



# WAINWRIGHT PRIMARY ACADEMY

## LONG TERM ENGLISH STRATEGY 2016 – 2017

### Foundation Stage Two



Term	Text structure	Reading	Sentence construction	Alan Peat sentences	GPS
<b>Autumn Fiction</b>  Room on a Broom Large Family Starting School Emergency! Police officers on Patrol Maisy Goes to Hospital Percy the Park Keeper Pumkin Soup Handa's Surprise The Little Red Hen The Enormous Turnip The Magic Porridge Pot Supertato The Nativity The Jolly Christmas Postman	<b>Planning Tools:</b> Story map  <b>Plan opening around</b> character(s), setting, time of day and type of weather	Pupils should be taught to: <u>40-60 months</u> Continues a rhyming string. <ul style="list-style-type: none"> <li>Hears and says the initial sound in words</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books and computers.</li> </ul> <u>ELG</u> 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.	<b>Simple Connectives;</b> And, who, until, but,  <b>Say a sentence, write &amp; read back to check it makes sense.</b>  <b>Terminology;</b> Finger spaces, letter, word, sentence, full stops, capital letter, simile- 'like'  <b>Introduce simple sentences e.g.</b> A red cat	<b>Simple sentences</b> that include- The, my, your, an, this, that, his, her, their, some, all.	Caption/labels

*Read, Write Inc.*



# WAINWRIGHT PRIMARY ACADEMY

## LONG TERM ENGLISH STRATEGY 2016 – 2017

### Foundation Stage Two



Term	Text Structure	Reading	Sentence Construction	Alan Peat Sentences	GPS
Spring Texts Stomp, Chomp, Big Roars! Here come the dinosaurs. Ten Terrible Dinosaurs Dinosaurs Love Underpants How to grow a dinosaur Dinosaurumpus The dinosaur who lost his roar. Farmer duck Oink, oink Old Macdonald had a farm Emma's Lamb Marvin wanted more. Cock-a-doodle- doo. Barnyard Hullabaloo!	<p><b>Planning Tools:</b> Story map / story mountain (Refer to Story-Type grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding -</b> beginning /middle /end to a story</p>	<p>Pupils should be taught to:  <u>40-60 months</u>            Continues a rhyming string.</p> <ul style="list-style-type: none"> <li>Hears and says the initial sound in words</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books and computers.</li> </ul> <p><u>ELG</u>            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.</p>	<p><b>Simple Connectives;</b>            And, who, until, but,</p> <p><b>Say a sentence, write &amp; read back to check it makes sense.</b></p> <p><b>Terminology;</b>            Finger spaces, letter, word, sentence, full stops, capital letter, simile- 'like'</p> <p><b>Introduce simple 2A sentences e.g.</b>            'The red cat sat on the enormous mat'.</p> <p>Embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p>	<p><b>Simple sentences</b>            that include-            The, my, your, an, this, that, his, her, their, some, all.</p> <p><b>List sentences</b>            No less than three and no more than four <b>adjectives</b> before the noun. Can be very dramatic when combined with alliteration</p>	<p>Captions/labels</p> <p>Short Description sentences</p>

Read, Write Inc.



# WAINWRIGHT PRIMARY ACADEMY

## LONG TERM ENGLISH STRATEGY 2016 – 2017

### Foundation Stage Two



Term	Text Structure	Reading	Sentence Construction	Alan Peat Sentences	GPS
<p><b>Summer</b>            Little red riding hood.            Cinderella            Hansel and Gretel            Goldilocks            Rapunzel            Jack and the beanstalk.            The magic school bus on the ocean floor.            Rainbow Fish            Mr Seahorse            Winnie under the sea.            Beach day            Lucy and Tom at the Seaside.</p>	<p><b>Planning Tools:</b> Story map / story mountain (Refer to Story-Type grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding -</b> beginning /middle /end to a story</p>	<p>Pupils should be taught to:  <u>40-60 months</u>            Continues a rhyming string.</p> <ul style="list-style-type: none"> <li>Hears and says the initial sound in words</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books and computers.</li> </ul> <p><u>ELG</u>            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.</p>	<p><b>Simple Connectives;</b>            And, who, until, but,</p> <p><b>Say a sentence, write &amp; read back to check it makes sense.</b></p> <p><b>Terminology;</b>            Finger spaces, letter, word, sentence, full stops, capital letter, simile- 'like'</p> <p><b>Introduce simple 2A sentences e.g.</b>            'The red cat sat on the enormous mat'.</p> <p><b>Embellished simple sentences using adjectives e.g.</b> The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p><b>Question Sentences;</b>            Start with a question and a question mark, follow by further words or phrases that link to the questions.            e.g. where is the treasure, the diamonds, the gold, the rubies.</p>	<p><b>2 Pairs</b>            Begins with two pairs of related adjectives, each pair is followed by a comma separated by an and. e.g. 'exhausted and hungry' 'cold and hungry'.</p> <p><b>List sentences</b>            No less than three and no more than four <b>adjectives</b> before the noun. Can be very dramatic when combined with alliteration</p> <p><b>2A sentences</b>            Sentences including 2 adjectives</p>	<p>Captions/labels</p> <p>Short Description sentences- Including Nouns, Adjectives, Verbs</p>
<p><b>Read, Write Inc</b></p>					