

Semester 1		
	Strand	Content
Unit 1: Who am I?	Focus Genre: <b>Biography</b> Sub Genre: <b>Fairytales / Instructions</b>	
	Reading	Apply knowledge to decode words.
		Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.
		Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
		Become familiar with key stories, fairy and traditional tales; retell them know their characteristics.
		Participate in discussion about what is read to them, taking turns and listening to others.
		Link what they read to their own experiences.
		Recognise and join in with predictable phrases in poems and stories.
		Discuss the meanings of new words, linking them to words already known.
		Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know.
		Predict what might happen on the basis of what has been read so far.
	Writing	Use phonic knowledge to write simple words.
		Most letters are correctly formed.
	Grammar	Understand that words can be put into categories.
		Recognise objects, characters and animals from a description.
		Use of capital letters for own name and for the personal pronoun 'I'.
		<b>Key Vocabulary:</b> Family, parts of the body, safety, being different, favorite
Summative Assessment	Listen to a story with comprehension and retell key details of the story.	

		Be able to identify characters of the story. Role play a story about their family.
<b>Unit 2: Hooray! Let's go on holiday</b>	<b>Focus Genre: Diary Entry</b> <b>Sub Genre: Fantasy Narrative</b>	
	Reading	Apply knowledge to decode words.
		Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.
		Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
		Become familiar with key stories, fairy and traditional tales; retell them know their characteristics.
		Participate in discussion about what is read to them, taking turns and listening to others.
		Link what they read to their own experiences.
		Recognise and join in with predictable phrases in poems and stories.
		Discuss the meanings of new words, linking them to words already known.
		Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know.
		Predict what might happen on the basis of what has been read so far.
	Writing	Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.
		Most letters are correctly formed and orientated.
		Know how words can combine to make sentences.
Compose sentences orally.		
Attempt to write appropriate responses to what has been taught.		
Grammar	Understand that words can be put into categories	
	Recognise objects, characters and animals from a description.	

		Sometimes use a capital letter for the names of people and for the personal pronoun 'I'.
		<b>Key Vocabulary:</b>
	Summative Assessment	Retell the story of Jack and the Beanstalk, making up their own ending with the setting in Hanoi.  Write a shopping list according to an individual's ability.  Design a recipe for a healthy snack using pictures and labels.
	<b>Unit 3: How are you?</b> Focus Genre: <b>Description</b> Sub Genre: <b>Science Fiction Narrative</b>	
	Reading	Apply knowledge to decode words.
		Read accurately by blending sounds in unfamiliar words containing sequences of letters/sounds taught.
		Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.
		Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
		Become familiar with key stories, fairy and traditional tales; retell them know their characteristics.
		Link what they read to their own experiences.
		Recognise and join in with predictable phrases in poems and stories.
		Appreciate some rhymes and poems; recite some by heart.
		Discuss the meanings of new words, linking them to words already known.
		Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know.
		Infer on the basis of what is said and done.
		Predict what might happen on the basis of what has been read so far.
		Explain clearly their understanding of what is read to them.

	Writing	Spell words containing each of the letter sounds taught so far. Most words can be deciphered.
		Write from memory, simple dictated sentences containing the letter/sound combinations and words taught so far.
		Most letters are correctly formed and orientated, including lowercase and digits; there may be some inconsistency in size.
		Some spaces are left between words, although inconsistent.
		Compose sentences orally before writing; talk about where the sentence begins and ends.
		Attempt to write appropriate responses to what has been taught.
		Sequence simple sentences.
	Grammar	Write sentences or sentence-like structures which can be clearly understood.
		Sometimes use a capital letter and full stop to show sentence boundaries.
		Sometimes use a capital letter for the names of people and for the personal pronoun 'I'.
Sometimes include adjectives for description.		
	<b>Key Vocabulary:</b> Healthy, Unhealthy, Muscles, hospital, emotions, medicine	
Summative Assessment	Describe the characters' emotions and relate to their own experiences.	
	Describe their emotions through simple sentences.	
	Sequence simple sentences related to emotions.	
	Design a poster using pictures, captions and labels.	
<b>Semester 2</b>		
<b>Unit 4: Treasure Island</b>	<b>Focus Genre: Adventure Narrative</b> <b>Sub Genre: Travel Guides</b>	
	Reading	Apply knowledge to decode words.
		Read words with the endings -s, -es, -ing, -ed and -est.

		Read words of more than one syllable which contain letter/sound combinations known.
		Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
		Become familiar with key stories, fairy and traditional tales; retell them know their characteristics.
		Link what they read to their own experiences.
		Recognise and join in with predictable phrases in poems and stories.
		Appreciate some rhymes and poems; recite some by heart.
		Discuss the meanings of new words, linking them to words already known.
		Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know.
		Infer on the basis of what is said and done.
		Predict what might happen on the basis of what has been read so far.
		Participate in discussion about what is read to them, taking turns and listening to others.
		Explain clearly their understanding of what is read to them.
	<b>Writing</b>	Spell words containing each of the letter sounds taught so far. Most words can be deciphered.
		Write from memory, simple dictated sentences containing the letter/sound combinations and words taught so far.
	Understand the difference between singular and plural.	
	Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.	
	Capital letters formed correctly for some names of people, places and the days of the week.	
	Some spaces are left between words, although inconsistent.	
	Most letters sit on the line correctly.	
	Compose sentences orally before writing; talk about where the sentence begins and ends.	

		Attempt to write appropriately to the task.
		Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.
		Re-read writing to check it makes sense.
	Grammar	Write sentences or sentence-like structures which can be clearly understood.
		Sometimes use a capital letter and full stop to show sentence boundaries.
		Sometimes use a capital letter for the names of people and places, and for the personal pronoun 'I'.
		Sometimes include adjectives for description.
		Begin to use some features of Standard English e.g. I did.
		<b>Key Vocabulary:</b> Coins, treasure, treasure box, Pirates, valuable, map
	Summative Assessment	Writing simple sentences using correct grammar and spacing.
Use adjectives to describe their own pirate.		
Compose simple descriptive sentences giving directions.		
Unit 5: Green Fingers	Focus Genre: <b>Descriptions</b> Sub Genre: <b>Poetry</b>	
	Reading	Apply knowledge to decode words.
		Read some phonically-decodable books, closely matched to phonic knowledge.
		Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
		Become familiar with key stories, fairy and traditional tales; retell them know their characteristics.
		Link what they read to their own experiences. Recognise and join in with predictable phrases in poems and stories.
		Appreciate some rhymes and poems; recite some by heart.
		Discuss the meanings of new words, linking them to words already known.

		Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know.
		Check that texts make sense when reading; self-correct and re-read inaccurate reading.
		Infer on the basis of what is said and done.
		Predict what might happen on the basis of what has been read so far.
		Participate in discussion about what is read to them, taking turns and listening to others.
		Explain clearly their understanding of what is read to them
	Writing	Spell words containing each of the letter sounds taught so far. Most words can be deciphered.
		Write from memory, simple dictated sentences containing the letter/sound combinations and words taught so far.
		Understand the difference between singular and plural. Add suffixes s and es to words.
		Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.
		Capital letters formed correctly for some names of people, places and the days of the week.
		Some spaces are left between words, although inconsistent.
		Most letters sit on the line correctly.
		Compose sentences orally before writing; talk about where the sentence begins and ends.
	Attempt to write appropriately to the task.	
	Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.	
	Compose orally and write simple poems.	
	Re-read writing to check it makes sense	

	Grammar	Write sentences or sentence-like structures which can be clearly understood.
		Often use 'and' to join words and clauses.
		Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
		Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
		Sometimes include adjectives for description.
		Begin to use some features of Standard English e.g. I did.
		<b>Key Vocabulary:</b> lifecycle, butterfly, pupa, adult, egg, nectar, petals, flowers
	Summative Assessment	<p><b>Lifecycle cups</b>- students make lifecycle cups to demonstrate understanding of life cycles.</p> <p>While the children are making the lifecycle cups, teachers observe as to whether the students know the order of the stages</p> <p>Teachers assess the children through observation of verbal communication with their teacher and friends. Teachers look for use of key vocabulary learned in lessons.</p>
KG3	<p>All concepts of Literacy are taught within context to create meaningful learning experiences. Students are then taught the mechanics and skills needed to both read and write appropriate genres that will enhance their understanding of other subjects taught. Most concepts are taught multiple times throughout the year to deepen understanding and learn how the concepts are used in English according to genre. Speaking and Listening is taught every day through English language immersion. Teachers are constantly modelling and correcting student speech, pronunciation, intonation and spoken grammar.</p> <p>Read, Write Inc is a programme used in KG to teach phonics (letter/sound relationships). Students are explicitly taught how to pronounce letter sounds and write using correct letter formation. These skills are then applied to read and write English words and sentences.</p> <p>Once students have developed the foundational reading skills through the explicit teaching of phonics, they then explore applying reading skills through books assigned by the teacher in Reading A-Z (RAZ).</p>	