

## English Spring Term 2021-22

Area	Topic	Topic focus	Handwriting	Reading	Additional Focus
<b>Sconce and Clumber</b>	Spring 1: Memory Box	<ul style="list-style-type: none"> <li>- Recounts</li> <li>- Diaries</li> <li>- Rhymes and mnemonics</li> <li>- Descriptions</li> <li>- Information texts</li> </ul>	<ul style="list-style-type: none"> <li>- Some pupils will follow the Teodorescu Perceptuo-Motor Programme</li> <li>- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>- Form capital letters.</li> <li>- Form digits 0-9.</li> </ul>	<ul style="list-style-type: none"> <li>- A selection of fiction and non-fiction stories for the pupils to read independently and with others</li> <li>- Frequent questioning and answering opportunities including the use of PECs</li> <li>- Individual and group reading sessions</li> </ul>	<ul style="list-style-type: none"> <li>-Some pupils will take part in daily phonics sessions following the Letters and Sounds programme.</li> <li>- Once progressed through the phases, pupils will focus on reading and spelling of the First 100 HFW and Functional Skills Entry 1/2 word bank.</li> </ul>
	Spring 2: Superheroes	<ul style="list-style-type: none"> <li>- Descriptions</li> <li>- Comics trips</li> <li>- Narratives</li> <li>- Fact files</li> <li>- Labels and captions</li> </ul>	<ul style="list-style-type: none"> <li>- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>		

<p><b>Rufford and Sherwood 1</b></p>	<p>Autumn 1: Ancient Civilisations</p> <p>This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.</p> <p>Autumn 2: Potions</p> <p>Develop's children's knowledge of the properties of materials. Children learn the properties of solids, liquids and gases, recognise hazardous materials and learn how and why medicines, such as anaesthetics, were developed.</p>	<ul style="list-style-type: none"> <li>- Free verse poetry</li> <li>- Instructions</li> <li>- Stories from other cultures</li> </ul> <ul style="list-style-type: none"> <li>- Labels and instructions</li> <li>- Letters</li> <li>- Play scripts</li> <li>- Poetry</li> <li>- Non-chronological reports</li> </ul>	<ul style="list-style-type: none"> <li>- Increasing the legibility, consistency and quality of pupil's handwriting</li> <li>- Learning that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> <li>- Beginning to look at the diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another are best left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>- A selection of fiction and non-fiction stories to read independently and with others</li> <li>- Frequent questioning and answering opportunities</li> <li>- Individual and group reading sessions</li> </ul> <p>Guided Reading: Spring 1: Secrets of a Sun King - Emma Carroll</p> <p>Spring 2: Alice's Adventures in Wonderland – Lewis Carroll</p>	<ul style="list-style-type: none"> <li>- Practicing reading and spelling Functional Skills Entry Level 2/3 word list</li> <li>- Topic-based activities to focus on using basic punctuation correctly</li> </ul>
<p><b>Sherwood 2 and Belton</b></p>	<p>Spring 1: Reading Different texts</p>	<ul style="list-style-type: none"> <li>- Making sense of grammar</li> </ul>	<ul style="list-style-type: none"> <li>- Increasing the legibility, consistency</li> </ul>	<ul style="list-style-type: none"> <li>- A selection of fiction and non-fiction stories to read</li> </ul>	<p>In spellings pupils will continue working towards the</p>

	<p>On completion of the previous SpaG refresher topic, pupils will begin focusing on reading and comparing texts about Inspirational People.</p> <p>Spring 2: Speaking, Listening and Communicating Level 1 Presentation Over this half term pupils will develop their own presentation as part of a mock Functional Skills assessment.</p> <p>Pupils will also take part in the reading and writing elements of Functional Skills mock examinations.</p>	<ul style="list-style-type: none"> <li>- Using correct spellings</li> <li>- Past, present and future tense</li> <li>- Homophones, definite and indefinite articles and subject verb agreement</li> <li>- Structuring sentences</li> <li>- Linking ideas and using prepositions</li> </ul> <ul style="list-style-type: none"> <li>• Identify relevant information and lines of argument in explanations or presentations</li> <li>• Make requests and ask relevant questions to obtain specific information in different contexts</li> <li>• Respond effectively to detailed questions</li> <li>• Communicate information, ideas and opinions clearly and accurately on a range of topics</li> </ul>	<p>and quality of pupil's handwriting</p> <ul style="list-style-type: none"> <li>- Learning that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> <li>- Beginning to look at the diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another are best left unjoined.</li> </ul>	<p>independently and with others</p> <ul style="list-style-type: none"> <li>- Frequent questioning and answering opportunities including the use of PECs when necessary</li> <li>- Individual and guided reading opportunities</li> </ul>	<p>Functional Skills Entry Level 3-word list.</p> <p>The teaching of SPaG will be achieved through topic sessions.</p> <p>Pupils will have regular access to BKSB to support and monitor progress,</p>
--	---	---	---	---	--

		<ul style="list-style-type: none"><li>• Express opinions and arguments and support them with evidence</li><li>• Infer from images meanings not explicit in the accompanying text</li></ul>			
--	--	--	--	--	--