content to be introduced (statutory requirement)

<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]
<b>Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

#### Year 2: Detail of content to be introduced (statutory requirement)

<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i> ] Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the <b>suffixes -er, -est</b> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>
<b>Sentence</b>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> ) Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ] <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>