Autumn 2-Little Red Riding Hood

Fiction	*Non-Fiction*
Narrative-Little Red Riding Hood	*Recount*

Retell a traditional tale-with repeated events using the rule of three.	Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person.

Fiction — Narrative-Little Red Riding Hood

Links to Writing Assessment Key Performance Indicators
- Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language.
- Demarcate sentences with capital letters and full stops.
- Understand how to write in the past tense.
- Write in the first and third person.
- Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another in some of their writing.
- Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly.
- Spell most common exception words taught so far.

Links to Reading Assessment Key Performance Indicators
- Read turquoise banded books with 90% accuracy without overt sounding out.
- Recall a story structured into 3 parts with detail and story language.
- In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately.
- Read accurately words of two or more syllables that contain the same GPCs as those taught.
- Answer questions on what has been read in discussion with the teacher and make simple inferences.
- Identify some words and phrases they like and begin to say why.
- Use personal experience to connect with texts
- Begin to comment on language choices.
- Work out meanings of new vocabulary from context.

Transform for GDS
Make the three events contrast by using adjectives and careful choice of expanded noun phrases.

Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)
- Expand information using some subordination AND co-ordination.
- Use some expanded noun phrases to describe and specify.
- Use a wider range of adjectives e.g. superlative and comparative adjectives.
- Structure own writing deciding on what goes in each part.

Non-Fiction — Recount

Links to Writing Assessment Key Performance Indicators
- Write about a real event, recording it simply and clearly.
- Demarcate sentences with capital letters and full stops.
- Understand how to write in the past tense.
- Write in the first and third person.
- Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another in some of their writing
- Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly.
- Spell most common exception words taught so far.

Links to Reading Assessment Key Performance Indicators
- Read turquoise banded books with 90% accuracy without overt sounding out.
- Find information from research and take simple notes.
- Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways
- In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately.
- Read accurately words of two or more syllables that contain the same GPCs as those taught.
- Answer questions on what has been read in discussion with the teacher and make simple inferences.
- Identify some words and phrases they like and begin to say why.
- Use personal experience to connect with texts
- Begin to comment on language choices.
- Work out meanings of new vocabulary from context.

Transform for GDS
Write same recount as a third person recount.

Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)
- Expand information using some subordination AND co-ordination.

English Lesson Focus

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TFW-Little Red Riding Hood Pink Piece Imitation-Learn a version of the story-no more than 250 words. Whole Class Box it up. Write Story.	TFW Little Red Riding Hood Innovation-Change Viewpoint Whole Class Box it up then children to plan their innovation as an additional column. Write innovated story.	TFW-Own Story Independent Application Create own Box it up plan for own story. Independent Writing-Green Piece (Thursday) Editing (Friday)	TFW-Recount about Woodland Trip Pink Piece Imitation-Learn a recount-no more than 250 words. Write own recount.	Complete grammar based activities linked to non-fiction text type following on from personal toolkits. TFW-Innovation of Recount-Write a news article interviewing someone who went on the trip.	TFW-Independent Application of a news article about own topic. Create own Box It Up Independent Writing-Green Piece (Thursday) Editing (Friday)	Christmas Writing

Reading PM Lesson Focus

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Fiction-Use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence.	Non-Fiction-Explain how the main features of non-fiction texts are used.	Poetry-Identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems. Perform individually or together; speaking clearly and audibly. .	Fiction-Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes. Be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded.	Non-Fiction-Pose questions for research and read non-fiction to find answers. Locate parts of text that give particular information including labelled diagrams and charts.	Poetry-Identify alliteration and describe the effect.	Non-Fiction-Locate books by classification in the school library.