



**Grammar focus throughout the term:**

To explore the use of commas in lists.

To begin to punctuate speech.

To identify verbs in the past tense.

To use apostrophes to show possession.

**Fiction texts**

**Stories by the Same Author:- Anthony Browne - Willy the Wimp, Willy the Champ, Willy the Wizard, Willy the Dreamer, Gorilla, What If...?, Silly Billy, Voices in the Park, The Tunnel.**

Your child will have the opportunity to read a variety of books written by the same author – Anthony Browne. They will discuss and identify common features and information about the authors approaches. Your child will compare specific features of the books read, including characters, events and settings. They will collect information about the main character(s) and use this to make predictions about how they will behave in different settings or in response to different events. Using improvisation and role play, your child will explore the character's feelings. They will then select a character created by the author in a particular situation and make notes as part of a plan. Your child will write a sustained story about this character. They will be modelled how to include dialogue and detail to expand the story and sustain the reader's interest.

**Stories by the Same Author: Lauren Child - My Uncle Is A Hunkle; What Planet Are You From?; I Want A Pet; Clarice Bean –**

**That's Me.** When studying these texts, your child will be encouraged to revisit approaches covered with Anthony Browne. They will compare and answer comprehension questions and build up understanding of author's approaches and how these draw in and capture readers and their imagination. They will explore writing letters in character and in the style of the author. Your child will focus on the use of verbs, tense, and identify verbs in past tense, recognising that many stories are told in this tense and that descriptions are often in the present tense.

**Information Texts – Non-chronological report linked to animals and their habitats.**

In this unit, your child will re-read books to build upon their knowledge about the information they need. They will discuss and clarify the meanings of words, linking new meanings to known vocabulary. Your child will explore different information texts, ask, and answer questions. They will rehearse the differences between fiction and fact, and use inference to deepen understanding of the texts and facts found. Your child will identify the tenses used commonly in different types of text, e.g. present tense in factual writing, past tense when writing a diary. They will produce factual descriptions of animals and their habitats. Your child will learn to use formal language, add apostrophes to show possession, and the use of 'because' and 'when' to extend sentences.

**Information leaflets about villages, cities and towns.**

Your child will use key vocabulary to explain their findings and make comparisons about what they know about towns, cities and villages. They will use a range of resources to refer to this. They will build upon the information they have gathered and they apply this information to write an explanation report using facts gained and explain the differences between a town, village and a city. They will identify the tenses used commonly in factual writing. Your child will produce factual descriptions about towns, villages and cities.

**Poetry**

**Rhyming Couplets – The Works Key Stage One by Pie Corbett – Nursery Rhymes**

During this unit on poetry, your child will explore rhyming words and will spend time thinking of lots of pairs of words that rhymed. They will investigate that there is no limit to the length of the lines and that rhyming words are words that sound the same when spoken, they do not necessarily have to be spelt the same. They will read and share a range of different nursery rhymes, considering alternative rhymes. Your child will plan and write their own range of rhyming words, building up to writing their own rhyming couplets.

**Poetry – Share A to Z Children's Poetry by Michael Rosen and My First Poetry book – Pie Corbett** Your child will explore a range of poems and discuss and clarifying the meanings of words, linking new meanings to known vocabulary. They will discuss their favourite words and phrases as well as continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. They will then plan and write their own poem, based on what they have read.