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| Stage 2 English Overview- Term 1 |
| Week | Reading and ViewingEN2-4A, EN2-8B | Speaking and ListeningEN2-1A, EN2-6B | Writing and RepresentingEN2-2A, EN2-7B | SpellingEN2-5A | Grammar, Punctuation and VocabularyEN2-9B | Handwriting and Digital TechnologiesEN2-3A | Thinking Imaginatively and CreativelyEN2-10C | Expressing ThemselvesEN2-11D | Reflecting On LearningEN2-12E |
|  |  |  | **Imaginative** | **Year 3** | **Year 4**  | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Digital Tech** | **Imaginative** | **Imaginative** |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads. | Engaging in classroom discussions, shared reads, collaborative work groups, rotational activities, class/stage debates or dramatic performances to understand how language (written/spoken) differs according to audience, purpose and context. Preparation and participation in whole school Public Speaking. | *Response to Stimulus* –purpose and audience | Pre test | Pre test | Pre test | Pre test | Letters revised with appropriate cursive pattern | Use of a range of software and apps to construct, edit and publish written text with evidence of visual, print and audio elements. | Identify creative language features within ***imaginative texts*** (>>>>>>>>>>>) that contribute to engagement. Discuss how vocabulary establishes setting and atmosphere. Justify interpretations of a text, inc responses to characters, info and ideas. Make connections between ways authors represent similar storylines and hold interest. | Recognise and connect impact of reader/viewer experience and knowledge and influence of personal perspectives. Discuss impact of culture and time within texts. Understand differences between language of feeling and opinion to factual reporting or recording.  | Recognise, identify, discuss and appreciate different ways texts can be influenced including personal preferences, ways we read and write and how we can enjoy literary experiences as a reader or viewer. Develop a criteria to assess and reflect on personal and group preferences and work. Describe and discuss skills, roles and responsibilities when learning. |
| 2 | *Structure/Purpose* –main idea and context  | Diagraphs | <ch>, <sh>, <th> | Using a Dictionary | Verb Tenses | A a  | A a  |
| 3 | *Characters/setting* – Who and where involved | ai, ay, a\_e | Homophones | Parts of Speech Parsing | Identifying Verb Tenses | B b | B b |
| 4 | *Situation/Events* – Sequencing, Descriptive Lang, Figurative Lang, imagery | ee, ea, e\_e | <nch> | Simple Tenses | The Subject and Objects of a Sentence | C c | C c |
| 5 | *Situation/Events* – Emotive Vocab, varied tense, imagery | ie, y, igh, i\_e | <se> for /s/ | 3rd Person Singular: Verbs Ending in <-y> | Homophones: ‘Your’ and ‘You’re’ | D d | D d |
| 6 | *Complication* – Main problem (build tension) | oa, ow, o\_e | <ve> for v | Verb “To Be”: Past, Present, Future | Antonyms |  E e |  E e |
| 7 | *Resolution* – How resolved  | ue, ew, u\_e | Plurals: <ves> | Syllables (1) | Grammatical Agreement (1): Plural Nouns | F f | F f |
| 8 | Bring *final draft* together – Publish (written/digital) | e\_e | Schwa: <a> | Present Participle | Synonyms | G g | G g |
| 9 | ASSESSMENT | <n> for /ng/ | Schwa: <o> | Present Continuous | Concrete Nouns | H h | H h |
| 10 | *Reflection* | Soft <c> | Schwa: <u> | Past Continuous | Abstract Nouns |  I i |  I i |
| 11 |  | Post test | Post Test | Post test | Post Test | ASSESS | ASSESS |

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| Stage 2 English Overview- Term 2 |
| Week | Reading and ViewingEN2-4A, EN2-8B | Speaking and listeningEN2-1A, EN2-6B | Writing and RepresentingEN2-2A, EN2-7B | SpellingEN2-5A | Grammar, Punctuation and VocabularyEN2-9B | Handwriting andEN2-3ADigital TechnologiesEN2-3A | Thinking Imaginatively and CreativelyEN2-10C | Expressing ThemselvesEN2-11D | Reflecting On LearningEN2-12E |
|  |  |  | **Informative** | **Year 3** | **Year 4**  | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Digital Tech** | **Informative** | **Informative** |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads. | Engaging in classroom discussions. Participating in shared reads, collaborative work groups, rotational activities, class/stage debates or dramatic performances. Preparation and participation in whole school Public Speaking. | *Information Report* – Purpose and opening statement | Pre Test | Pre Test | Pre Test | Pre test | Letters revised with appropriate cursive pattern | Use of a range of software and apps to construct, edit and publish written text with evidence of visual, print and audio elements. | Identify creative language features within ***informative texts (>>>>>>>>>>>)*** that contribute to engagement. Discuss how vocabulary establishes setting and atmosphere. Respond to a range of text and express thoughtful conclusions. | Appreciate the impact of the Dreaming Stories as an oral tradition. Discuss literature from a range of cultures. Respond to text expressing aspects of broader world. Discuss ethical issues in text. | Recognise, identify, discuss and appreciate different ways texts can be influenced including personal preferences, ways we read and write and how we can enjoy literary experiences as a reader or viewer. Develop a criteria to assess and reflect on personal and group preferences and work. Describe and discuss skills, roles and responsibilities when learning. |
| 2 | *Information Report –* Series of Paragraphs describing features | Soft <g> | Schwa: <ar> | Proper Nouns Places | Possessive Nouns: Singular | J j | J j |
| 3 | *Information Report –* diagrams/ illustrationsConcluding paragraph | <tch> | Schwa: <or> | Proper Adjectives | Present Participles as Adjectives | K k | K k |
| 4 | ASSESSMENT | <dge> | Schwa: <er> | Syllables (2) | Comparatives and Superlatives: ‘More’, ‘Less’ | L l | L l |
| 5 | *Explanation* – Purpose/key idea opening statement | <le> | <or> for /er/ | Paragraphs (1) | Changing Verb Tenses (1) | M m | M m |
| 6 | *Explanation – sequenced detailed descriptions of How and Why* | <qu> | <ear> for /er/ | Paragraphs (2) | Homophones: ‘Its’ and ‘It’s’ | N n | N n |
| 7 | *Explanation – Concluding Statement with diagrams/illust* | <s> for /z/ | <u> for long /oo/ | Speech Marks (1) | Grammatical Agreement (2): Subject and Verb | O o | O o |
| 8 | *Procedure/Discussion* – Purpose (focus/issue) | <se> and <ze> for /z/ | <gh>, <ough>, <augh> | Speech Marks (2) | Comparatives and Superlatives: ‘Good’, ‘Bad’ | P p | P p |
| 9 | *Procedure/Discussion* – Sequential order/arguments (for/against) | Suffix: <-less> | <ive> for /iv/ | Future Continuous | Homophones: ‘To’, ‘Two’ and ‘Too’ | Q q | Q q |
| 10 | *Procedure/Discussion* – Conclusion (recommendation/summary) | Suffix: <-able>Post Test | Suffix: <-ic>Post Test | Suffixes: <-less> and <-ful)Post Test | Homophones: ‘Where’, “Wear’, ‘Were’Post Test | ASSESS | ASSESS |
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| Stage 2 English Overview- Term 3 |
| Week | Reading and ViewingEN2-4A, EN2-8B | Speaking and listeningEN2-1A, EN2-6B | Writing and RepresentingEN2-2A, EN2-7B | SpellingEN2-5A | Grammar, Punctuation and VocabularyEN2-9B | HandwritingEN2-3A | Digital TechnologiesEN2-3A | Thinking Imaginatively and CreativelyEN2-10C | Expressing ThemselvesEN2-11D | Reflecting On LearningEN2-12E |
|  |  |  | Persuasive | Year 3 | Year 4  | Year 3 | Year 4 | Year 3 | Year 4 | Digital Tach | Persuasive | Persuasive |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads. | Engaging in classroom discussions. Participating in shared reads, collaborative work groups, rotational activities, class/stage debates or dramatic performances. Preparation and participation in whole school Public Speaking. | Recount of Holidays – 5x Bullet points. | Pre Test | Pre Test | Pre Test | Pre Test | Letters revised with appropriate cursive pattern | Use of a range of software and apps to construct, edit and publish written text with evidence of visual, print and audio elements. | Identify creative language features within ***persuasive texts*** (>>>>>>>>>>>) that contribute to engagement. Discuss how vocabulary establishes setting and atmosphere. | Recognise and connect impact of reader/viewer experience and knowledge and influence of personal perspectives. Discuss impact of culture and time within texts. Respond to text expressing aspects of broader world. Discuss ethical issues in text. | Recognise, identify, discuss and appreciate different ways texts can be influenced including personal preferences, ways we read and write and how we can enjoy literary experiences as a reader or viewer. Develop a criteria to assess and reflect on personal and group preferences and work. Describe and discuss skills, roles and responsibilities when learning. |
| 2 | Persuasive Argument – *Purpose- actions/events.* | <a> for /ai/ | <st> for /s/ | Contractions | Suffix <-al>: Making Nouns into Adjectives | S s | S s |
| 3 | Persuasive Argument – *Intro.* | <e> for /ee/ | Silent Letters | Comparatives and Superlatives | Possessive Nouns: Plural with Capital | T t | T t |
| 4 | *Reasoning* – Sentence structure using constructive statements that agree/disagree. | <i> for /ie/ | Suffix: <-ically> | Adverbs: Made adding <-ly> to Adjectives | Root Words, Prefixes and Suffixes | U u | U u |
| 5 | *Reasoning* – Sentence structure using point of view (language features). | <o> for /oa/ | Schwa: <al> | Nouns acting as Adjectives | Grammatical Person | V v | V v |
| 6 | *Reasoning* – sentence structure using conjunctions/adjectives/adverbial phrase. | <-o> for /oa/ | Schwa: <el> | Adjectives: made adding <-y> to Nouns | Changing Grammatical Person | W w | W w |
| 7 | *Conclusion* – Bring main points together –evaluative langugae. | <u> for /ue/ | Schwa: <il> | Irregular Plurals | Parsing Verbs | X x | X x |
| 8 | Debate | <a> for /ar/ | Suffix: <-ery> | The Subject of a Sentence | Questions and Statements | Y y | Y y |
| 9 | Advertisement – digitally created | <ie> for /ee/ | Suffix: <-ary> | The Object of a Sentence | Changing a Statement in a Question | Z z | Z z |
| 10 | ASSESSMENT | <y> for /i/Post Test | Suffix: <ory>Post Test | Subject and Object PronounsPost Test | Simple and Compound SentencesPost Test | ASSESS | ASSESS |
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| Stage 2 English Overview- Term 4 |
| Week | Reading and ViewingEN2-4A, EN2-8B | Speaking and listeningEN2-1A, EN2-6B | Writing and RepresentingEN2-2A, EN2-7B | SpellingEN2-5A | Grammar, Punctuation and VocabularyEN2-9B | HandwritingEN2-3A | Digital TechnologiesEN2-3A | Thinking Imaginatively and CreativelyEN2-10C | Expressing ThemselvesEN2-11D | Reflecting On LearningEN2-12E |
|  |  |  | *Option*:Whole SchoolRevision | Year 3 | Year 4  | Year 3 | Year 4 | Year 3 | Year 4 | Digital tech | *Stage Focus* | *Stage Focus* |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads. | Engaging in classroom discussions. Participating in shared reads, collaborative work groups, rotational activities, class/stage debates or dramatic performances. Preparation and participation in whole school Public Speaking. | *Whole School Writing Focus –* Christmas | *Stage Revision* – Dominant areas for revisionImaginative/Informative/PersuasiveALTERNATIVE: Poetry/roleplay (Link to Handwriting) | Pre Test | Pre Test | Pre Test | Pre Test | Aa Bb Cc DdCreate ***acrostic poems*** using revision letters. | Use of a range of software and apps to construct, edit and publish written text with evidence of visual, print and audio elements. | Based on Stage Focus, responds to a range of texts and identify features which increase reader enjoyment. Respond to texts with reference to personal experiences. Identify and discuss techniques/vocabulary author/illustrator use to excite, absorb and engage audience. Respond through role/play/drama/visual. | Recognise how texts and personal perspectives make meaning. Draw connections and discuss differences between people and cultures and subsequent reactions. Experiment with visual, multimodal and digital tech to represent experiences. Respires to The Dreaming as part of Oral tradition. | Recognise, identify, discuss and appreciate different ways texts can be influenced including personal preferences, ways we read and write and how we can enjoy literary experiences as a reader or viewer. Develop a criteria to assess and reflect on personal and group preferences and work. Describe and discuss skills, roles and responsibilities when learning. |
| 2 | <a> for /o/ | Suffix: <ant> | Possessive Pronouns | More Homophone Mix-Ups (1) | Ee Ff Gg HhCreate ***alliteration poems*** using revision letters. |
| 3 | <aw>, <au>, <al> | Suffix: <-ent> | Homophones: ‘Our’ and ‘Are’ | Noun Phrases | Ii Jj Kk Create list poems using revision letters. |
| 4 | ASSESSMENT | Homophones | Suffix: <ist> | Homophones: ‘There’, ‘Their’, ‘They’re’ | Phrases, Clauses and Sentences | Ll Mm NnCreate ***limericks*** using revision letters. |
| 5 | *Whole School Writing Focus –* Christmas | *Stage Revision* – Dominant areas for revisionImaginative/Informative/PersuasiveALTERNATIVE: Poetry/roleplay (Link to Handwriting) | <ear>, <eer>, <ere> | Prefix: <pre-> | Questions and Exclamations in Speech | Infinitives  | Oo Pp QqCreate ***senses poems*** using revision letters. |
| 6 | <ure> | Prefix: <sub-> | Prefixes | Onomatopoeia | Rr Ss TtCreate ***onomatopoeia poems*** using revision letters. |
| 7 | <gn> for /n/ | Prefix: <anti-> | Collective nouns | Hyphens | Uu Vv WwCreate ***shape poems*** using revision letters. |
| 8 | <ph> and <gh> for /f/ | Prefix: <trans-> | Sentences and Phrases | Antonyms and Synonyms | Xx Yy ZzRecreate ***nursery rhymes*** using revision letters. |
| 9 | <air>, <are>, <ear>, <ere> | Prefix: <inter-> | The Subject and the Object of a Sentence | More Homophone Mix-Ups (2) | Christmas Themed Handwriting. |
| 10 | <ex>Post Test | Prefix: <tele>Post Test | VerbPost Test | Changing Verb Tenses (2) | Christmas Themed Handwriting. |
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