



# English

Curriculum: Year A



Whole-School Overview

Sensory Phase	Red Phase	Yellow Phase		Blue Phase		
Cherry Garden	Hamilton Trust	Hamilton Trust		Talk for Writing		
Informal	Semi-Formal	Semi-Formal	Formal	Informal	Semi-Formal	Formal
Equals	Reception	R / Year 1	Year 1 Year 1 / Year 2	Stage 1: <i>Imitation</i>  Early Years	Stage 2: <i>Innovation</i>  Year 1	Stage 3: <i>Independent application</i>  Year 2 / 3 / 4

Suggested units / coverage and texts are listed for each half term

[Texts directly linked to Hamilton Trust planning units](#)

Alternative / additional texts linked to the half termly Broad Curriculum Theme topics

Please make use of any 'topic texts' not used as teaching texts in English: these may be shared and enjoyed through class story times or used to introduce and inspire content in other subjects across the curriculum



### Key Resources and Links

#### **Red and Yellow Phase**

Detailed planning and resources for each of the suggested units can be found in the Flexible English Blocks which are available at:

<https://www.hamilton-trust.org.uk/english/>

Hamilton Group Readers are available at:

<https://www.hamilton-trust.org.uk/resources/>

Animated stories and poems and storytelling videos and poetry performances for some of the Hamilton texts are available at:

<https://www.hamilton-trust.org.uk/blog/free-hamilton-youtube-resources/>

#### **Blue Phase**

Talk for Writing resources are available at:

<https://www.talk4writing.com/resources/>

These include:

Overview of the Talk for Writing approach

Talk for Writing process resources

School resources

Planning resources



EYFS – Cherry Garden Communication, Language and Literacy	
<b>Topics</b> <b>Year A:</b> Ourselves, Autumn Celebration, Transport, Traditional Tales, Brown Bear, Pirates	
<b>Communication and language</b> <ul style="list-style-type: none"> <li>• To express wants and needs,</li> <li>• to be communicators using own preferred mode of communication,</li> <li>• to begin to develop independence,</li> <li>• to begin to develop self-esteem and confidence.</li> </ul>	<b>Literacy</b> <ul style="list-style-type: none"> <li>• To be able to recognise key letters and sounds,</li> <li>• to be able to recognise key words/symbols,               <ul style="list-style-type: none"> <li>• to recognise own name,</li> <li>• to write own name,</li> </ul> </li> <li>• to mark make with intent and give meaning to marks.</li> <li>• to describe something, they can see using preferred communication method</li> </ul>
RED PHASE	
<b>INFORMAL – Cherry Garden Communication, Language and Literacy</b> <b>Equals</b> <b>Topics</b> <b>Year A:</b> Knowing me, 5,4,3,32,1Blast off, Pets, Over the Rainbow, Octopus Garden, Ugly Bug Ball	
<b>Explorer curriculum (linked to branches 1-4)</b> <b>By the end of this curriculum pathway, pupils will be able to...</b> <b>Language and Communication:</b> Pupils will be able to make purposeful messages without words to convey the meanings. E.g., More, stop, I want. Use a wide range of non-verbal communication e.g. vocalisation, facial expression, hand gestures, whole body movements, PECS to interact or to request for a motivating activity or item. Pupils will develop joint attention in order to initiate and show enjoyment in reciprocal interactions.	<b>Key strategies and types of provision/resources:</b> <ul style="list-style-type: none"> <li>• Treasure baskets: range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore and begin to show preferences for</li> <li>• Music box/corner: accessible music for children to explore and respond to</li> <li>• Object Cues/Objects of Reference: Using real objects or objects of reference to transition or make choices</li> <li>• Intensive Interaction: showing awareness, responding, being involved and engaged to the person interacting with them</li> <li>• Switches: simple messages pre-recorded</li> <li>• PECS/PODD: using a range of individualised motivating activities to encourage children to initiate, request and develop communication in structured situations</li> <li>• Key symbols: modelling using transition symbols and key symbols for choice-making</li> <li>• Makaton: modelling key signs to children</li> <li>• Attention Autism: using exciting and motivating items to engage children to develop attention and engagement skills</li> </ul>



## Two Rivers English Curriculum

<p>Pupils will develop consistent responses to convey likes and dislikes.</p> <p><b>Attention and Understanding:</b> Pupils will develop understanding of routines to be able to anticipate what will happen next in familiar contexts. Starts to anticipate and may initiate as the child recognises the routine. Children will begin to recognise and use real objects or symbols in order to make choices. Develops object permanence and simple cause and effect on immediate environment to increase their independence.</p>	<ul style="list-style-type: none"> <li>• Drama Games: songs and games to develop anticipation and turn-taking</li> <li>• Sensory room: responding to stimuli, developing preferences, requesting for favourite activities (e.g. bubble tube, touch floor, water bed), cause and effect activities</li> <li>• Playtime: shared attention, turn-taking, communicating more (eye contact, Makaton, PECS), anticipation games</li> <li>• Resonance board: using highly reactive environment to create sounds and elicit responses</li> </ul> <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"> <li>• Local trips: Nature reserve, local church, Supermarkets</li> </ul>
<p><b>Reading:</b> Pupils will be able to hold and manipulate a range of reading materials in order to extend their reading behaviours. Pupils will start to engage with simple stories and the sounds that adults make to promote active learning.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Deliver pre-phonics (sound distinction, sound recognition, sound production) and early reading skills</li> <li>• Book Corner: every class to have a book corner children's interests</li> <li>• Story based around half-termly topic</li> <li>• School library: children begin to hold books and engage with simple stories</li> <li>• Book-themed treasure basket (sensory tray with book, treasure basket filled with different reading materials)</li> </ul> <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"> <li>• School Library: Nursery rhyme time</li> </ul>
<p><b>Writing:</b> Pupils to engage and explore a range of wet and dry messy play in order to develop their fine motor skills.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Messy play: wet and dry resources for children to experience sensory mark making</li> <li>• Mark-making area: paints, chalk, stamps, mermaid/velvet fabric, etc.</li> <li>• Outdoor play areas: messy play tray with a variety of sizes of mark-making tools, large construction, water/messy play</li> <li>• Interactive whiteboard/iPad: Lightbox, Busy Things, Doodle</li> <li>• Write Dance: exploration of fine and gross motor skills through mark-making activities accompanied by music</li> </ul> <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"> <li>• Forest schools: mark-making in mud, water, sand, on trees, water painting</li> </ul>



## Two Rivers English Curriculum

SEMI-FORMAL Hamilton Trust - Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Autumn Explorers	Winter Warmers	To Infinity and Beyond	Knight Fever	Pirates	The Land of Rhyme
<u>Suggested Units</u>  R: Autumn Repetitive Chants and Rhymes: Patterns and Repetition 1. Join in when you can  R: Autumn List and Labels: Autumn Leaves 1. Leaf Man: Signs of Autumn  R: Autumn Lists and Storytelling: Sharing the Harvest 1. Harvest Time	<u>Suggested Units</u>  R: Spring Captions and Instructions: Winter Days and Nights 1. Winter Signs  R: Spring Captions and Instructions: Winter Days and Nights 2. In the Dark  R: Autumn Greeting and Letters 1. Winter Greetings	<u>Suggested Units</u>  R: Autumn Story Sequence and Captions: Space 1. Blast Off!  R: Autumn Story Sequence and Captions: Space 2. Information books  R: Autumn Story Sequence and Captions: Space 3. Alien Life	<u>Suggested Units</u>  R: Spring Captions and Banners: Dragons and Chinese New Year 1. Dragons  R: Summer Letters, Short Retellings of Fairytales 1. Sleeping Beauty	<u>Suggested Units</u>  R: Summer Captions, Greetings Cards and Letters: People Who Help Us 2. Help in the community  R: Summer Captions, Greetings Cards and Letters: People Who Help Us 3. Emergency Services	<u>Suggested Units</u>  R/Y1: Summer Traditional Poems: Timeless Rhymes and Poems 1. Discovering rhymes and poems  R/Y1: Summer Traditional Poems: Timeless Rhymes and Poems 2. Rhymes and writing



## Two Rivers English Curriculum

Autumn Explorers	Winter Warmers	To Infinity and Beyond	Knight Fever	Pirates	The Land of Rhyme
<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>
<p>We're Going on a Bear Hunt  <i>Michael Rosen</i>  Leaf Man  <i>Lois Ehlert</i>  The Enormous Turnip  <i>Irene Yates</i>  Pumpkin Soup  <i>Helen Cooper</i></p> <p>Little Acorns  <i>Twinkl Originals</i>  The Very Helpful Hedgehog  <i>Rosie Wellesley</i>  The Gruffalo  <i>Julia Donaldson</i></p>	<p>What Can You See in Winter?  <i>Sian Smith</i>  The Bear's Winter House  <i>John Yeoman</i>  The Owl Who Was Afraid of the Dark  <i>Jill Tomlinson</i>  The Jolly Christmas Postman  <i>Janet &amp; Allan Ahlberg</i>  Christmas in Exeter Street  <i>Diana Hendry &amp; John Lawrence</i></p> <p>The Snowman  <i>Oxford Reading Tree</i>  The Scarf  <i>Oxford Reading Tree</i>  Hiku  <i>Nicole Snitselaar &amp; Coralie Saudo</i>  When Will It Be Spring?  <i>Catherine Walters</i>  The Polar Bear and the Snow Cloud  <i>Jane Cabera</i>  Dear Snowman  <i>Kathryn White</i></p>	<p>Whatever Next!  <i>Jill Murphy</i>  Toys in Space  <i>Mini Grey</i>  National Geographic Little Kids First Big Book of Space  <i>Catherine Hughes</i>  Here Come the Aliens  <i>Colin McNaughton</i>  Man on the Moon  <i>Simon Bartram</i></p> <p>Aliens Love Underpants  <i>Claire Freedman</i>  Welcome to Alien School  <i>Caryl Hart &amp; Ed Eaves</i>  Roaring Rockets  <i>Tony Milton &amp; Ant Parker</i>  On the Moon  <i>Anna Milbourne</i></p>	<p>Custard the Dragon  <i>Ogden Nash</i>  Tell Me a Dragon  <i>Jackie Morris</i>  The Dragon Machine  <i>Helen Ward &amp; Wayne Anderson</i>  Sleeping Beauty  <i>Dan Taylor</i></p> <p>The Knight Who Wouldn't Fight  <i>Helen Docherty</i>  There Was an Old Dragon Who Swallowed a Knight  <i>Penny Parker</i>  <i>Klostermann</i>  There Is No Dragon In This Story  <i>Lou Carter</i>  In The Castle  <i>Anna Milbourne</i></p>	<p>People Who Help Us – Vet  <i>Rebecca Hunter</i>  People Who Help Us – Dentist  <i>Rebecca Hunter</i>  People Who Help Us – Firefighter  <i>Rebecca Hunter</i>  People Who Help Us – Police Officer  <i>Rebecca Hunter</i></p> <p>Pirates Love Underpants  <i>Claire Freedman</i>  My Very Jolly Pirate  <i>Ladybird Sound Book</i>  The Night Pirates  <i>Peter Harris</i>  Port Side Pirates  <i>Oscar Seaworthy</i></p>	<p>Various poems  <i>Provided (Hamilton)</i></p> <p>Humpty Dumpty  Hey Diddle Diddle  Twinkle Twinkle Little Star  Baa Baa Black Sheep  Jack and Jill  Incy Wincy Spider  The Wheels on the Bus  Row, Row, Row Your Boat</p> <p>The Great Nursery Rhyme Disaster  <i>David Conway</i></p>



## YELLOW PHASE

**INFORMAL** – Cherry Garden Communication, Language and Literacy  
Equals  
**Topics**

**Year A** Planes, trains and automobiles, Let's Celebrate, To the moon and Back, We're going to the zoo, Do you believe in magic? Fun in the sun

### **Discover Curriculum (linked to branches 5-7)**

By the end of this curriculum pathway, pupils will be able to...

#### **Language and Communication:**

Pupils begin to combine words, symbols or signs in order to make phrases to comment and describe.

Pupils can engage in simple reciprocal conversations in order to share experiences, feelings and thoughts, and ask questions.

#### **Attention and Understanding:**

Pupils will understand and ask who, what and where questions in a range of familiar contexts to gain a deeper understanding of a situation.

### **Key strategies and types of provision/resources:**

- Intensive Interaction: working on child-initiated interactions
- PECS/PODD in a variety of contexts using 'I want' on a sentence strip and some attributes including colour or number
- Makaton: children learn new signs, combine previously learned signs, have conversations
- Communication book: use of core vocab to develop language and initiating conversations
- Modelling using communication systems with pupil and others
- Colourful Semantics: introduce colourful semantics with modelling using motivating images (children doing activities, peers or adults 1:1 or in small groups etc.)
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Identiplay: children develop play skills through modelling, imitation and having a shared focus
- Modelling play actions and routines
- Snack time- comment on taste, colours, shape, size
- Playground: Large scale construction activities - crates, cardboard boxes, large blocks, tyres, carpet rolls, plastic plant pots, cable reels to encourage children to comment and describe.
- Transitions: all pupils to be shown key symbols and to use visual timetables if needed to support with transitions
- Communication and social groups: modelling positive social interactions and appropriate language
- SALT intervention groups





	<p><b>Community/Specialist Provision:</b></p> <p>Forest schools: children can use communication systems to comment and describe on experience</p> <ul style="list-style-type: none"><li>• School outings (Farm, museums/galleries,): opportunity to develop new language and vocabulary around topic</li></ul>
<p><b>Reading:</b></p> <p>Pupils begin to read and produce single sounds or motivating words. Pupils handle books with care and able to turn pages one at a time. They can focus on pictures and text in books in order to identify main characters.</p> <p>Pupils can anticipate key events and able to fill in missing words or phrases in the story when left out intentionally by an adult in order to develop their understanding of stories or poems.</p> <p>Pupils can match identical photos, symbols and letters. Knows the sound of some of the letters of their own name and is able to identify other words that begin with the same letter in order to develop understanding of reading in familiar environments</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"><li>• Pre-phonics: Sessions adapted for pupils who will benefit from 1:1 approach.</li><li>• Book Corner: have a book corner with topic and children's interests</li><li>• Shared reading sessions</li><li>• Story sessions: children follow the story and begin to anticipate key events, answer questions about the book</li><li>• School library: handle books, engage and follow stories</li></ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"><li>• Community Library: practise handling books, follow a story being read to them.</li><li>• Opportunities to read signs and logos out in the community e.g. bus stop, Asda, McDonalds, toilet</li></ul>
<p><b>Writing:</b></p> <p>To be able to hold a writing tool with a tripod grip in order to hold a writing tool with better control.</p> <p>Pupils can trace and copy circular, horizontal and vertical lines using messy play and writing tools to begin to show active participation in their writing.</p> <p>Pupils can use a keyboard to match letters and input them onto the computer or tablet to develop writing on a computer.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"><li>• Write dance sessions: children practise developing gross and fine motor skills to develop control when using writing tools</li><li>• Mark-making area: provide a variety of thick-handled writing tools and usual writing equipment, visuals with writing patterns for children to copy and trace</li><li>• Messy play: trace and copy writing patterns in wet and dry messy play</li><li>• Outdoor play areas: mark-making area, water play/sand tray, construction area to develop fine motor and hand control</li></ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"><li>• Forest schools: purposeful mark-making in soil, water, sand etc. with sticks, spades etc.</li></ul>



## Two Rivers English Curriculum

SEMI-FORMAL Hamilton Trust – Reception / Year					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Journeys	Frozen Planet	Amazing Animals	Out of this World	Terrific Time Travellers	Colour, Shimmer, Shine!
<u>Suggested Units</u>  R/Y1: Autumn Repetition in Stories: Repeating Patterns 1. Bears and Bicycles *Mrs Armitage on Wheels*  R/Y1: Spring Lists, Instructions and Recipes: Step by Step... 2. Pigeon Instructions  R/Y1: Spring Letters and postcards: Wait a minute Mr Postman 1. Mr Postmouse	<u>Suggested Units</u>  R/Y1: Summer Letters and Postcards: Dear Greenpeace 1. Introducing Letters and Postcards  R/Y1: Summer Letters and Postcards: Dear Greenpeace 2. Dear Worldwide Fund for Nature  R/Y1: Summer Compare Fiction and Non- fiction texts: My World 2. Polar Bears	<u>Suggested Units</u>  R/Y1: Spring Repeating Patterns: African Adventure 1. Going on a Lion Hunt  R/Y1: Summer Traditional Tales and Fables: Fairy Tales 3. Billy Goats Gruff  R/Y1: Autumn Humorous Poems: Funny Poems 1. Oi Frog, Oi Dog  <b>OR</b>  R/Y1: Spring Humorous Poems: Animal Antics 3. Amusing Animals	<u>Suggested Units</u>  R/Y1: Autumn Story Sequence and Captions: Big Machines and Space 2. Building Machines and Space  R/Y1: Summer Stories to Make you Look, Think and Talk: Imagination and Dreams 1. Imagine!  R/Y1: Summer Stories to Make you Look, Think and Talk: Imagination and Dreams 2. Bedtime and Dreams	<u>Suggested Units</u>  R/Y1: Summer Traditional Poems: Timeless Rhymes and Poems 2. Exploring timeless rhymes  R/Y1: Summer Poems on a Theme: Sense of Humour 1. Discovering poems about the senses  <b>OR</b>  R/Y1: Summer Poems on a Theme: Sense of Humour 2. Description in poems and the senses	<u>Suggested Units</u>  R/Y1: Summer Stories on a Theme: Superheroes 1. My favourite superhero  R/Y1: Summer Stories on a Theme: Superheroes 2. Exploring superheroes  R/Y1: Summer Stories on a Theme: Superheroes 3. Comic strip heroes



## Two Rivers English Curriculum

Journeys	Frozen Planet	Amazing Animals	Out of this World	Terrific Time Travellers	Colour, Shimmer, Shine!
<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>
<p>Mrs Armitage on Wheels Quentin Blake</p> <p>Mrs Armitage to the Rescue Quentin Blake</p> <p>Don't Let the Pigeon Stay Up Late Mo Willems</p> <p>Don't Let the Pigeon Drive the Bus Mo Willems</p> <p>Here Comes Mr Postmouse Marianne Dubuc</p> <p>Dear Postman Hamilton Group Reader</p> <p>The Hundred Decker Bus Mike Smith</p> <p>The Train Ride June Crebbin</p> <p>Mr Gumpy's Outing John Burningham</p> <p>Lots Marc Martin</p> <p>Everything &amp; Everywhere Marc Martin</p> <p>The Snail and the Whale Julia Donaldson</p> <p>The Wizard of Oz Ladybird First Favourite Tales</p>	<p>Dear Greenpeace Simon James</p> <p>Boris and Sid Meet a Shark Hamilton Group Reader</p> <p>Ice Bear Nicola Davies</p> <p>The Rainbow Bear Michael Morpurgo</p> <p>Leaf Sandra Dieckmann</p> <p>Jack Frost Kazuno Kohara</p> <p>Poles Apart Jeanne Willis &amp; Jarvis</p> <p>The Runaway Iceberg Twinkl Originals</p>	<p>We're Going on a Lion Hunt David Axtell</p> <p>Billy Goats Gruff Ladybird Picture Books</p> <p>Billy Dogs Gryff Hamilton Group Reader</p> <p>Oi Frog! Kes Gray</p> <p>Oi Dog! Kes &amp; Claire Gray</p> <p>Various poems Provided (Hamilton)</p> <p>The Ugly Five Julia Donaldson</p> <p>Monkey Puzzle Julia Donaldson</p> <p>Superworm Julia Donaldson</p>	<p>Big Book of Machines Minna Lacey</p> <p>National Geographic Little Kids First Big Book of Space Catherine Hughes</p> <p>Scooters Hamilton Group Reader</p> <p>Thad Gets to the Moon Hamilton animated tale</p> <p>Through the Magic Mirror Anthony Browne</p> <p>Max the Brave Ed Vere</p> <p>Peep Inside Night-Time Anna Milbourne</p> <p>Bedtime for Monsters Ed Vere</p> <p>Chicken's Bad Dream Hamilton Group Reader</p> <p>The Way Back Home Oliver Jeffers</p> <p>Look Up! Nathan Bryon</p> <p>Q Pootle 5 Nick Butterworth</p> <p>Beegu Alexia Deacon</p> <p>Orion and the Dark Emma Yarlett</p>	<p>Various poems Provided (Hamilton)</p> <p>The Romans: Gods, Emperors and Dormice Marcia Williams</p>	<p>Superheroes All Sorts Hamilton Group Reader</p> <p>Super Daisy Kes Gray &amp; Nick Sharratt</p> <p>Brown Bear, Brown Bear, What Do You See? Eric Carle</p> <p>The Mixed-Up Chameleon Eric Carle</p> <p>Little Smudge Lionel Le Neouanic</p> <p>If I Could Paint the World Sarah Massini</p> <p>The Colour Monster Anna Llenas</p> <p>The Day the Crayons Quit Drew Daywalt</p>



## Two Rivers English Curriculum

YELLOW PHASE					
FORMAL Hamilton Trust – Year 1 and Year 1 / Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Journeys	Frozen Planet	Amazing Animals	Out of this World	Terrific Time Travellers	Colour, Shimmer, Shine!
<u>Suggested Units</u>  Y1: Autumn Repeating Patterns: Mrs Armitage on Wheels Units 1, 2, 4 and 5 *Mrs Armitage on Wheels*  Y1/Y2: Autumn Traditional Tales and Fables: The Story Blanket Units 1, 2, 3 and 4	<u>Suggested Units</u>  Y1/Y2: Summer Information Texts: Interviews Units 1, 2, 3 and 4  Y1/Y2: Spring Instructions: Cleaner World Units 1, 2 and 4	<u>Suggested Units</u>  Y1/Y2: Autumn Recounts: Animal Diaries Units 1, 2, 3, 4  Y1/Y2: Summer Poems on a Theme: Animals Units 1 and 2	<u>Suggested Units</u>  Y1: Summer Wellbeing: Kites, Stars and Rockets Units 1 and 2 *Excluding Whatever Next!*	<u>Suggested Units</u>  Y1: Summer Stories on a Theme: Superheroes Units 1, 3, 4 and 5  Y1/Y2: Spring Poems on a Theme: Homes and Houses Units 1, 2, 3 and 4	<u>Suggested Units</u>  Y1: Autumn Wellbeing: Colours and Monsters Units 1 and 2  Y1/Y2: Autumn Poems on a Theme: Rainbows and Colours Units 1, 3 and 4



## Two Rivers English Curriculum

Journeys	Frozen Planet	Amazing Animals	Out of this World	Terrific Time Travellers	Colour, Shimmer, Shine!
<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>
<p>Mrs Armitage on Wheels  <i>Quentin Blake</i>            The Story Blanket  <i>Ferida Wolff &amp; Harriet May Savitz</i>            Wolfy  <i>Gregoire Solotareff</i>            Why not me?  <i>Hamilton Group Reader</i></p> <p>Mr Gumpy's Outing  <i>John Burningham</i>            The Hundred Decker Bus  <i>Mike Smith</i>            Lots  <i>Marc Martin</i>            Everything &amp; Everywhere  <i>Marc Martin</i>            The Snail and the Whale  <i>Julia Donaldson</i>            The Wizard of Oz  <i>Rosie Dickens</i></p>	<p>Interview with a Tiger and Other Clawed Beasts Too  <i>Andy Seed &amp; Nick East</i>            Boris and Sid Find a Tiger  <i>Hamilton Group Reader</i>            Interview with a Shark and Other Ocean Giants Too  <i>Andy Seed &amp; Nick East</i>            Tidy  <i>Emily Gravett</i>            Being Bossy  <i>Hamilton Group Reader</i>            Too Much Stuff  <i>Emily Gravett</i></p> <p>Dear Earth  <i>Isabel Otter</i>            Leaf  <i>Sandra Dieckmann</i>            Jack Frost  <i>Kazuno Kohara</i>            Poles Apart  <i>Jeanne Willis &amp; Jarvis</i>            The Runaway Iceberg  <i>Twinkl Originals</i></p>	<p>Diary of a Wombat  <i>Jackie French &amp; Bruce Whatley</i>            The Cat's Journey  <i>Hamilton Group Reader</i>            The Swallow's Tale  <i>Hamilton animated tale</i>            Waiting for Goliath  <i>Antje Damm</i>            Jaws and Claws and Things with Wings  <i>Valerie Bloom</i>            Various poems  <i>Provided (Hamilton)</i></p> <p>Oi Frog!  <i>Kes Gray</i>            Oi Dog!  <i>Kes &amp; Claire Gray</i>            I am a Tiger  <i>Karl Newson &amp; Ross Collins</i>            The Ugly Five  <i>Julia Donaldson</i>            Monkey Puzzle  <i>Julia Donaldson</i>            Superworm  <i>Julia Donaldson</i></p>	<p>How to Catch a Star  <i>Oliver Jeffers</i>            Thad Gets to the Moon  <i>Hamilton animated tale</i>            Alone: A Story of Friendship in the Darkness of Space  <i>Scott Stuart</i>            Funny Bums, Freaky Beaks and other incredible creature features  <i>Alex Morss &amp; Sean Taylor</i></p> <p>The Way Back Home  <i>Oliver Jeffers</i>            Look Up!  <i>Nathan Bryon</i>            Q Pootle 5  <i>Nick Butterworth</i>            Beegu  <i>Alexia Deacon</i>            Orion and the Dark  <i>Emma Yarlett</i>            The Dinosaur that Pooped a Planet  <i>Tom Fletcher &amp; Dougie Poynter</i></p>	<p>Superheroes All Sorts  <i>Hamilton Group Reader</i>            Super Daisy  <i>Kes Gray &amp; Nick Sharrett</i>            Superhero ABC  <i>Bob McLeod</i>            A House that Once Was  <i>Julie Fogliano &amp; Lane Smith</i>            Various poems  <i>Provided (Hamilton)</i></p> <p>The Romans: Gods, Emperors and Dormice  <i>Marcia Williams</i></p>	<p>The Colour Monster  <i>Anna Llenas</i>            The Big Shouting Day  <i>Rebecca Patterson</i>            Rain Before Rainbows  <i>Smriti Halls &amp; David Litchfield</i>            Various poems  <i>Provided (Hamilton)</i></p> <p>Little Smudge  <i>Lionel Le Neouanic</i>            If I Could Paint the World  <i>Sarah Massini</i>            The Day the Crayons Quit  <i>Drew Daywalt</i></p>



BLUE PHASE	
<b>INFORMAL</b> – Cherry Garden Communication, Language and Literacy Equals <b>Topics</b>	
<b>Year A:</b> Journeys, Winter Festival of Light, Magic Carpet Ride, Amazing Animals, Who do you think you are?, We're All Going on a Summer Holiday	
<p><b>Investigate Curriculum (linked to branches 8+)</b>                      By the end of this curriculum pathway, pupils will be able to...</p> <p><b>Language and Communication:</b>                      Pupils will understand and use language to talk about things beyond their current situation including past events and use future tense.                      Pupils will use more complex sentences using 'and' and 'because' in order to be able to join and sequence ideas.                      Pupils can plan, question, negotiate, make predictions and reason.</p> <p><b>Attention and Understanding:</b>                      Pupils can recognise every letter of the alphabet and can blend words together using phonics knowledge at Phase 3.                      Pupils can pay attention and take into account what others say which can enable them to take on an imaginative role with a narrative.                      Pupils can use language such as 'first' 'last' 'after' to enable them to order events in discussions and instructions.                      Pupils understand prepositions 'under' 'on top' 'behind' in order to be able to understand and respond to instructions containing two-parts .                      Understand two-key words instructions and questions to develop and further their understanding and listening skills in a variety of contexts.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Role-play opportunities: shops, hairdressers, mud kitchen, home corner, pizza kitchen etc.</li> <li>• Associative Play: promotes cooperation and problem-solving, develops further language through reasoning and asking questions - how, what, why?</li> <li>• Co-operative Play: develop speaking and listening skills, children share ideas and work together by telling each other what to do</li> <li>• Communication Books/Hi-Tech: language is specifically chosen to further children's vocabulary. Vocabulary should now include words that extend learning</li> <li>• Outdoor play areas: opportunities for children to initiate games with other children, opportunities to negotiate and reason over potential conflicts</li> <li>• Playground: Large scale construction activities: crates, cardboard boxes, large blocks, tyres, carpet rolls, cable reels to be able to understand and respond to positional language in instructions through play</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Shopping: encourage pupils to follow a sequence (make shopping lists for their cooking session/snack, find them in the shop and pay for them)</li> <li>• Forest schools: planning future activities, re-telling on past sessions</li> </ul>
<p><b>Reading:</b>                      Pupils can read from left to right and top to bottom, and read and match CVC and familiar words without visual support.                      Pupils show an awareness of Grapheme Phoneme Correspondences and can start to blend to read words.                      Children can read decodable texts relevant to their SSP level (where applicable) independently.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Phonics (developing phonetic awareness) Systematic Synthetic Phonics where appropriate. Sessions adapted for AAC users and pupils who will benefit from 1:1 approach.</li> <li>• Book Corner: every class to have a book corner in which are related children's interests</li> </ul>



## Two Rivers English Curriculum

<p>Pupils can link sounds to letters, name most letters in the alphabet and find words beginning with the same letter.</p>	<ul style="list-style-type: none"><li>• Communication Books/Hi-Tech: language can be used as a tool to support reading and learning new vocabulary</li><li>• Shared Reading</li><li>• Cooking: reading and following recipes</li><li>• Roleplay: play focused activities around reading, children reading to each other, reading menus etc.</li><li>• School library: Read short stories</li></ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"><li>• Library: choosing and reading stories.</li><li>• Small group outings: reading menus in a café, reading signs in the community, following maps/directions</li></ul>
<p><b>Writing:</b></p> <p>Pupils can hold a writing tools between their thumb and two fingers to develop their control.</p> <p>Pupils can type or write a letter of the alphabet upon hearing it aloud. They can accurately type or write CVC and common words.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"><li>• Write dance sessions: children practise developing gross and fine motor skills to develop control when using writing tools to purposefully make different writing patterns and shapes</li><li>• Mark-making area: provide a variety of writing equipment, visuals with writing patterns for children to draw and write</li><li>• Role-play: include writing opportunities where children can practise drawing, making lists, writing letters etc.</li><li>• Outdoor play areas: mark-making area, water play/sand tray, construction area to develop fine motor and hand control</li><li>• Writing for meaning e.g. making menus, placemats, tickets, writing messages for other classes or reception, writing and posting letters to friends, family or other staff, printing off computer work and writing.</li><li>• ICT: individual sessions on computer or iPad to practise typing skills</li><li>• Colourful Semantics- Differentiated, with new sentence components introduced quickly to promote progress.</li></ul>



## Two Rivers English Curriculum

INFORMAL Talk for Writing – Early Years					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Egyptians	Lights, Camera, Action!	Space – 5, 4, 3, 2, 1!	Righteous Royals	Magic	Groovy Greeks
Narrative Traditional Tales  Non-fiction Non-chronological Reports	Narrative Play scripts  Non-fiction Biography	Narrative Science Fiction  Poetry	Narrative Shakespeare  Non-fiction Non-chronological Reports	Narrative Fantasy  Non-fiction Instructional Texts (Spells / Recipes)	Narrative Myths and Legends  Non-fiction Recounts
<u>Texts</u>  The Egyptian Cinderella <i>Shirley Climo</i>  Step Inside: Ancient Egypt <i>Rob Lloyd Jones</i> Pyramids <i>National Geographic</i> (Level 1)  Usborne Beginners: Egyptians <i>Stephanie Turnbull</i> British Museum: Mummies Unwrapped <i>Tom Froese</i>	<u>Texts</u>  Play Time: Plays for All Ages <i>Julia Donaldson</i> The What the Ladybird Heard Play <i>Julia Donaldson</i> Bug Club plays  I am Walt Disney <i>Brad Meltzer</i> Pocket Full of Colours: The Magical World of Mary Blair <i>Amy Guglielmo</i>	<u>Texts</u>  The Boy from Mars <i>Simon James</i> There's an Alien in Your Book <i>Tom Fletcher</i> 'Twist the Text' Hansel and Gretel Sci-Fi Tale <i>Twinkl e-book</i>  Blast Off! Poem Pack <i>Twinkl</i>  Here We Are <i>Oliver Jeffers</i> One Giant Leap <i>Robert Burleigh</i>	<u>Texts</u>  Little Master Shakespeare (series) <i>Jennifer Adams</i>  The Tudors: Kings, Queens, Scribes and Ferrets <i>Marcia Williams</i>	<u>Texts</u>  A Magical Muddle <i>Twinkl Originals</i> What's in the Witch's Kitchen? <i>Nick Sharratt</i>	<u>Texts</u>  Greek Myths <i>Marcia Williams</i> The Wooden Horse <i>Mairi Mackinnon</i>  Usborne Beginners: Ancient Greeks <i>Stephanie Turnbull</i>





## Two Rivers English Curriculum

NARRATIVE (Early Years)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<p><b>3-part structure:</b> Beginning Middle Ending</p> <p><u>Teaching sequence</u></p> <p><b>Planning tool</b> Story map / story mountain</p> <p><b>Whole class retelling of story</b> Use of picture prompts and actions</p> <p><b>Key skills / techniques</b> eg. adjectives, repetition</p> <p><b>Imitation / Retelling</b> Use of 3-part structure</p>	<p>Saying a sentence, writing it down and reading it back to check it makes sense</p> <p>Simple sentences</p> <p>Compound sentences using connectives (coordinating conjunctions): <i>and</i> <i>but</i></p>	<p>Determiners: <i>the / a</i> <i>my</i> <i>Yours truly, an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i></p> <p>Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i></p> <p>Adjectives eg. <i>old, little, big, small, quiet</i></p>	<p>Finger spaces</p> <p>Full stops</p> <p>Capital letters (starts of sentences)</p>	<p><b>Introduce:</b> Letter Word Sentence Finger spaces Full stops Capital letter</p>



## Two Rivers English Curriculum

NON-FICTION (Early Years)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>Factual writing closely linked to a story</b>  <b>Simple factual sentences based around a theme</b>  Names Labels Captions Lists Diagrams	Saying a sentence, writing it down and reading it back to check it makes sense  Simple sentences  Compound sentences using connectives (coordinating conjunctions): <i>and</i> <i>but</i>	Determiners: <i>the / a</i> <i>my</i> <i>Yours truly, an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i>  Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i>  Adjectives eg. <i>old, little, big, small, quiet</i>	Finger spaces  Full stops  Capital letters (starts of sentences)	<b>Introduce:</b> Letter Word Sentence Finger spaces Full stops Capital letter



## Two Rivers English Curriculum

SEMI-FORMAL Talk for Writing – Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Egyptians	Lights, Camera, Action!	Space – 5, 4, 3, 2, 1!	Righteous Royals	Magic	Groovy Greeks
Narrative Traditional Tales  Non-fiction Non-chronological Reports	Narrative Play scripts  Non-fiction Biography	Narrative Science Fiction  Poetry	Narrative Historical Fiction  Non-fiction Non-chronological Reports	Narrative Fantasy  Non-fiction Instructional Texts (Spells / Recipes)	Narrative Myths and Legends  Non-fiction Recounts
<u>Texts</u>  The Egyptian Cinderella <i>Shirley Climo</i>  Ancient Egypt <i>National Geographic</i> (Level 3)  Usborne Beginners: Egyptians <i>Stephanie Turnbull</i> Step Inside: Ancient Egypt <i>Rob Lloyd Jones</i> British Museum: Mummies Unwrapped <i>Tom Froese</i>	<u>Texts</u>  Play Time: Plays for All Ages <i>Julia Donaldson</i> Bug Club plays  Walt Disney <i>National Geographic</i> (Level 3) Pocket Full of Colours: The Magical World of Mary Blair <i>Amy Guglielmo</i> Lights, Camera, Alice! <i>Mara Rockliff</i>	<u>Texts</u>  The Iron Man <i>Ted Hughes</i> 'Twist the Text' Hansel and Gretel Sci-Fi Tale <i>Twinkl e-book</i>  KS2 Space Poem Pack <i>Twinkl</i> Space Poems <i>Gaby Morgan</i>  Here We Are <i>Oliver Jeffers</i> One Giant Leap <i>Robert Burleigh</i>	<u>Texts</u>  A Midsummer Night's Dream <i>Georghia Ellinas</i>  You Wouldn't Want to Be Married to Henry VIII <i>Fiona Macdonald</i> The Tudors: Kings, Queens, Scribes and Ferrets <i>Marcia Williams</i>	<u>Texts</u>  A Magical Muddle <i>Twinkl Originals</i> Leon and the Place Between <i>Angela McAllister &amp; Grahame Baker-Smith</i> Harry Potter <i>J. K. Rowling</i> Fantastic Beasts <i>J. K. Rowling</i>	<u>Texts</u>  Greek Myths <i>Marcia Williams</i> The Wooden Horse <i>Mairi Mackinnon</i> Heroes and Horses <i>Teresa Martinez</i>  Usborne Beginners: Ancient Greeks <i>Stephanie Turnbull</i> See Inside: Ancient Greece <i>Rob Lloyd Jones</i>



## Two Rivers English Curriculum

NARRATIVE (Year 1)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>5-part structure:</b> Opening <i>Once upon a time...</i> Build-up <i>One day...</i> Problem / Dilemma <i>Suddenly...</i> Resolution <i>Luckily....</i> Ending <i>Finally...</i>  <u>Teaching sequence</u>  <b>Planning tool</b> Story map / story mountain  <b>Whole class retelling of story</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. openers, connectives, descriptive language  <b>Innovation</b> Use of 5-part structure	Embellished simple sentences using adjectives  Compound sentences using connectives (coordinating conjunctions): <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i>  Sentence openers: <i>While...</i> <i>When...</i> <i>Where...</i> <i>-'ly' openers</i>  Types of sentences: Statements Questions Exclamations  Repetition for rhythm eg. <i>He walked and he walked</i>  Repetition in description eg. <i>a lean cat, a mean cat</i>	Determiners  Prepositions  Adjectives  Alliteration  Similes - using 'like'  Adverbs as sentence openers to sequence information First... Next... Then...  Regular plural noun suffixes -s or -es	<b>Consolidate:</b> Finger spaces Full stops Capital letters (starts of sentences)  <b>Introduce:</b> Capital letters (for names) Capital letters (for personal pronoun 'I')  Question marks Exclamation marks  Speech bubbles  Bullet points	<b>Consolidate:</b> Letter Word Sentence Finger spaces Full stops Capital letter  <b>Introduce:</b> Punctuation Question mark Exclamation mark Noun Verb Adjective Connective Speech bubble Bullet points Alliteration Simile – 'like'



## Two Rivers English Curriculum

NON-FICTION (Year 1)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>4-part structure:</b> Heading Introduction <i>Opening factual statement</i> Middle section(s) <i>Simple factual sentences</i> <i>Bullet points?</i> <i>Labelled pictures/diagrams?</i> Ending <i>Concluding sentence</i>  <u>Teaching sequence</u>  <b>Planning tool</b> Text map / washing line  <b>Whole class rehearsal of text</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. headings, use of bullet points  <b>Innovation</b> Use of 4-part structure	Embellished simple sentences using adjectives  Compound sentences using connectives (coordinating and subordinating conjunctions): <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i>  Sentence openers: <i>While...</i> <i>When...</i> <i>Where...</i> <i>- 'ly' openers</i>  Types of sentences: Statements Questions Exclamations	Determiners  Prepositions  Adjectives  Alliteration  Similes - using 'like'  Adverbs as sentence openers to sequence information First... Next... Then...  Regular plural noun suffixes -s or -es	<b>Consolidate:</b> Finger spaces Full stops Capital letters (starts of sentences)  <b>Introduce:</b> Capital letters (for names) Capital letters (for personal pronoun 'I')  Question marks Exclamation marks  Speech bubbles  Bullet points	<b>Consolidate:</b> Letter Word Sentence Finger spaces Full stops Capital letter  <b>Introduce:</b> Punctuation Question mark Exclamation mark Noun Verb Adjective Connective Speech bubble Bullet points Alliteration Simile – 'like'



## Two Rivers English Curriculum

BLUE PHASE					
FORMAL Talk for Writing – Year 2 / 3 / 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Egyptians	Lights, Camera, Action!	Space – 5, 4, 3, 2, 1!	Righteous Royals	Magic	Groovy Greeks
Narrative Traditional Tales  Non-fiction Non-chronological Reports	Narrative Play scripts  Non-fiction Biography	Narrative Science Fiction  Poetry	Narrative Historical Fiction  Non-fiction Non-chronological Reports	Narrative Fantasy  Non-fiction Instructional Texts (Spells / Recipes)	Narrative Myths and Legends  Non-fiction Recounts
<u>Texts</u>  The Egyptian Cinderella <i>Shirley Climo</i>  Ancient Egypt <i>National Geographic</i> (Level 4)  Usborne Beginners: Egyptians <i>Stephanie Turnbull</i> See Inside: Ancient Egypt <i>Rob Lloyd Jones</i> British Museum: Mummies Unwrapped <i>Tom Froese</i>	<u>Texts</u>  Play Time: Plays for All Ages <i>Julia Donaldson</i> Bug Club plays  Walt Disney <i>National Geographic</i> (Level 3) Lights, Camera, Alice! <i>Mara Rockliff</i>	<u>Texts</u>  The Iron Man <i>Ted Hughes</i> 'Twist the Text' Hansel and Gretel Sci-Fi Tale <i>Twinkl e-book</i>  Space Poems <i>Gaby Morgan</i> Comets, Stars, The Moon and Mars <i>Douglas Florian</i>  Here We Are <i>Oliver Jeffers</i> One Giant Leap <i>Robert Burleigh</i>	<u>Texts</u>  The Shakespeare Stories (series) <i>Andrew Matthews</i>  You Wouldn't Want to Be Married to Henry VIII <i>Fiona Macdonald</i> See Inside: History of Britain <i>Rob Lloyd Jones</i>	<u>Texts</u>  Leon and the Place Between <i>Angela McAllister &amp;</i> <i>Grahame Baker-Smith</i> Harry Potter <i>J. K. Rowling</i> Fantastic Beasts <i>J. K. Rowling</i>	<u>Texts</u>  The Orchard Book of Greek Myths <i>Geraldine</i> <i>McCaughrean</i> The Wooden Horse <i>Mairi Mackinnon</i>  A Visitor's Guide to Ancient Greece <i>Lesley Sims</i> See Inside: Ancient Greece <i>Rob Lloyd Jones</i>



## Two Rivers English Curriculum

NARRATIVE (Year 2)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>5-part structure with more complex vocabulary:</b> Opening <i>In a land far away...</i> <i>One cold morning...</i> Build-up <i>Later that day...</i> Problem / Dilemma <i>To his surprise...</i> Resolution <i>As soon as....</i> Ending <i>In the end...</i>  <u>Teaching sequence</u>  <b>Planning tool</b> Story map / story mountain  <b>Whole class retelling of story</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. developing openings and endings, description, using different types of sentences  <b>Independent application</b> Use of 5-part structure	Embellished simple sentences using adjectives and adverbs  Compound sentences (coordination)  Complex sentences (subordination) using: <i>who</i> <i>which</i> <i>while</i> <i>when</i> <i>where</i> <i>then</i> <i>if</i> <i>so that</i> <i>until</i>  Types of sentences: Statements Questions Exclamations Commands  Varying sentence openers  Varying sentence length  Expanded noun phrases  Lists of three for description	Prepositions  Alliteration  Similes - using 'like'  Two adjectives to describe a noun  Adverbs for description Adverbs for information  Generalisers for information  Formation of nouns using suffixes such as -ness, -er  Use of suffixes such as -ful, -less  Use of suffixes -er and -est to form comparisons of adjectives and adverbs	<b>Consolidate:</b> Finger spaces Full stops Capital letters (starts of sentences) Capital letters (for names) Capital letters (for personal pronoun 'I') Question marks Exclamation marks Bullet points  <b>Introduce:</b> Commas (to separate items in a list) Commas (after -ly openers)  Speech marks for direct speech  Apostrophes (to mark contracted forms) Apostrophes (to mark singular possession)	<b>Consolidate:</b> Letter Word Sentence Finger spaces Full stops Capital letter Punctuation Question mark Exclamation mark Noun Verb Adjective Connective Speech bubble Bullet points Alliteration Simile – 'like'  <b>Introduce:</b> Apostrophe Comma Speech marks Adverb Suffix Tense (past, present) Noun phrases Commands (bossy verbs)



## Two Rivers English Curriculum

NON-FICTION (Year 2)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>4-part structure:</b> Heading Introduction <i>Hook to engage reader</i> <i>Factual statement/definition</i> <i>Opening question</i> Middle section(s) <i>Grouping related ideas into sections</i> <i>Use of subheadings</i> <i>Bullet points?</i> <i>Labelled pictures/diagrams?</i> Ending <i>Final comment(s)</i> <i>Extra tips / Did you know?</i> <u>Teaching sequence</u>  <b>Planning tool</b> Text map / washing line  <b>Whole class rehearsal of text</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. consistent use of tense, varying sentence type, structuring ideas into sections  <b>Independent application</b> Use of 4-part structure	Embellished simple sentences using adjectives and adverbs  Compound sentences (coordination)  Complex sentences (subordination) using: <i>who</i> <i>which</i> <i>while</i> <i>when</i> <i>where</i> <i>then</i> <i>if</i> <i>so that</i> <i>until</i>  Types of sentences: Statements Questions Exclamations Commands  Varying sentence openers  Varying sentence length  Expanded noun phrases  Lists of three for description / information	Prepositions  Alliteration  Similes - using 'like'  Two adjectives to describe a noun  Adverbs for description Adverbs for information  Generalisers for information  Formation of nouns using suffixes such as -ness, -er  Use of suffixes such as -ful, -less  Use of suffixes -er and -est to form comparisons of adjectives and adverbs	<b>Consolidate:</b> Finger spaces Full stops Capital letters (starts of sentences) Capital letters (for names) Capital letters (for personal pronoun 'I') Question marks Exclamation marks Bullet points  <b>Introduce:</b> Commas (to separate items in a list) Commas (after -ly openers)  Speech marks for direct speech  Apostrophes (to mark contracted forms) Apostrophes (to mark singular possession)	<b>Consolidate:</b> Letter Word Sentence Finger spaces Full stops Capital letter Punctuation Question mark Exclamation mark Noun Verb Adjective Connective Speech bubble Bullet points Alliteration Simile – 'like'  <b>Introduce:</b> Apostrophe Comma Speech marks Adverb Suffix Tense (past, present) Noun phrases Commands (bossy verbs)





## Two Rivers English Curriculum

NARRATIVE (Year 3)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>5-part structure with extended vocabulary:</b> Introduction <i>Detailed description of setting or characters</i> Build-up <i>Build in suspense towards...</i> Problem / Dilemma <i>Detail of actions / dialogue</i> Resolution <i>Link back to problem</i> Ending <i>Showing feelings or change</i> <u>Teaching sequence</u>  <b>Planning tool</b> Story map / story mountain  <b>Whole class retelling of story</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. developing openings and endings, planning structure using paragraphs  <b>Independent application</b> Planning Use of 5-part structure	Use of adverbs or fronted adverbial sentence starters  Compound sentences (coordination)  Complex sentences (subordination)  Use of appropriate and varied sentence length - Long sentences for description - Short sentences for emphasis and key points  Use of relative clauses to add extra information: who / whom / which / whose  Lists of three for description  Use of dialogue	Prepositions  Alliteration  Similes – using 'like' or 'as'  Adverbs for description Adverbs for information  Generalisers for information  Formation of nouns, adjectives and adverbs using suffixes  Use of specific / technical vocabulary to add detail  Use of powerful verbs and boastful language  Formation of nouns using prefixes  Word families based on common words  Use of a / an according to whether next word begins with a vowel	<b>Consolidate:</b> Capital letters (for names) Capital letters (for personal pronoun 'I') Question marks Exclamation marks Bullet points Commas (to separate items in a list) Commas (after -ly openers) Apostrophes (to mark contracted forms) Apostrophes (to mark singular possession)  <b>Introduce:</b> Colon (before a list)  Ellipses  Inverted commas for direct speech  Commas (after fronted adverbials)	<b>Consolidate:</b> Noun Verb Adjective Connective Speech bubble Bullet points Alliteration Simile Apostrophe Comma Speech marks Adverb Suffix Tense (past, present) Noun phrases Commands (bossy verbs)  <b>Introduce:</b> Singular / plural Conjunction Preposition Direct speech / dialogue Prefix Consonant / vowel Synonym Imperative Colon



## Two Rivers English Curriculum

NON-FICTION (Year 3)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>4-part structure:</b> Heading Introduction <i>Techniques to introduce and tempt reader in</i> Middle section(s) <i>Clear flow of information</i> <i>Grouping related ideas into paragraphs</i> <i>Use of subheadings</i> <i>Topic sentences to introduce paragraphs</i> <i>Bullet points?</i> <i>Labelled pictures/diagrams?</i> Ending <i>Final / wow comment(s)</i> <i>Personal response</i>  <u>Teaching sequence</u>  <b>Planning tool</b> Text map / washing line  <b>Whole class rehearsal of text</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. structuring ideas into paragraphs, use of subheadings, bullet points and diagrams  <b>Independent application</b> Planning Use of 4-part structure	Use of adverbs or fronted adverbial sentence starters  Compound sentences (coordination)  Complex sentences (subordination)  Use of appropriate and varied sentence length - Long sentences for description - Short sentences for emphasis and key points  Use of relative clauses to add extra information: who / whom / which / whose  Lists of three for description / information / persuasion  Topic sentences to introduce non-fiction paragraphs	Prepositions  Alliteration  Similes - using 'like' or 'as'  Adverbs for description Adverbs for information  Generalisers for information  Formation of nouns, adjectives and adverbs using suffixes  Use of specific / technical vocabulary to add detail  Use of powerful verbs and boastful language  Formation of nouns using prefixes  Word families based on common words  Use of a / an according to whether next word begins with a vowel	<b>Consolidate:</b> Capital letters (for names) Capital letters (for personal pronoun 'I') Question marks Exclamation marks Bullet points Commas (to separate items in a list) Commas (after -ly openers) Apostrophes (to mark contracted forms) Apostrophes (to mark singular possession)  <b>Introduce:</b> Colon (before a list)  Ellipses  Inverted commas for direct speech  Commas (after fronted adverbials)	<b>Consolidate:</b> Noun Verb Adjective Connective Speech bubble Bullet points Alliteration Simile Apostrophe Comma Speech marks Adverb Suffix Tense (past, present) Noun phrases Commands (bossy verbs)  <b>Introduce:</b> Singular / plural Conjunction Preposition Direct speech / dialogue Prefix Consonant / vowel Synonym Imperative Colon



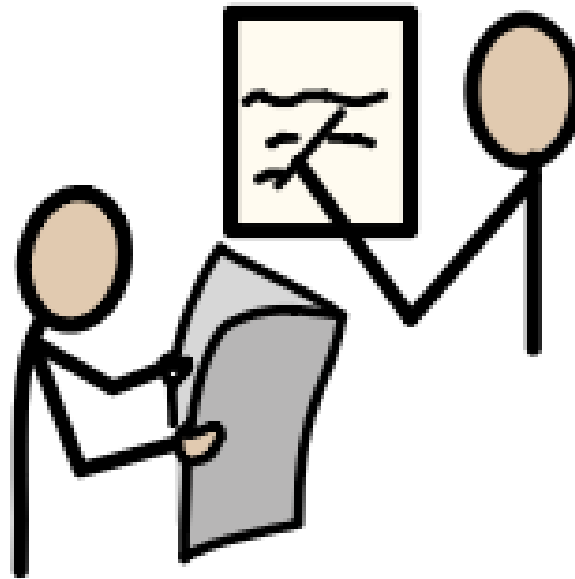
## Two Rivers English Curriculum

NARRATIVE (Year 4)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<p><b>Developed 5-part structure:</b>            Introduction  <i>Detailed description OR</i>            Action            Build-up  <i>Build in suspense towards...</i>            Problem / Dilemma  <i>Detail of actions / dialogue</i>            Resolution  <i>Link back to problem</i>            Ending  <i>Reflection on events or characters</i></p> <p><u>Teaching sequence</u></p> <p><b>Planning tool</b>            Story map / story mountain</p> <p><b>Whole class retelling of story</b>            Use of picture prompts and actions</p> <p><b>Key skills / techniques</b>            eg. developing openings and endings, use of paragraphs to organise ideas or indicate a change of time or place, suspense writing</p> <p><b>Independent application</b>            Planning            Use of 5-part structure</p>	<p>Secure use of embellished simple sentences</p> <p>Secure use of compound sentences (coordination)</p> <p>Developing use of complex sentences, with a range of subordinating conjunctions (subordination)</p> <p>Use of appropriate and varied sentence length            - Long sentences to enhance description or information            - Short sentences to emphasise or move events on quickly</p> <p>Variety of strategies for sentence starters</p> <p>Use of relative clauses to add extra information:            who / whom / which / whose</p> <p>Sentences of three for action</p> <p>Use of dialogue – verb + adverb</p> <p>Appropriate choice of noun / pronoun to avoid ambiguity and repetition</p>	<p>Alliteration</p> <p>Similes - using 'like' or 'as'</p> <p>Adverbs for description            Adverbs for information</p> <p>Generalisers for information</p> <p>Use of specific / technical vocabulary to add detail</p> <p>Use of powerful verbs and boastful language</p> <p>Use of a / an according to whether next word begins with a vowel</p> <p>Conditionals</p> <p>Comparative and superlative adjectives</p> <p>Plural vs. possessive 's' endings</p> <p>Standard English forms for verb inflections</p>	<p><b>Consolidate:</b>            Exclamation marks            Bullet points            Commas (after -ly openers)            Apostrophes (to mark contracted forms)            Apostrophes (to mark singular possession)            Colon (before a list)            Ellipses            Inverted commas for direct speech            Commas (after fronted adverbials)</p> <p><b>Introduce:</b>            Commas (to mark clauses)            Full punctuation for direct speech            Apostrophes to mark singular and plural</p>	<p><b>Consolidate:</b>            Bullet points            Alliteration            Simile            Apostrophe            Speech marks            Adverb            Suffix / Prefix            Tense (past, present)            Noun phrases            Singular / plural            Conjunction            Preposition            Direct speech / dialogue            Consonant / vowel            Synonym            Imperative            Colon</p> <p><b>Introduce:</b>            Pronoun            Adverbial            Fronted adverbial            Clause</p>



## Two Rivers English Curriculum

NON-FICTION (Year 4)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>Cohesive 4-part structure:</b> Heading Introduction <i>Techniques to introduce and tempt reader in</i> Middle section(s) <i>Logical organisation</i> <i>Linking information with connectives</i> <i>Use of subheadings</i> <i>Topic sentences to introduce paragraphs</i> <i>Bullet points?</i> <i>Labelled pictures/diagrams?</i> Ending <i>Addressing the reader</i> <i>Personal opinion / response</i>  <u>Teaching sequence</u>  <b>Planning tool</b> Text map / washing line  <b>Whole class rehearsal of text</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. organising ideas, use of topic sentences, linking paragraphs  <b>Independent application</b> Planning Use of 4-part structure	Secure use of embellished simple sentences  Secure use of compound sentences (coordination)  Developing use of complex sentences, with a range of subordinating conjunctions (subordination)  Use of appropriate and varied sentence length - Long sentences to enhance description or information - Short sentences to emphasise or move events on quickly  Variety of strategies for sentence starters  Use of relative clauses to add extra information: who / whom / which / whose  Appropriate choice of noun / pronoun to avoid ambiguity and repetition  Lists of three for description / information / persuasion	Alliteration  Similes - using 'like' or 'as'  Adverbs for description Adverbs for information  Generalisers for information  Use of specific / technical vocabulary to add detail  Use of powerful verbs and boastful language  Use of a / an according to whether next word begins with a vowel  Conditionals  Comparative and superlative adjectives  Plural vs. possessive 's' endings  Standard English forms for verb inflections	<b>Consolidate:</b> Exclamation marks Bullet points Commas (after -ly openers) Apostrophes (to mark contracted forms) Apostrophes (to mark singular possession) Colon (before a list) Ellipses Inverted commas for direct speech Commas (after fronted adverbials)  <b>Introduce:</b> Commas (to mark clauses) Full punctuation for direct speech Apostrophes to mark singular and plural	<b>Consolidate:</b> Bullet points Alliteration Simile Apostrophe Speech marks Adverb Suffix / Prefix Tense (past, present) Noun phrases Singular / plural Conjunction Preposition Direct speech / dialogue Consonant / vowel Synonym Imperative Colon  <b>Introduce:</b> Pronoun Adverbial Fronted adverbial Clause



# English

## Curriculum: Year B



### Whole-School Overview

Sensory Phase	Red Phase	Yellow Phase		Blue Phase		
Cherry Garden	Hamilton Trust	Hamilton Trust		Talk for Writing		
Informal	Semi-Formal	Semi-Formal	Formal	Pre-Formal	Semi-Formal	Formal
Equals	Reception	R / Year 1	Year 1 Year 1 / Year 2	Stage 1: <i>Imitation</i>  Early Years	Stage 2: <i>Innovation</i>  Year 1	Stage 3: <i>Independent application</i>  Year 2 / 3 / 4

Suggested units / coverage and texts are listed for each half term

[Texts directly linked to Hamilton Trust planning units](#)

Alternative / additional texts linked to the half termly Broad Curriculum Theme topics

Please make use of any 'topic texts' not used as teaching texts in English: these may be shared and enjoyed through class story times or used to introduce and inspire content in other subjects across the curriculum



### Key Resources and Links

#### **Red and Yellow Phase**

Detailed planning and resources for each of the suggested units can be found in the Flexible English Blocks which are available at:

<https://www.hamilton-trust.org.uk/english/>

Hamilton Group Readers are available at:

<https://www.hamilton-trust.org.uk/resources/>

Animated stories and poems and storytelling videos and poetry performances for some of the Hamilton texts are available at:

<https://www.hamilton-trust.org.uk/blog/free-hamilton-youtube-resources/>

#### **Blue Phase**

Talk for Writing resources are available at:

<https://www.talk4writing.com/resources/>

These include:

Overview of the Talk for Writing approach

Talk for Writing process resources

School resources

Planning resources



EYFS – Cherry Garden Communication Language and Literacy	
Topics	
Year B Ourselves Autumn Celebration Transport Traditional Tales Brown Bear Pirates	
<b>Communication and language</b> <ul style="list-style-type: none"> <li>• To express wants and needs,</li> <li>• to be communicators using own preferred mode of communication,</li> <li>• to begin to develop independence,</li> <li>• to begin to develop self-esteem and confidence</li> </ul>	<b>Literacy</b> <ul style="list-style-type: none"> <li>• To be able to recognise key letters and sounds,</li> <li>• to be able to recognise key words/symbols,</li> <li>• to recognise own name,</li> <li>• to write own name,</li> <li>• to mark make with intent and give meaning to marks.</li> <li>• to describe something they can see using preferred communication method.</li> </ul>
RED PHASE	
Informal -Cherry Garden Communication Language and Literacy	
Equals	
Topics	
Year B Nursery Rhymes, Winter Wonderland, Bucket of Dinosaurs, 'Tickets Please', Food Glorious Food, Down in the Jungle	
<b>Explorer curriculum (linked to branches 1-4)</b> <b>By the end of this curriculum pathway, pupils will be able to...</b> <b>Language and Communication:</b> Pupils will be able to make purposeful messages without words to convey the meanings. E.g., More, stop, I want. Use a wide range of non-verbal communication e.g. vocalisation, facial expression, hand gestures, whole body movements, PECS to interact or to request for a motivating activity or item. Pupils will develop joint attention in order to initiate and show enjoyment in reciprocal interactions. Pupils will develop consistent responses to convey likes and dislikes.	<b>Key strategies and types of provision/resources:</b> <ul style="list-style-type: none"> <li>• Treasure baskets: range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore and begin to show preferences for</li> <li>• Music box/corner: accessible music for children to explore and respond to</li> <li>• Object Cues/Objects of Reference: Using real objects or objects of reference to transition or make choices</li> <li>• Intensive Interaction: showing awareness, responding, being involved and engaged to the person interacting with them</li> <li>• Switches: simple messages pre-recorded</li> </ul>





<p><b>Attention and Understanding:</b></p> <p>Pupils will develop understanding of routines to be able to anticipate what will happen next in familiar contexts.</p> <p>Starts to anticipate and may initiate as the child recognises the routine.</p> <p>Children will begin to recognise and use real objects or symbols in order to make choices.</p> <p>Develops object permanence and simple cause and effect on immediate environment to increase their independence.</p>	<ul style="list-style-type: none"><li>• PECS/PODD: using a range of individualised motivating activities to encourage children to initiate, request and develop communication in structured situations</li><li>• Key symbols: modelling using transition symbols and key symbols for choice-making</li><li>• Makaton: modelling key signs to children</li><li>• Attention Autism: using exciting and motivating items to engage children to develop attention and engagement skills</li><li>• Drama Games: songs and games to develop anticipation and turn-taking</li><li>• Sensory room: responding to stimuli, developing preferences, requesting for favourite activities (e.g. bubble tube, touch floor, water bed), cause and effect activities</li><li>• Playtime: shared attention, turn-taking, communicating more (eye contact, Makaton, PECS), anticipation games</li><li>• Resonance board: using highly reactive environment to create sounds and elicit responses</li></ul> <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"><li>• Local trips: Nature reserve, local church, Supermarkets</li></ul>
<p><b>Reading:</b></p> <p>Pupils will be able to hold and manipulate a range of reading materials in order to extend their reading behaviours.</p> <p>Pupils will start to engage with simple stories and the sounds that adults make to promote active learning.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"><li>• Deliver pre-phonics (sound distinction, sound recognition, sound production) and early reading skills</li><li>• Book Corner: every class to have a book corner children's interests</li><li>• Story based around half-termly topic</li><li>• School library: children begin to hold books and engage with simple stories</li><li>• Book-themed treasure basket (sensory tray with book, treasure basket filled with different reading materials)</li></ul> <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"><li>• School Library: Nursery rhyme time</li></ul>
<p><b>Writing:</b></p> <p>Pupils to engage and explore a range of wet and dry messy play in order to develop their fine motor skills.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"><li>• Messy play: wet and dry resources for children to experience sensory mark making</li><li>• Mark-making area: paints, chalk, stamps, mermaid/velvet fabric, etc.</li><li>• Outdoor play areas: messy play tray with a variety of sizes of mark-making tools, large construction, water/messy play</li><li>• Interactive whiteboard/iPad: Lightbox, Busy Things, Doodle</li></ul>



## Two Rivers English Curriculum

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|  | <ul style="list-style-type: none"><li>• Write Dance: exploration of fine and gross motor skills through mark-making activities accompanied by music</li></ul> <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"><li>• Forest schools: mark-making in mud, water, sand, on trees, water painting</li></ul> |
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## Two Rivers English Curriculum

SEMI-FORMAL Hamilton Trust - Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Africa	Celebrations	Once Upon a Time	The Land Before Time	Starry Night	Under the Sea
<u>Suggested Units</u>  R: Autumn Labels and Captions: Ourselves and Our Families 2. My Family  R: Summer Labels, Captions and Simple Report Sequences: Animal Lifecycles 1. Animal Changes	<u>Suggested Units</u>  R: Autumn Prepositions and Descriptors: Celebrating Light and Dark 1. Festivals and Light  R: Autumn Prepositions and Descriptors: Celebrating Light and Dark 2. Describing Festivities  R: Autumn Greeting and Letters 2. Letter Writing and Gift Giving	<u>Suggested Units</u>  R: Autumn Traditional Tales and Labels: Homes and Houses 2. Oral retelling: 3 little pigs  R: Autumn Traditional Tales and Labels: Homes and Houses 3. Character actions: Goldilocks  R: Spring Lists, Instructions and Recipes: Food and Cooking 3. Gingerbread Instructions	<u>Suggested Units</u>  R: Spring Non-fiction Texts and Stories: Dinosaurs 1. Researching dinosaurs  R: Spring Non-fiction Texts and Stories: Dinosaurs 2. Dinosaur stories	<u>Suggested Units</u>  R: Spring Labels and Captions: Pick up a Stick 1. Stick Man  R: Autumn Repetitive Chants and Rhymes: Patterns and Repetition 2. New endings for favourite stories	<u>Suggested Units</u>  R: Autumn Labels and Captions: Ourselves and Our Families 1. Do you like..?  R: Summer Labels, Captions and Simple Report Sequences: Animal Lifecycles 2. Frog Lifecycle



## Two Rivers English Curriculum

Africa	Celebrations	Once Upon a Time	The Land Before Time	Starry Night	Under the Sea
<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>
Peace at Last <i>Jill Murphy</i> The Very Hungry Caterpillar <i>Eric Carle</i>  Handa's Surprise <i>Eileen Brown</i> Handa's Hen <i>Eileen Brown</i> We All Went on Safari: A Counting Journey Through Tanzania <i>Laurie Krebs &amp; Julia Cairns</i> Tinga Tinga Tales <i>Edward Gakuya</i> Bringing the Rain to Kapiti Plain <i>Verna Aardema</i> Bug's Big Trip <i>Twinkl Originals</i>	Bears in the Night <i>Stan &amp; Jan Berenstain</i> Dear Santa! <i>Rod Campbell</i> The Christmas Present <i>Hamilton animated tale</i>  Sparks in the Sky <i>Twinkl Originals</i> Hetty's Hannukah <i>Twinkl Originals</i> Dipal's Diwali <i>Twinkl Originals</i> Ten Little Lights <i>Twinkl Originals</i> Light the Lights! <i>Margaret Moorman</i>	The Three Little Pigs <i>Hamilton storytelling video</i> Ladybird First Favourite Tales Goldilocks <i>Hamilton Group Reader</i> Ladybird First Favourite Tales Goldilocks and Just the One Bear <i>Leigh Hodgkinson</i> The Gingerbread Man <i>Hamilton animated tale</i> Ladybird First Favourite Tales  Little Red Riding Hood The Little Red Hen The Great Fairy Tale Disaster <i>David Conway</i>	Owls and Dinosaurs <i>Hamilton Group Reader</i> Dinosaur Roar! <i>Henrietta Stickland</i> The Dirty Great Dinosaur <i>Martin Waddell</i> Linus the Vegetarian T-Rex <i>Robert Neubecker</i> Saturday Night at the Dinosaur Stomp <i>Carol Diggory Shields</i>  How to Look After Your Dinosaur <i>Jason Cockcroft</i> Dinosaur Roar! <i>Henrietta Stickland</i> Harry and the Bucketful of Dinosaurs <i>Ian Whybrow</i> Original Explorers: Dinosaurs <i>Twinkl Originals</i> Dinosaurs <i>Twinkl e-book</i>	Stanley's Stick <i>John Hegley</i> Stick Man <i>Julia Donaldson</i> Little Rabbit Foo Foo <i>Michael Rosen</i>  Owl Babies <i>Martin Waddell</i> Katie and the Starry Night <i>James Mayhew</i>	Do you like? <i>Hamilton Group Reader</i> It's Okay to be Different <i>Todd Parr</i> Tadpole's Promise <i>Jeanne Willis</i> Elver the Eel <i>Hamilton Group Reader</i>  The Rainbow Fish <i>Marcus Pfister</i> Commotion in the Ocean <i>Giles Andreae</i> Tiddler <i>Julia Donaldson</i> Sharing a Shell <i>Julia Donaldson</i> Barry the Fish with Fingers <i>Sue Hendra</i> Under the Sea <i>Anna Milbourne</i>



YELLOW PHASE

**Informal -Cherry Garden Communication Language and Literacy**

Equals

**Topics**

**Year B** Outdoor Adventure, Around the World, Winter Warmers, Growing, Teddy Bears Picnic, Beside the Seaside

**Discover Curriculum (linked to branches 5-7)**

By the end of this curriculum pathway, pupils will be able to...

**Language and Communication:**

Pupils begin to combine words, symbols or signs in order to make phrases to comment and describe.

Pupils can engage in simple reciprocal conversations in order to share experiences, feelings and thoughts, and ask questions.

**Attention and Understanding:**

Pupils will understand and ask who, what and where questions in a range of familiar contexts to gain a deeper understanding of a situation.

**Key strategies and types of provision/resources:**

- Intensive Interaction: working on child-initiated interactions
- PECS/PODD in a variety of contexts using 'I want' on a sentence strip and some attributes including colour or number
- Makaton: children learn new signs, combine previously learned signs, have conversations
- Communication book: use of core vocab to develop language and initiating conversations
- Modelling using communication systems with pupil and others
- Colourful Semantics: introduce colourful semantics with modelling using motivating images (children doing activities, peers or adults 1:1 or in small groups etc.)
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Identiplay: children develop play skills through modelling, imitation and having a shared focus
- Modelling play actions and routines
- Snack time- comment on taste, colours, shape, size
- Playground: Large scale construction activities - crates, cardboard boxes, large blocks, tyres, carpet rolls, plastic plant pots, cable reels to encourage children to comment and describe.
- Transitions: all pupils to be shown key symbols and to use visual timetables if needed to support with transitions
- Communication and social groups: modelling positive social interactions and appropriate language
- SALT intervention groups



	<p><b>Community/Specialist Provision:</b></p> <p>Forest schools: children can use communication systems to comment and describe on experience</p> <ul style="list-style-type: none"><li>• School outings (Farm, museums/galleries): opportunity to develop new language and vocabulary around topic</li></ul>
<p><b>Reading:</b></p> <p>Pupils begin to read and produce single sounds or motivating words. Pupils handle books with care and able to turn pages one at a time. They can focus on pictures and text in books in order to identify main characters.</p> <p>Pupils can anticipate key events and able to fill in missing words or phrases in the story when left out intentionally by an adult in order to develop their understanding of stories or poems.</p> <p>Pupils can match identical photos, symbols and letters. Knows the sound of some of the letters of their own name and is able to identify other words that begin with the same letter in order to develop understanding of reading in familiar environments</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"><li>• Pre-phonics: Sessions adapted for pupils who will benefit from 1:1 approach.</li><li>• Book Corner: have a book corner with topic and children's interests</li><li>• Shared reading sessions</li><li>• Story sessions: children follow the story and begin to anticipate key events, answer questions about the book</li><li>• School library: handle books, engage and follow stories</li></ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"><li>• Community Library: practise handling books, follow a story being read to them.</li><li>• Opportunities to read signs and logos out in the community e.g. bus stop, Asda, McDonalds, toilet</li></ul>
<p><b>Writing:</b></p> <p>To be able to hold a writing tool with a tripod grip in order to hold a writing tool with better control.</p> <p>Pupils can trace and copy circular, horizontal and vertical lines using messy play and writing tools to begin to show active participation in their writing.</p> <p>Pupils can use a keyboard to match letters and input them onto the computer or tablet to develop writing on a computer.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"><li>• Write dance sessions: children practise developing gross and fine motor skills to develop control when using writing tools</li><li>• Mark-making area: provide a variety of thick-handled writing tools and usual writing equipment, visuals with writing patterns for children to copy and trace</li><li>• Messy play: trace and copy writing patterns in wet and dry messy play</li><li>• Outdoor play areas: mark-making area, water play/sand tray, construction area to develop fine motor and hand control</li></ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"><li>• Forest schools: purposeful mark-making in soil, water, sand etc. with sticks, spades etc.</li></ul>



## Two Rivers English Curriculum

SEMI-FORMAL Hamilton Trust – Reception / Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Happy, Healthy Me	Victorian Wonderland	Let it Grow	Chocoholic	The Great Outdoors	The Big Top
<u>Suggested Units</u>  R/Y1: Autumn Labels and Captions: Families and Me 1. My family  R/Y1: Autumn Labels and Captions: Families and Me 2. Me!  R/Y1: Autumn Funny Poems: Humorous Poems 3. All About Me	<u>Suggested Units</u>  R/Y1: Autumn Description, Letters and Greetings: Winter Lights and Christmas 1. Winter Lights  R/Y1: Autumn Description, Letters and Greetings: Winter Lights and Christmas 2. Christmas	<u>Suggested Units</u>  R/Y1: Summer Traditional Tales and Fables 2. Villains and Beasts *Jack and the Beanstalk*  R/Y1: Spring Poems on a Theme: Naturally So 1. Sensational Seasons  R/Y1: Summer Compare Fiction and Non-fiction texts: My World 1. In the Garden	<u>Suggested Units</u>  R/Y1: Spring Lists, Instructions and Recipes: Step by Step... 1. Recipes, Lists and Instructions  R/Y1: Summer Information Texts: Food Glorious Food 1. Fun Food Facts!  R/Y1: Summer Information Texts: Food Glorious Food 2. Questions and Answers	<u>Suggested Units</u>  R/Y1: Autumn Significant Authors: Reimagining the ordinary 1. Not a stick  R/Y1: Autumn Significant Authors: Reimagining the ordinary 2. Billy's Bucket  R/Y1: Spring Poems on a Theme: Naturally So 2. A Walk through Nature	<u>Suggested Units</u>  R/Y1: Spring Stories on a Theme: Something funny happened last night... 1. It's Feeding Time  R/Y1: Spring Stories on a Theme: Something funny happened last night... 2. Swallowed Whole  R/Y1: Spring Stories on a Theme: Something funny happened last night... 3. I am a...



## Two Rivers English Curriculum

Happy, Healthy Me	Victorian Wonderland	Let it Grow	Chocoholic	The Great Outdoors	The Big Top
<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>
<p>Five Minutes Peace <i>Jill Murphy</i> The Great Big Book of Families <i>Mary Hoffman &amp; Ros Asquith</i> Boris and Sid Make a Mess <i>Hamilton Group Reader</i> Knuffle Bunny <i>Mo Willems</i> Various poems <i>Provided (Hamilton)</i></p> <p>Super Duper You <i>Sophy Henn</i> The Growing Story <i>Ruth Krauss &amp; Helen Oxenbury</i> We Are All Different <i>Twinkl Originals</i> You Choose <i>Pippa Goodhart</i> Ruby's Worry <i>Tom Percival</i></p>	<p>Firework Night: The Story of November 5<sup>th</sup> <i>Provided (Hamilton)</i> Rama and Sita <i>Hamilton Group Reader</i> Harvey Slumfenburger's Christmas Present <i>John Burningham</i> Let's Celebrate 5 Days of Diwali <i>Ajanta Chakraborty &amp; Vivek Kumar</i></p> <p>Queen Victoria's Bathing Machine <i>Gloria Whelan</i> You Wouldn't Want to Be a Victorian <i>Schoolchild</i> <i>John Malam</i></p>	<p>Jack and the Beanstalk <i>Anna Milbourne</i> Trust Me, Jack's Beanstalk Stinks! <i>Eric Braun</i> Various poems <i>Provided (Hamilton)</i> There's a Tiger in the Garden <i>Lizzie Stewart</i> A First Book of Nature <i>Nicola Davies</i> Whale Words <i>Hamilton Group Reader</i></p> <p>Sam Plants a Sunflower <i>Kate Petty</i> The Tiny Seed <i>Eric Carle</i> Oliver's Vegetables <i>Vivian French</i> Jasper's Beanstalk <i>Nick Butterworth</i> The Global Garden <i>Kate Petty</i> From Seed to Plant <i>Gail Gibbons</i> Planting a Rainbow <i>Lois Ehlert</i></p>	<p>Mr Wolf's Pancakes <i>Jan Fearnley</i> Usborne Lift-the-Flap Questions and Answers about Food <i>Katie Daynes</i> Yuk and Yum: A Feast of Funny Food Poems <i>Joshua Seigal &amp; Neal Zetter</i></p> <p>Charlie and the Chocolate Factory <i>Ladybird Readers</i> The Chocolate Tree <i>Linda Lowery</i></p>	<p>Not a Stick <i>Antoinette Portis</i> Billy's Bucket <i>Kes Gray &amp; Garry Parsons</i> Various poems <i>Provided (Hamilton)</i></p> <p>Shh! We Have a Plan <i>Chris Haughton</i> Where the Wild Things Are <i>Maurice Sendak</i> Treasures in the Garden <i>Twinkl Originals</i> Poetree <i>Shauna LaVoy Reynolds</i></p>	<p>No Thank You <i>Hamilton Group Reader</i> The Day Louis Got Eaten <i>John Fardell</i> I am a Tiger <i>Karl Newson &amp; Ross Collins</i> Dog Eat Dog <i>Hamilton Group Reader</i></p> <p>Peter Spier's Circus <i>Peter Spier</i> Gordon's Great Escape <i>Sue Hendra</i> Cannonball Coralie and the Lion <i>Grace Easton</i> You See a Circus. I See... <i>Mike Downs</i> The Fabulous Foksett Family Circus <i>John Yeoman</i></p>





## Two Rivers English Curriculum

YELLOW PHASE					
FORMAL Hamilton Trust – Year 1 and Year 1 / Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Happy, Healthy Me	Victorian Wonderland	Let it Grow	Chocoholic	The Great Outdoors	The Big Top
<u>Suggested Units</u>  Y1: Autumn Familiar Settings: Family Stories Units 1, 2 and 3  Y1/Y2: Autumn Stories on a Theme: Feelings Units 1, 2, 4	<u>Suggested Units</u>  Y1/Y2: Autumn Poems by the Same Poet: Edward Lear Units 1, 2 and 4  Y1/Y2: Autumn Letters and Postcards: Letters Units 1, 2 and 4	<u>Suggested Units</u>  Y1: Summer Traditional Tales and Fables Units 1, 2 and 5 *Jack and the Beanstalk*  Y1/Y2: Spring Modern Fiction: Contemporary Picture Books Units 1 and 3	<u>Suggested Units</u>  Y1: Summer Information Texts: Questions and Answers About Food Units 1, 2, 3, 4 and 5  Y1/Y2: Summer Instructions: Food Stories Units 1, 3 and 4	<u>Suggested Units</u>  Y1: Summer Poems on a Theme: Nature Poems Units 1, 3, 4 and 5  Y1/Y2: Summer Stories on a Theme: Picture books from the USA Units 1, 3 and 4	<u>Suggested Units</u>  Y1: Spring Stories on a Theme: Funny Stories Units 1, 2, 4 and 5  Y1/2: Summer Stories by the Same Author: Malorie Blackman Units 1, 2, 3 and 4



## Two Rivers English Curriculum

Happy, Healthy Me	Victorian Wonderland	Let it Grow	Chocoholic	The Great Outdoors	The Big Top
<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>	<u>Texts</u>
<p>Five Minutes Peace Jill Murphy Knuffle Bunny Mo Willems The Suitcase Chris Naylor-Ballesteros Rabbityness Jo Empson The Visitor Antje Damm</p> <p>Super Duper You Sophy Henn The Growing Story Ruth Krauss &amp; Helen Oxenbury We Are All Different Twinkl Originals You Choose Pippa Goodhart Ruby's Worry Tom Percival</p>	<p>The Owl and the Pussycat Edward Lear / Wendy Straw The Pobble Who Has No Toes Hamilton Group Reader The Dong with a Luminous Nose Hamilton animated tale The Quangle Wangle's Hat Provided (Hamilton) Dear Dinosaur Chae Strathie Dear Postman Hamilton Group Reader</p> <p>Queen Victoria's Bathing Machine Gloria Whelan You Wouldn't Want to Be a Victorian Schoolchild John Malam</p>	<p>Jack and the Beanstalk Anna Milbourne Trust Me, Jack's Beanstalk Stinks! Eric Braun The Night Gardener Terry Fan &amp; Eric Fan The Invisible Tom Percival</p> <p>The Secret Garden Little Golden Books Sam Plants a Sunflower Kate Petty The Tiny Seed Eric Carle Oliver's Vegetables Vivian French Jasper's Beanstalk Nick Butterworth The Global Garden Kate Petty From Seed to Plant Gail Gibbons Planting a Rainbow Lois Ehlert Dear Earth Isabel Otter</p>	<p>Usborne Lift-the-Flap Questions and Answers about Food Katie Daynes Where Food Comes From Emily Bone I Will Not Ever Never Eat a Tomato Lauren Child Daisy Eat Your Peas Kes Gray &amp; Nick Sharratt</p> <p>Charlie and the Chocolate Factory Ladybird Readers The Chocolate Tree Linda Lowery</p>	<p>Various poems Provided (Hamilton) Where the Wild Things Are Maurice Sendak Make Way for Ducklings Robert McCloskey Watercress Andrea Wang It's a Book Lane Smith</p> <p>Shh! We Have a Plan Chris Haughton Treasures in the Garden Twinkl Originals Poetree Shauna LaVoy Reynolds</p>	<p>No Thank You Hamilton Group Reader The Day Louis Got Eaten John Fardell There's a Lion in my Cornflakes Michelle Robinson Dog Eat Dog Hamilton Group Reader Betsey's Birthday Surprise Malorie Blackman Magic Betsey Malorie Blackman</p> <p>Peter Spier's Circus Peter Spier Gordon's Great Escape Sue Hendra Cannonball Coralie and the Lion Grace Easton You See a Circus. I See... Mike Downs The Fabulous Fosskett Family Circus John Yeoman</p>



BLUE PHASE	
<p align="center"><b>Informal</b> Cherry Garden Communication Language and Literacy Equals <b>Topics</b></p> <p><b>Year B</b> Autumn Witches and Wizards, Winter Festival of Light , The Circus is Coming How does your Garden Grow ,A Pirate life for me , Food Glorious Food</p>	
<p><b>Investigate Curriculum (linked to branches 8+)</b> By the end of this curriculum pathway, pupils will be able to...</p> <p><b>Language and Communication:</b> Pupils will understand and use language to talk about things beyond their current situation including past events and use future tense. Pupils will use more complex sentences using 'and' and 'because' in order to be able to join and sequence ideas. Pupils can plan, question, negotiate, make predictions and reason.</p> <p><b>Attention and Understanding:</b> Pupils can recognise every letter of the alphabet and can blend words together using phonics knowledge at Phase 3. Pupils can pay attention and take into account what others say which can enable them to take on an imaginative role with a narrative. Pupils can use language such as 'first' 'last' 'after' to enable them to order events in discussions and instructions. Pupils understand prepositions 'under' 'on top' 'behind' in order to be able to understand and respond to instructions containing two-parts . Understand two-key words instructions and questions to develop and further their understanding and listening skills in a variety of contexts.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Role-play opportunities: shops, hairdressers, mud kitchen, home corner, pizza kitchen etc.</li> <li>• Associative Play: promotes cooperation and problem-solving, develops further language through reasoning and asking questions - how, what, why?</li> <li>• Co-operative Play: develop speaking and listening skills, children share ideas and work together by telling each other what to do</li> <li>• Communication Books/Hi-Tech: language is specifically chosen to further children's vocabulary. Vocabulary should now include words that extend learning</li> <li>• Outdoor play areas: opportunities for children to initiate games with other children, opportunities to negotiate and reason over potential conflicts</li> <li>• Playground: Large scale construction activities: crates, cardboard boxes, large blocks, tyres, carpet rolls, cable reels to be able to understand and respond to positional language in instructions through play</li> </ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"> <li>• Shopping: encourage pupils to follow a sequence (make shopping lists for their cooking session/snack, find them in the shop and pay for them)</li> <li>• Forest schools: planning future activities, re-telling on past sessions</li> </ul>
<p><b>Reading:</b> Pupils can read from left to right and top to bottom, and read and match CVC and familiar words without visual support. Pupils show an awareness of Grapheme Phoneme Correspondences and can start to blend to read words.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Phonics (developing phonetic awareness) Systematic Synthetic Phonics where appropriate. Sessions adapted for AAC users and pupils who will benefit from 1:1 approach.</li> </ul>



## Two Rivers English Curriculum

<p>Children can read decodable texts relevant to their SSP level (where applicable) independently.</p> <p>Pupils can link sounds to letters, name most letters in the alphabet and find words beginning with the same letter.</p>	<ul style="list-style-type: none"><li>• Book Corner: every class to have a book corner in which are related children's interests</li><li>• Communication Books/Hi-Tech: language can be used as a tool to support reading and learning new vocabulary</li><li>• Shared Reading</li><li>• Cooking: reading and following recipes</li><li>• Roleplay: play focused activities around reading, children reading to each other, reading menus etc.</li><li>• School library: Read short stories</li></ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"><li>• Library: choosing and reading stories.</li><li>• Small group outings: reading menus in a café, reading signs in the community, following maps/directions</li></ul>
<p><b>Writing:</b></p> <p>Pupils can hold a writing tools between their thumb and two fingers to develop their control.</p> <p>Pupils can type or write a letter of the alphabet upon hearing it aloud. They can accurately type or write CVC and common words.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"><li>• Write dance sessions: children practise developing gross and fine motor skills to develop control when using writing tools to purposefully make different writing patterns and shapes</li><li>• Mark-making area: provide a variety of writing equipment, visuals with writing patterns for children to draw and write</li><li>• Role-play: include writing opportunities where children can practise drawing, making lists, writing letters etc.</li><li>• Outdoor play areas: mark-making area, water play/sand tray, construction area to develop fine motor and hand control</li><li>• Writing for meaning e.g. making menus, placemats, tickets, writing messages for other classes or reception, writing and posting letters to friends, family or other staff, printing off computer work and writing.</li><li>• ICT: individual sessions on computer or iPad to practise typing skills</li><li>• Colourful Semantics- Differentiated, with new sentence components introduced quickly to promote progress.</li></ul>



## Two Rivers English Curriculum

BLUE PHASE					
INFORMAL Talk for Writing – Early Years					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Roald Dahl	World War II	Vikings and Anglo Saxons	Scientists and Inventors	Superheroes	What do you see?
Narrative Fantasy  Poetry	Narrative Historical Fiction  Non-fiction Recounts (Diary entries)	Narrative Adventure  Narrative Myths and Legends	Non-fiction Biography  Non-fiction Instructional texts (How to... for experiment or invention)	Narrative Adventure  Narrative Comic strips	Non-fiction Discussion texts (Environmental issues)  Narrative Fairy tales / Fables
<u>Texts</u>  The Twits <i>Ladybird Readers (Level 1)</i> The Enormous Crocodile <i>Roald Dahl</i>  Revolting Rhymes <i>Roald Dahl</i>	<u>Texts</u>  The Lion and the Unicorn <i>Shirley Hughes</i>  My Secret War Diary <i>Marcia Williams</i>	<u>Texts</u>  How To Be a Viking <i>Cressida Cowell</i> How To Train Your Dragon <i>Cressida Cowell</i>  King Arthur and the Knights of the Round Table <i>Marcia Williams</i>	<u>Texts</u>  My First Heroes (series) <i>Campbell Books</i> Little People, Big Dreams (series) <i>Maria Isabel Sanchez Vegara</i>  Ada Twist, Scientist <i>Andrea Beaty</i> Rosie Revere, Engineer <i>Andrea Beaty</i>	<u>Texts</u>  Ten Little Superheroes <i>Mike Brownlow</i> There's a Superhero in your Book <i>Tom Fletcher</i> The Quest Hamilton Group Reader Marvel Avengers Adventure Library <i>Autumn Publishing</i>  Comics for Phonics <i>Bug Club</i>	<u>Texts</u>  The Undersea Cleaning Spree <i>Twinkl Originals</i>  The Little Mermaid <i>Hannah Eliot</i>  Fish Brendan Kearney



## Two Rivers English Curriculum

NARRATIVE (Early Years)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>3-part structure:</b> Beginning Middle Ending  <u>Teaching sequence</u>  <b>Planning tool</b> Story map / story mountain  <b>Whole class retelling of story</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. adjectives, repetition  <b>Imitation / Retelling</b> Use of 3-part structure	Saying a sentence, writing it down and reading it back to check it makes sense  Simple sentences  Compound sentences using connectives (coordinating conjunctions): <i>and</i> <i>but</i>  Repetition for rhythm eg. <i>He walked and he walked</i>  Repetition in description eg. <i>a lean cat, a mean cat</i>	Determiners: <i>the / a</i> <i>my</i> <i>Yours truly, an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i>  Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i>  Adjectives eg. <i>old, little, big, small, quiet</i>	Finger spaces  Full stops  Capital letters (starts of sentences)	<b>Introduce:</b> Letter Word Sentence Finger spaces Full stops Capital letter



## Two Rivers English Curriculum

NON-FICTION (Early Years)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>Factual writing closely linked to a story</b>  <b>Simple factual sentences based around a theme</b>  Names Labels Captions Lists Diagrams	Saying a sentence, writing it down and reading it back to check it makes sense  Simple sentences  Compound sentences using connectives (coordinating conjunctions): <i>and</i> <i>but</i>	Determiners: <i>the / a</i> <i>my</i> <i>Yours truly, an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i>  Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i>  Adjectives eg. <i>old, little, big, small, quiet</i>	Finger spaces  Full stops  Capital letters (starts of sentences)	<b>Introduce:</b> Letter Word Sentence Finger spaces Full stops Capital letter



## Two Rivers English Curriculum

BLUE PHASE					
SEMI-FORMAL Talk for Writing – Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Roald Dahl	World War II	Vikings and Anglo Saxons	Scientists and Inventors	Superheroes	What do you see?
Narrative Fantasy  Poetry	Narrative Historical Fiction  Non-fiction Recounts (Diary entries)	Narrative Adventure  Narrative Myths and Legends	Non-fiction Biography  Non-fiction Instructional texts (How to... for experiment or invention)	Narrative Adventure  Narrative Comic strips	Non-fiction Discussion texts (Environmental issues)  Narrative Fairy tales / Fables
<u>Texts</u>  The Enormous Crocodile <i>Roald Dahl</i> The Twits <i>Roald Dahl</i> The BFG <i>Roald Dahl</i>  Revolting Rhymes <i>Roald Dahl</i>	<u>Texts</u>  The Lion and the Unicorn <i>Shirley Hughes</i> Rose Blanche <i>Ian McEwan</i> Code Name Bananas <i>David Walliams</i> Wave Me Goodbye <i>Jacqueline Wilson</i>  My Secret War Diary <i>Marcia Williams</i>	<u>Texts</u>  How To Be a Viking <i>Cressida Cowell</i> How To Train Your Dragon <i>Cressida Cowell</i>  King Arthur and the Knights of the Round Table <i>Marcia Williams</i>	<u>Texts</u>  Little People, Big Dreams (series) <i>Maria Isabel</i> Fantastically Great Women Who... (series) <i>Kate Pankhurst</i> Three Cheers for Inventors <i>Marcia Williams</i>  Ada Twist, Scientist <i>Andrea Beaty</i> Rosie Revere, Engineer <i>Andrea Beaty</i>	<u>Texts</u>  Superhero stories (series) <i>World of Reading</i>  Bug Club Comics	<u>Texts</u>  A Place for Plastic <i>Twinkl Originals</i>  The Whale Who Wanted More <i>Rachel Bright</i>  Fish <i>Brendan Kearney</i>





## Two Rivers English Curriculum

NARRATIVE (Year 1)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>5-part structure:</b> Opening <i>Once upon a time...</i> Build-up <i>One day...</i> Problem / Dilemma <i>Suddenly...</i> Resolution <i>Luckily...</i> Ending <i>Finally...</i>  <u>Teaching sequence</u>  <b>Planning tool</b> Story map / story mountain  <b>Whole class retelling of story</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. openers, connectives, descriptive language  <b>Innovation</b> Use of 5-part structure	Embellished simple sentences using adjectives  Compound sentences using connectives (coordinating conjunctions): <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i>  Sentence openers: <i>While...</i> <i>When...</i> <i>Where...</i> <i>-ly' openers</i>  Types of sentences: Statements Questions Exclamations  Repetition for rhythm eg. <i>He walked and he walked</i>  Repetition in description eg. <i>a lean cat, a mean cat</i>	Determiners  Prepositions  Adjectives  Alliteration  Similes - using 'like'  Adverbs as sentence openers to sequence information First... Next... Then...  Regular plural noun suffixes -s or -es	<b>Consolidate:</b> Finger spaces Full stops Capital letters (starts of sentences)  <b>Introduce:</b> Capital letters (for names) Capital letters (for personal pronoun 'I')  Question marks Exclamation marks  Speech bubbles  Bullet points	<b>Consolidate:</b> Letter Word Sentence Finger spaces Full stops Capital letter  <b>Introduce:</b> Punctuation Question mark Exclamation mark Noun Verb Adjective Connective Speech bubble Bullet points Alliteration Simile – 'like'



## Two Rivers English Curriculum

NON-FICTION (Year 1)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>4-part structure:</b> Heading Introduction <i>Opening factual statement</i> Middle section(s) <i>Simple factual sentences</i> <i>Bullet points?</i> <i>Labelled pictures/diagrams?</i> Ending <i>Concluding sentence</i>  <u>Teaching sequence</u>  <b>Planning tool</b> Text map / washing line  <b>Whole class rehearsal of text</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. headings, use of bullet points  <b>Innovation</b> Use of 4-part structure	Embellished simple sentences using adjectives  Compound sentences using connectives (coordinating and subordinating conjunctions): <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i>  Sentence openers: <i>While...</i> <i>When...</i> <i>Where...</i> <i>- 'ly' openers</i>  Types of sentences: Statements Questions Exclamations	Determiners  Prepositions  Adjectives  Alliteration  Similes - using 'like'  Adverbs as sentence openers to sequence information First... Next... Then...  Regular plural noun suffixes -s or -es	<b>Consolidate:</b> Finger spaces Full stops Capital letters (starts of sentences)  <b>Introduce:</b> Capital letters (for names) Capital letters (for personal pronoun 'I')  Question marks Exclamation marks  Speech bubbles  Bullet points	<b>Consolidate:</b> Letter Word Sentence Finger spaces Full stops Capital letter  <b>Introduce:</b> Punctuation Question mark Exclamation mark Noun Verb Adjective Connective Speech bubble Bullet points Alliteration Simile – 'like'



## Two Rivers English Curriculum

BLUE PHASE					
FORMAL Talk for Writing – Year 2 / 3/ 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Roald Dahl	World War II	Vikings and Anglo Saxons	Scientists and Inventors	Superheroes	What do you see?
Narrative Fantasy  Poetry	Narrative Historical Fiction  Non-fiction Recounts (Diary entries)	Narrative Adventure  Narrative Myths and Legends	Non-fiction Biography  Non-fiction Instructional texts (How to... for experiment or invention)	Narrative Adventure  Narrative Comic strips	Non-fiction Discussion texts (Environmental issues)  Narrative Fairy tales / Fables
<u>Texts</u>  The Twits <i>Roald Dahl</i> The BFG <i>Roald Dahl</i>  Revolting Rhymes <i>Roald Dahl</i>	<u>Texts</u>  Rose Blanche <i>Ian McEwan</i> Code Name Bananas <i>David Walliams</i> Wave Me Goodbye <i>Jacqueline Wilson</i> The Blitz Bus <i>Glen Blackwell</i>  My Secret War Diary <i>Marcia Williams</i>	<u>Texts</u>  How To Train Your Dragon <i>Cressida Cowell</i> Viking Voyage Twinkl Originals  King Arthur and the Knights of the Round Table <i>Marcia Williams</i>	<u>Texts</u>  Little People, Big Dreams (series) <i>Maria Isabel</i> Fantastically Great Women Who... (series) <i>Kate Pankhurst</i> Three Cheers for Inventors <i>Marcia Williams</i>  Ada Twist, Scientist <i>Andrea Beaty</i> Rosie Revere, Engineer <i>Andrea Beaty</i>	<u>Texts</u>  Nine Marvel Super Hero Tales <i>Little Golden Books</i> The Real Spider Man <i>Sally Brown</i>  Bug Club Comics	<u>Texts</u>  See Inside Why Plastic is a Problem <i>Matthew Oldham</i>  The Whale Who Wanted More <i>Rachel Bright</i>  Fish Brendan Kearney



## Two Rivers English Curriculum

NARRATIVE (Year 2)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>5-part structure with more complex vocabulary:</b> Opening <i>In a land far away...</i> <i>One cold morning...</i> Build-up <i>Later that day...</i> Problem / Dilemma <i>To his surprise...</i> Resolution <i>As soon as....</i> Ending <i>In the end...</i>  <u>Teaching sequence</u>  <b>Planning tool</b> Story map / story mountain  <b>Whole class retelling of story</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. developing openings and endings, description, using different types of sentences  <b>Independent application</b> Use of 5-part structure	Embellished simple sentences using adjectives and adverbs  Compound sentences (coordination)  Complex sentences (subordination) using: <i>who</i> <i>which</i> <i>while</i> <i>when</i> <i>where</i> <i>then</i> <i>if</i> <i>so that</i> <i>until</i>  Types of sentences: Statements Questions Exclamations Commands  Varying sentence openers  Varying sentence length  Expanded noun phrases  Lists of three for description	Prepositions  Alliteration  Similes - using 'like'  Two adjectives to describe a noun  Adverbs for description Adverbs for information  Generalisers for information  Formation of nouns using suffixes such as -ness, -er  Use of suffixes such as -ful, -less  Use of suffixes -er and -est to form comparisons of adjectives and adverbs	<b>Consolidate:</b> Finger spaces Full stops Capital letters (starts of sentences) Capital letters (for names) Capital letters (for personal pronoun 'I') Question marks Exclamation marks Bullet points  <b>Introduce:</b> Commas (to separate items in a list) Commas (after -ly openers)  Speech marks for direct speech  Apostrophes (to mark contracted forms) Apostrophes (to mark singular possession)	<b>Consolidate:</b> Letter Word Sentence Finger spaces Full stops Capital letter Punctuation Question mark Exclamation mark Noun Verb Adjective Connective Speech bubble Bullet points Alliteration Simile - 'like'  <b>Introduce:</b> Apostrophe Comma Speech marks Adverb Suffix Tense (past, present) Noun phrases Commands (bossy verbs)



## Two Rivers English Curriculum

NON-FICTION (Year 2)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>4-part structure:</b> Heading Introduction <i>Hook to engage reader</i> <i>Factual statement/definition</i> <i>Opening question</i> Middle section(s) <i>Grouping related ideas into sections</i> <i>Use of subheadings</i> <i>Bullet points?</i> <i>Labelled pictures/diagrams?</i> Ending <i>Final comment(s)</i> <i>Extra tips / Did you know?</i> <u>Teaching sequence</u>  <b>Planning tool</b> Text map / washing line  <b>Whole class rehearsal of text</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. consistent use of tense, varying sentence type, structuring ideas into sections  <b>Independent application</b> Use of 4-part structure	Embellished simple sentences using adjectives and adverbs  Compound sentences (coordination)  Complex sentences (subordination) using: <i>who</i> <i>which</i> <i>while</i> <i>when</i> <i>where</i> <i>then</i> <i>if</i> <i>so that</i> <i>until</i>  Types of sentences: Statements Questions Exclamations Commands  Varying sentence openers  Varying sentence length  Expanded noun phrases  Lists of three for description / information	Prepositions  Alliteration  Similes - using 'like'  Two adjectives to describe a noun  Adverbs for description Adverbs for information  Generalisers for information  Formation of nouns using suffixes such as -ness, -er  Use of suffixes such as -ful, -less  Use of suffixes -er and -est to form comparisons of adjectives and adverbs	<b>Consolidate:</b> Finger spaces Full stops Capital letters (starts of sentences) Capital letters (for names) Capital letters (for personal pronoun 'I') Question marks Exclamation marks Bullet points  <b>Introduce:</b> Commas (to separate items in a list) Commas (after -ly openers)  Speech marks for direct speech  Apostrophes (to mark contracted forms) Apostrophes (to mark singular possession)	<b>Consolidate:</b> Letter Word Sentence Finger spaces Full stops Capital letter Punctuation Question mark Exclamation mark Noun Verb Adjective Connective Speech bubble Bullet points Alliteration Simile – 'like'  <b>Introduce:</b> Apostrophe Comma Speech marks Adverb Suffix Tense (past, present) Noun phrases Commands (bossy verbs)



## Two Rivers English Curriculum

NARRATIVE (Year 3)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>5-part structure with extended vocabulary:</b> Introduction <i>Detailed description of setting or characters</i> Build-up <i>Build in suspense towards...</i> Problem / Dilemma <i>Detail of actions / dialogue</i> Resolution <i>Link back to problem</i> Ending <i>Showing feelings or change</i> <u>Teaching sequence</u>  <b>Planning tool</b> Story map / story mountain  <b>Whole class retelling of story</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. developing openings and endings, planning structure using paragraphs  <b>Independent application</b> Planning Use of 5-part structure	Use of adverbs or fronted adverbial sentence starters  Compound sentences (coordination)  Complex sentences (subordination)  Use of appropriate and varied sentence length - Long sentences for description - Short sentences for emphasis and key points  Use of relative clauses to add extra information: who / whom / which / whose  Lists of three for description  Use of dialogue	Prepositions  Alliteration  Similes – using 'like' or 'as'  Adverbs for description Adverbs for information  Generalisers for information  Formation of nouns, adjectives and adverbs using suffixes  Use of specific / technical vocabulary to add detail  Use of powerful verbs and boastful language  Formation of nouns using prefixes  Word families based on common words  Use of a / an according to whether next word begins with a vowel	<b>Consolidate:</b> Capital letters (for names) Capital letters (for personal pronoun 'I') Question marks Exclamation marks Bullet points Commas (to separate items in a list) Commas (after -ly openers) Apostrophes (to mark contracted forms) Apostrophes (to mark singular possession)  <b>Introduce:</b> Colon (before a list)  Ellipses  Inverted commas for direct speech  Commas (after fronted adverbials)	<b>Consolidate:</b> Noun Verb Adjective Connective Speech bubble Bullet points Alliteration Simile Apostrophe Comma Speech marks Adverb Suffix Tense (past, present) Noun phrases Commands (bossy verbs)  <b>Introduce:</b> Singular / plural Conjunction Preposition Direct speech / dialogue Prefix Consonant / vowel Synonym Imperative Colon



## Two Rivers English Curriculum

NON-FICTION (Year 3)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>4-part structure:</b> Heading Introduction <i>Techniques to introduce and tempt reader in</i> Middle section(s) <i>Clear flow of information</i> <i>Grouping related ideas into paragraphs</i> <i>Use of subheadings</i> <i>Topic sentences to introduce paragraphs</i> <i>Bullet points?</i> <i>Labelled pictures/diagrams?</i> Ending <i>Final / wow comment(s)</i> <i>Personal response</i>  <u>Teaching sequence</u>  <b>Planning tool</b> Text map / washing line  <b>Whole class rehearsal of text</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. structuring ideas into paragraphs, use of subheadings, bullet points and diagrams  <b>Independent application</b> Planning Use of 4-part structure	Use of adverbs or fronted adverbial sentence starters  Compound sentences (coordination)  Complex sentences (subordination)  Use of appropriate and varied sentence length - Long sentences for description - Short sentences for emphasis and key points  Use of relative clauses to add extra information: who / whom / which / whose  Lists of three for description / information / persuasion  Topic sentences to introduce non-fiction paragraphs	Prepositions  Alliteration  Similes - using 'like' or 'as'  Adverbs for description Adverbs for information  Generalisers for information  Formation of nouns, adjectives and adverbs using suffixes  Use of specific / technical vocabulary to add detail  Use of powerful verbs and boastful language  Formation of nouns using prefixes  Word families based on common words  Use of a / an according to whether next word begins with a vowel	<b>Consolidate:</b> Capital letters (for names) Capital letters (for personal pronoun 'I') Question marks Exclamation marks Bullet points Commas (to separate items in a list) Commas (after -ly openers) Apostrophes (to mark contracted forms) Apostrophes (to mark singular possession)  <b>Introduce:</b> Colon (before a list)  Ellipses  Inverted commas for direct speech  Commas (after fronted adverbials)	<b>Consolidate:</b> Noun Verb Adjective Connective Speech bubble Bullet points Alliteration Simile Apostrophe Comma Speech marks Adverb Suffix Tense (past, present) Noun phrases Commands (bossy verbs)  <b>Introduce:</b> Singular / plural Conjunction Preposition Direct speech / dialogue Prefix Consonant / vowel Synonym Imperative Colon



## Two Rivers English Curriculum

NARRATIVE (Year 4)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<p><b>Developed 5-part structure:</b>            Introduction  <i>Detailed description OR</i>            Action            Build-up  <i>Build in suspense towards...</i>            Problem / Dilemma  <i>Detail of actions / dialogue</i>            Resolution  <i>Link back to problem</i>            Ending  <i>Reflection on events or characters</i></p> <p><u>Teaching sequence</u></p> <p><b>Planning tool</b>            Story map / story mountain</p> <p><b>Whole class retelling of story</b>            Use of picture prompts and actions</p> <p><b>Key skills / techniques</b>            eg. developing openings and endings, use of paragraphs to organise ideas or indicate a change of time or place, suspense writing</p> <p><b>Independent application</b>            Planning            Use of 5-part structure</p>	<p>Secure use of embellished simple sentences</p> <p>Secure use of compound sentences (coordination)</p> <p>Developing use of complex sentences, with a range of subordinating conjunctions (subordination)</p> <p>Use of appropriate and varied sentence length            - Long sentences to enhance description or information            - Short sentences to emphasise or move events on quickly</p> <p>Variety of strategies for sentence starters</p> <p>Use of relative clauses to add extra information:            who / whom / which / whose</p> <p>Sentences of three for action</p> <p>Use of dialogue – verb + adverb</p> <p>Appropriate choice of noun / pronoun to avoid ambiguity and repetition</p>	<p>Alliteration</p> <p>Similes - using 'like' or 'as'</p> <p>Adverbs for description            Adverbs for information</p> <p>Generalisers for information</p> <p>Use of specific / technical vocabulary to add detail</p> <p>Use of powerful verbs and boastful language</p> <p>Use of a / an according to whether next word begins with a vowel</p> <p>Conditionals</p> <p>Comparative and superlative adjectives</p> <p>Plural vs. possessive 's' endings</p> <p>Standard English forms for verb inflections</p>	<p><b>Consolidate:</b>            Exclamation marks            Bullet points            Commas (after -ly openers)            Apostrophes (to mark contracted forms)            Apostrophes (to mark singular possession)            Colon (before a list)            Ellipses            Inverted commas for direct speech            Commas (after fronted adverbials)</p> <p><b>Introduce:</b>            Commas (to mark clauses)            Full punctuation for direct speech            Apostrophes to mark singular and plural</p>	<p><b>Consolidate:</b>            Bullet points            Alliteration            Simile            Apostrophe            Speech marks            Adverb            Suffix / Prefix            Tense (past, present)            Noun phrases            Singular / plural            Conjunction            Preposition            Direct speech / dialogue            Consonant / vowel            Synonym            Imperative            Colon</p> <p><b>Introduce:</b>            Pronoun            Adverbial            Fronted adverbial            Clause</p>





## Two Rivers English Curriculum

NON-FICTION (Year 4)				
Text Structure	Sentence Construction	Language	Punctuation	Vocabulary
<b>Cohesive 4-part structure:</b> Heading Introduction <i>Techniques to introduce and tempt reader in</i> Middle section(s) <i>Logical organisation</i> <i>Linking information with connectives</i> <i>Use of subheadings</i> <i>Topic sentences to introduce paragraphs</i> <i>Bullet points?</i> <i>Labelled pictures/diagrams?</i> Ending <i>Addressing the reader</i> <i>Personal opinion / response</i> <u>Teaching sequence</u>  <b>Planning tool</b> Text map / washing line  <b>Whole class rehearsal of text</b> Use of picture prompts and actions  <b>Key skills / techniques</b> eg. organising ideas, use of topic sentences, linking paragraphs  <b>Independent application</b> Planning Use of 4-part structure	Secure use of embellished simple sentences  Secure use of compound sentences (coordination)  Developing use of complex sentences, with a range of subordinating conjunctions (subordination)  Use of appropriate and varied sentence length - Long sentences to enhance description or information - Short sentences to emphasise or move events on quickly  Variety of strategies for sentence starters  Use of relative clauses to add extra information: who / whom / which / whose  Appropriate choice of noun / pronoun to avoid ambiguity and repetition  Lists of three for description / information / persuasion	Alliteration  Similes - using 'like' or 'as'  Adverbs for description Adverbs for information  Generalisers for information  Use of specific / technical vocabulary to add detail  Use of powerful verbs and boastful language  Use of a / an according to whether next word begins with a vowel  Conditionals  Comparative and superlative adjectives  Plural vs. possessive 's' endings  Standard English forms for verb inflections	<b>Consolidate:</b> Exclamation marks Bullet points Commas (after -ly openers) Apostrophes (to mark contracted forms) Apostrophes (to mark singular possession) Colon (before a list) Ellipses Inverted commas for direct speech Commas (after fronted adverbials)  <b>Introduce:</b> Commas (to mark clauses) Full punctuation for direct speech Apostrophes to mark singular and plural	<b>Consolidate:</b> Bullet points Alliteration Simile Apostrophe Speech marks Adverb Suffix / Prefix Tense (past, present) Noun phrases Singular / plural Conjunction Preposition Direct speech / dialogue Consonant / vowel Synonym Imperative Colon  <b>Introduce:</b> Pronoun Adverbial Fronted adverbial Clause



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