

**English Intent Document – St Briavels Parochial C of E Primary School**

**September 2021 Onwards**

**Poppy (Years 2 and 3) chronological age 6-8**

**Core Texts**

**Year A: 2021-2022**

<b>Term</b>	<b>Title</b>	<b>Author</b>	<b>Genre</b>	<b>Main Character</b>	<b>Setting</b>	<b>Driver link</b>
1	Fox	Margaret Wild	Fable	Animals	Forest	Diversity (physical disabilities)
2	Hansel and Gretel	Anthony Browne	Fairy Tale	White Male White Female	Forest	Belonging
3	Leon and the Place Between	Angela McAllister	Fantasy	White Male	Other world	Active
4	The Sheep-Pig	Dick King Smith	Classic	Pig White Male	Farm	Belonging
5	Varjak Paw	SF Said (BAME Author)	Adventure	Male cat	City	Independence
6	Bill's New Frock	Anne Fine	Contemporary Fiction	White Male	School	Diversity (gender roles)

**Year B: 2022-2023**

<b>Term</b>	<b>Title</b>	<b>Author</b>	<b>Genre</b>	<b>Main Character</b>	<b>Setting</b>	<b>Driver link</b>
1	Pinocchio	Michael Morpurgo	Fairy Tale	White Male	Various	Independence
2	Milo Discovers the World	Matt de la Pena	Contemporary Fiction	Black Male	New York	Diversity
3	The Rainbow Bird	Eric Maddern	Aboriginal Folk Tale	Bird	Australia	Diversity
4	Fantastic Mr Fox	Roald Dahl	Classic Animal Story	Male Fox	Rural UK	Active
5	Boot: Small Robot, Big Adventure	Shane Hegarty	Science Fiction	Robot and Girl	Various	Belonging
6	Planet Omar – Accidental Trouble Magnet	Zanib Mian (BAME Author)	Contemporary Fiction	Asian Male	Home/ School	Active/ Belonging

## Annual Writing Skills and Genre Coverage

Genre coverage for Poppy Class: **Narrative, recount/diary, letter, instructions**, simple non-chronological reports. Year 3 children should learn to write simple explanations whilst Year 2 revisit instructions.

Each Genre to be matched to core text and skills taught. New genre (in black) and narrative should be taught in genre focussed units. Revised genre (in red) can be used for use it activities linked to practicing the writing skills.

Each genre once taught is available for children to use when writing in other subjects.

Poppy Writing Skills Progression: The Wye Forest Federation			
Target #	Year 2	Year 3	Through teaching
T1	Add –er, -est, -ing nd –ed when there is no change in spelling of the root word.	Use ‘a’ or ‘an’ correctly.	<i>Regularly orally rehearse sentences before writing. (Year 1 and 2)</i>
T2	<b>Use full stops and capital letters consistently.*</b>	Use full stops, capital letters, question marks and exclamation marks.	<i>Proof read their writing in relation to the Yr 1 / Yr 2 grammar and spelling expectations. (Year 2)</i>
T3	Use commas in a list.	Use commas in a list (with various amounts of list items)	
T4	<b>Use co-ordination (and, or, but, so) *</b>	Use a range of co-ordinating conjunctions <u>accurately and effectively.</u>	<i>Use some features of standard written English (Year 2)</i>
T5	Use simple expanded noun phrases to describe and specify	Use noun phrases appropriate in a range of text types to <u>clarify</u> and <u>add detail</u>	<i>Consistently use features of standard English and explore when non-standard English could be used. (Year 3)</i>
T6	Use a variety of simple pronouns (her, she, the girl, Lucy)	Use nouns and pronouns to aid cohesion within sentences	
T7	<b>Use subordination (when, if, because, as)*</b>	Use a range of coordinating and subordinating connectives accurately e.g. but, so, yet, although, while, as, because to form a variety of compound & complex sentences	
			<i><b>Prioritise narratives.*</b></i>  <i><b>Balance writing opportunities with real and made up.* (Year 2)</b></i>

T8	<b>Use sentences of different forms: questions (Correct use of question mark)*</b>	Use different sentence forms: statements/questions/ commands/exclamations (Yr 2)	<p><i>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters* (Year 2)</i></p> <p><i>Use spacing between the words that reflects the size of the letters.* (Year 2)</i></p> <p><i>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others (Year 2)</i></p> <p><i>Word families showing how words are related in form and meaning e.g. solve, solution, solver, dissolve (Year 3)</i></p> <p><i>Form nouns using a range of prefixes (link to spelling programme)</i></p>
T9	<b>Use the present and past sentences accurately (consistently)*</b>	Use simple and progressive tenses consistently and accurately (Y2)	
T10	Use exclamation marks as an indication to the reader	Demarcate direct speech with inverted commas (speech marks)	
T11	Use sentences with different forms: statements and commands	Use a range of adverbs, conjunctions and prepositions for time e.g. later, next, soon, while, suddenly, now	
T12	Use sentences with different forms: exclamations	Use a range of adverbs, conjunctions and prepositions for place e.g. down, inside , out, across, through, next to,	
T13	Use the progressive form of verbs	Use a range of adverbs, conjunctions and prepositions for cause e.g. as, because of, that, because, as	
T14	Use a variety of simple, compound and complex sentences (co-ordinating and subordinating conjunctions)	Use paragraphs to group related ideas.	
T15		Use nouns and pronouns to aid cohesion within paragraphs	
T16	Use apostrophes for contraction	Apostrophes for contraction and singular possession	
T17	Use apostrophes for singular possession.	Use the present perfect form of verbs	

**\*Indicates objectives that are part of the end of Key Stage 1 Writing Assessment Framework. Assessment due in Term 5 (June).**

## YEAR 2 (Composition)

### Composition

- Write for a range of purposes and audiences e.g. stories, diaries, letters, instructions, reports, recounts, persuasive posters and letters and real events
- Record ideas e.g. through story maps, flow charts
- Create simple, cohesive plots in narratives with an opening, build up, dilemma, resolution/ end based on class reading and stories with repetitive structures e.g. *Emily Brown & the Thing, fairy tales*
- Create simple characters in narratives e.g. heroes and villains, 2-3 main characters, describe appearance, feelings and simple character traits
- Create simple settings in narratives e.g. the woods, under the sea, space
- Use the main language features of narrative e.g. *story language, powerful verbs, past tense, third person, alliteration, power of 3 e.g. He wore old shoes, a dark cloak and had a scruffy beard.*
- Recurring language e.g. *in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide*
- Write simple poetry e.g. *list and rhyming poems*
- Use the main language features of non-fiction e.g. imperative verbs for instructions; adverbs such as firstly, next, then; third person for reports
- Use the main organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for posters; numbered instructions; information in sections
- Evaluate their writing through discussion and make improvements to clarify the meaning and sense e.g. accurate verb/tense and subject/verb agreement  
Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations

## YEAR 3 (Composition)

- Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames
- Compose and rehearse sentences orally, including dialogue before writing
- Write for a range of purposes and audiences narratives, newspaper & chronological reports, diaries, letters, recounts of trips/experiences, persuasive leaflets, instructions
- Create and describe plots in narratives with a clear opening, build up, dilemma, resolution, ending
- Create and describe settings linked to different genres (e.g. historical, sci-fi, fantasy, humorous) and describe characters' reactions to the setting
- Develop a wider range of 'stock' characters (e.g. the geeky boy; the strict librarian; the mad scientist; the faithful sidekick; the lonely, old man)
- Describe characters in narratives through show not tell; describing characters through their actions; use of dialogue
- Write simple poetry e.g. *list poems, shape poems, kennings, free verse*
- Consistently use the language features of narrative e.g. *use of speech; power of 3 e.g. She leapt over the gate, across the field and into the barn.*
- Use figurative language e.g. *similes, alliteration*
- Consistently use the language features of non-fiction e.g. *technical language, precise nouns and pronouns (oak tree instead of tree, sparrow instead of bird)*
- Use a range of organisational features in fiction and non-fiction e.g. *headings and sub headings; columns; logical sequencing*
- Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary
- Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations

## Cracking Comprehension (Reading) Coverage and Assessment

Year 2	Autumn	Spring	Summer
<b>1</b>	Unit 1 (fiction) Unit 2 (fiction) Unit 8 (non-fiction) <b>Year 2 Practice SATs Assessment</b>	Unit 4 (fiction) Unit 10 (non-fiction) <b>Year 2 Practice SATs Assessment</b>	Unit 6 (fiction) Unit 7 (fiction) Unit 11 (non-fiction) <b>Year 2 SATs Assessment</b>
<b>2</b>	Unit 3 (fiction) Unit 9 (non-fiction) Unit 13 (poetry) <b>Assessment Task 1 (fiction)</b> <b>Assessment Task 5 (non-fiction)</b>	Unit 5 (fiction) Unit 14 (poetry) <b>Assessment Task 2 (fiction)</b> <b>Assessment Task 8 (poetry)</b>	Unit 12 (non-fiction) Unit 15 (poetry) <b>Assessment Task 3</b> <b>Assessment Task 6</b>

Year 3	Autumn	Spring	Summer
<b>1</b>	Unit 1 (fiction) Unit 2 (fiction) Unit 8 (non-fiction) <b>Autumn NFER Reading Assessment</b>	Unit 4 (fiction) Unit 10 (non-fiction) <b>Spring NFER Reading Assessment</b>	Unit 6 (fiction) Unit 11 (non-fiction) Unit 12 (non-fiction) <b>NFER End of Year Reading Assessment</b>
<b>2</b>	Unit 3 (fiction) Unit 9 (non-fiction) Unit 14 (poetry) <b>Assessment Task 2 (fiction)</b> <b>Assessment Task 8 (poetry)</b>	Unit 5 (fiction) Unit 15 (poetry) <b>Assessment Task 3 (fiction)</b> <b>Assessment Task 6 (non-fiction)</b>	Unit 7 (fiction) Unit 13 (non-fiction) <b>Assessment Task 4 (fiction)</b> <b>Assessment Task 7 (non-fiction)</b>

## Phonics and Spelling

Year 2 Read, Write Inc/ Spelling Made easy

Year 3 Spelling Made Easy specific to year group

## Handwriting

Year 2 - Letter-join Module 3

Year 3 - Letter-join Module 4