

English

A high-quality education in English will teach pupils to speak and write fluently. All the skills of language are essential to participating fully as a member of society.

The KS1 curriculum is broken into 7 focus areas:-

- Spoken language
- Reading – word reading
- Reading – comprehension
- Writing – transcription and spelling
- Writing – handwriting
- Writing – composition
- Writing – vocabulary, grammar and punctuation

Spoken Language

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
EYFS (Reception)/National Curriculum Objectives (Years 1 and 2)	<p><u>Early Learning Goal: Listening, Attention and Understanding</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. 	

	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Early Learning Goal: Speaking</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication. 	
<p>Cecil Gowing's curriculum coverage</p>	<ul style="list-style-type: none"> • Listen and respond appropriately, with support. • Begin to ask relevant questions • Build their vocabulary, with support. • Begin to maintain their attention and participate in classroom discussions with increasing relevance. • Begin to use language in an imaginative way. • To mostly speak clearly and with increasing fluency. • To begin to apply new language from stories, songs, rhymes and poems in their writing and role play. 	<ul style="list-style-type: none"> • Listen and respond appropriately, with support. • Begin to ask relevant questions. • Build their vocabulary, with support. • Begin to maintain their attention and participate in classroom discussions with increasing relevance. • Begin to use language in an imaginative way. • To mostly speak clearly and with increasing fluency. • To be more confident and accurate when applying new language from stories, songs, rhymes and poems in their writing and role play. 	<ul style="list-style-type: none"> • Listen and respond mostly appropriately. • Ask relevant questions. • Maintain their attention for more extended periods. • Develop their extended vocabulary taught discretely. • Use language imaginatively and make appropriate and varied choices. • Speak clearly and fluently to larger groups. • To be confident and accurate when applying new language from stories, songs, rhymes and poems in their writing and role play.

Reading – word reading

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
EYFS (Reception)/National Curriculum Objectives (Years 1 and 2)	<p><u>Early Learning Goal: Word Reading</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read further common exception words , noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words correctly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read these books to build up their fluency and confidence in word reading.

<p>Cecil Gowing's curriculum coverage</p>	<ul style="list-style-type: none"> • Daily phonics lessons Levels 2-4 of Twinkl Phonics. • Phoneme and grapheme blending intervention. • Reading an appropriately levelled book from shared reading or the school reading scheme at least once a week working 1:1 with an adult. • Open access to high quality texts in the class book corner and to enhance other areas of the free flow environment. 	<ul style="list-style-type: none"> • Daily phonics lessons in Level 5 of Twinkl Phonics (and revisiting previous Levels as appropriate). • Twinkl Phonics intervention. • Weekly guided reading, reading an appropriately levelled text with a focus on use of phonic knowledge and skills to decode unknown words and to recognise common exception words. • Reading an appropriately levelled book from the school reading scheme at least once a week working 1:1 with an adult. • Open access to high quality texts in the class book corner. 	<ul style="list-style-type: none"> • Daily phonics lessons in Level 6 of Twinkl Phonics (and revisiting previous Levels as appropriate). • Twinkl Phonics intervention for those who did not pass the Year 1 Phonics Screening check. • Blocked units of guided comprehension, reading a text which at a challenging reading level (e.g. a novel aimed at Year 3+ children), but the focus is on comprehension skills rather than decoding. • Blocked units of guided reading, reading an appropriately levelled text with a focus on use of phonic knowledge and skills to decode unknown words and to recognise common exception words. • Reading an appropriately levelled book from the school reading scheme at least once a week working 1:1 with an adult. • Open access to high quality texts in the class book corner.
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Reading - Comprehension

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
EYFS (Reception)/National Curriculum Objectives (Years 1 and 2)	<p><u>Early Learning Goal: Comprehension</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> -listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -being encouraged to link what they read or hear read to their own experiences. -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -recognising and joining in with predictable phrases. -learning to appreciate rhymes and poems, and to recite some by heart. -discussing word meanings, linking new meanings to those already known. • Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> -drawing on what they already know or on background information and vocabulary provided by the teacher. -checking that the text makes sense to them as they read and correcting inaccurate reading. -discussing the significance of the title and events. -making inferences on the basis of what is being said and done. -predicting what might happen on the basis of what has been read so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> -listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. - discussing the sequence of events in books and how items of information are related. - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. - being introduced to non-fiction books that are structured in different ways. - recognising simple recurring literacy language in stories and poetry. - discussing and clarifying the meanings of words, linking new meanings to known vocabulary. - discussing their favourite words and phrases. - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Understand that the books they can already read accurately and fluently and those that they listen to by : <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher.

		<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> - <i>checking that the text makes sense to them as they read and correcting inaccurate reading.</i> - <i>making inferences on the basis of what is being said and done.</i> - <i>answering and asking questions.</i> - <i>predicting what might happen on the basis of what has been read so far.</i> • Participate in discussions about books, poems and other works that are read to them and those that can read for themselves, taking turns and listening to what others say. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<p>Cecil Gowing's curriculum coverage</p>	<ul style="list-style-type: none"> • To ask and answer simple questions about a shared book. • Talk about an appropriately levelled book from shared reading or the school reading scheme at least once a week working 1:1 with an adult. • To begin to apply new language from stories, songs, rhymes and poems in their writing and role play. • Daily shared by a teacher of a high quality book from our differentiated year group boxes. 	<ul style="list-style-type: none"> • Weekly guided reading, reading an appropriately levelled text with a focus on use of phonic knowledge and skills to decode unknown words and to recognise common exception words. • Reading an appropriately levelled book from the school reading scheme at least once a week working 1:1 with an adult. • To ask and answer simple questions about a shared, individual or guided reading book and begin to use background knowledge, retrieval skills, inference and predictions. • To be more confident and accurate when applying new language from stories, songs, rhymes and poems in their writing and role play. • Daily shared by a teacher of a high quality book from our differentiated year group boxes. 	<ul style="list-style-type: none"> • Blocked units of guided comprehension, reading a text which at a challenging reading level (e.g. a novel aimed at Year 3+ children), but the focus is on comprehension skills rather than decoding. • Reading an appropriately levelled book from the school reading scheme at least once a week working 1:1 with an adult. • To ask and answer more complex questions about a shared, individual or guided comprehension book using background knowledge, retrieval skills, inference and predicting. • Being taught comprehension skills, such a skimming the text, using a dictionary and finding key words (and their meanings). • Daily shared by a teacher of a high quality book from our differentiated year group boxes.

Writing – Transcription and Spelling

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
EYFS (Reception)/National Curriculum Objectives (Years 1 and 2)	<p><u>Early Learning Goal: Writing</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Spell: <i>-words containing each of the 40+ phonemes already taught.</i> <i>-common exception words.</i> <i>-the days of the week.</i> • Name the letters of the alphabet: <i>-naming the letters of the alphabet in order.</i> <i>-using letter names to distinguish between alternative spellings of the same sound.</i> • Add prefixes and suffixes: <i>-using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</i> <i>-using the prefix un–.</i> <i>-using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</i> • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Spell: <i>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</i> <i>- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some new words with each spelling, including a few common homophones.</i> <i>- learning to spell common exception words.</i> <i>- learning to spell more words with contracted forms.</i> <i>- learning the possessive apostrophe (singular) [for example, the girl’s book].</i> <i>- distinguishing between homophones and near-homophones.</i> • Add suffixes to spell longer words, including –ment, -ness, -full, -less, -ly. • Apply spelling rules and guidance. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Cecil Gowing’s curriculum coverage	<ul style="list-style-type: none"> • Daily phonics lessons Levels 2-4 of Twinkl Phonics. • Targeted handwriting practice focusing on writing and spelling common exception words and tricky words from Levels 2-4 of Twinkl Phonics. 	<ul style="list-style-type: none"> • Daily phonics lessons in Level 5 of Twinkl Phonics (and revisiting previous Levels as appropriate). • Regular (daily initially) handwriting practice sessions focusing on letter formation, then writing and spelling common exception words, numbers and days of the week. 	<ul style="list-style-type: none"> • Daily phonics lessons in Level 6 of Twinkl Phonics (and revisiting previous Levels as appropriate). • Weekly handwriting practice focusing on writing and spelling common exception words, contractions and suffixes.

	<ul style="list-style-type: none">• Weekly adult led group challenge with a focus on writing.• Story scribing available to all children.	<ul style="list-style-type: none">• English input sessions focusing on VCOP (vocabulary, conjunctions, openers and punctuation).• Twinkl Phonics intervention.	<ul style="list-style-type: none">• During all writing sessions sound mats and common exception word mats are available for all children to access independently.• Discrete VCOP lessons (vocabulary, conjunctions, openers and punctuation).• Twinkl Phonics intervention for those who did not pass the Phonics Screening check.• In guided comprehension sessions all children will take part in a dictionary-based activity.
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Writing – Handwriting

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
EYFS (Reception)/National Curriculum Objectives (Years 1 and 2)	<p><u>Early Learning Goal: Fine Motor Skills</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. <p><u>Early Learning Goal: Writing</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best left unjoined. • Write capital letters and digits of the correct size, orientation and relationship to one another to lower case letters. • Use spacing between words that reflects the size of the letters.

<p>Cecil Gowing's curriculum coverage</p>	<ul style="list-style-type: none"> • Formation rhymes from Twinkl Phonics scheme. • Daily handwriting patterns and letter formation. • Develop correct sitting technique when writing. • Develop confidence in using a pencil independently. • The use of “tummy time” and “squiggle while you wiggle” to encourage whole body movement and embed formation. 	<ul style="list-style-type: none"> • Formation rhymes from Twinkl Phonics scheme. • Develop correct sitting technique when writing. • Develop confidence in using a pencil independently. • Weekly handwriting sessions using a specific school formation pattern. • Towards the end of Year 1 the children will be introduced to pre-cursive formation. 	<ul style="list-style-type: none"> • Children are expected to sit correctly when writing. • During the first part of the autumn term, children are taught cursive (joined up) handwriting and are encouraged to use this in all their writing. • Handwriting intervention for those who need support with formation. • Weekly handwriting practice sessions.
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Writing – Composition

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
EYFS (Reception)/National Curriculum Objectives (Years 1 and 2)	<p><u>Early Learning Goal: Writing</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> -saying out loud what they are going to write about. -composing a sentence orally before writing it. -sequencing sentences to form short narratives. -re-reading what they have written to check that it makes sense. • Discuss what they have written with the teacher or other pupils. • Read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> -writing narratives about personal experiences and those of others (real and fictional). -writing about real events. -writing poetry. -writing for different purposes. • Consider what they are going to write before beginning by: <ul style="list-style-type: none"> -planning or saying out loud what they are going to write about. -writing down ideas and/or key words, including new vocabulary. -encapsulating what they want to say, sentence by sentence. • Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> -evaluating their writing with the teacher and other pupils. -re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. -proof reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. • Read aloud what they have written with appropriate intonation to make the meaning clear.
Cecil Gowing’s curriculum coverage	<ul style="list-style-type: none"> • Writing initial sounds, CVC words during group tasks, intervention and phonic sessions. 	<ul style="list-style-type: none"> • During weekly writing group tasks children will work with an adult in a small group to create a variety of written pieces of work including:- 	<ul style="list-style-type: none"> • Four English sessions per week which will include Big Writing, cross curricular writing, planning and mind mapping across a range of genres

	<ul style="list-style-type: none"> • During weekly writing group tasks children will work with an adult in a small group to create a variety of written pieces of work including:- stories, recounts, poems, lists and posters. • From Christmas, children will complete an independent assessed piece of writing to show the skills they have learn. • Continuous provision for writing is available within the environment during free flow sessions. 	<p>stories, recounts, poems, lists and posters.</p> <ul style="list-style-type: none"> • From May, regular sessions using drama and planning leading to independent extended writing. Children will receive individual oral feedback from the teacher to make improvements for their next piece of work. • Every half term children will complete an independent assessed piece of writing to show the skills they have learnt through that half term. • Continuous provision for writing is available within the environment during free flow sessions. 	<p>including:- stories, reports, recipes, recounts, poems, lists, posters, descriptions of imaginary and real life events (current and historical), instructions and evaluations.</p> <ul style="list-style-type: none"> • Regular sessions using drama and planning leading to extended periods of writing using target cards to improve the children's work. • From Christmas, planned sessions to make additions and revisions to their completed writing based on feedback from the teacher. • Every half term children will complete an independent assessed piece of writing to show the skills they have learnt through that half term.
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Writing – Vocabulary, Grammar and Punctuation

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
EYFS (Reception)/National Curriculum Objectives (Years 1 and 2)	<p>Early Learning Goal: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in the National Curriculum by: <ul style="list-style-type: none"> -leaving spaces between words. -joining words and joining clauses using <i>and</i>. -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Learning the grammar for Year 1. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in <i>English Appendix 2</i> by: <ul style="list-style-type: none"> -learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). • Learn how to use: <ul style="list-style-type: none"> -sentences with different forms: statement, question, exclamation and command. -expanded noun phrases to describe and specify [for example, the blue butterfly]. -the present and past tense correctly and consistently including the progressive form. -subordination (using <i>when, if, that or because</i>) and co-ordination (using <i>or, and or but</i>). -the grammar for Year 2. -some features of written Standard English. • Use and understand the grammatical terminology in <i>English Appendix 2</i> in discussing for writing.
Cecil Gowing's curriculum coverage	<ul style="list-style-type: none"> • During weekly writing group tasks children will work with an adult in a small group to work on use of vocabulary, grammar and punctuation with support. 	<ul style="list-style-type: none"> • English input sessions focusing on VCOP (vocabulary, conjunctions, openers and punctuation). • During weekly writing group tasks children will work with an adult in a 	<ul style="list-style-type: none"> • Discrete VCOP lessons (vocabulary, conjunctions, openers and punctuation). • Target cards encourage children to focus on their own areas for

	<ul style="list-style-type: none"> Verbal feedback to encourage children to use certain aspects of grammar and full stops/ capital letters. 	<p>small group to work on use of vocabulary, grammar and punctuation with support.</p> <ul style="list-style-type: none"> Target pencils are used, with support, to encourage children to use certain aspects of grammar or punctuation to improve their writing. Towards the end of Year 1 children are introduced to the word classes (e.g. noun, verb etc) 	<p>development in punctuation, use of vocabulary and grammar.</p> <ul style="list-style-type: none"> Specific teaching of the word classes (nouns, verbs, adverbs and adjectives) and sentence types (statement, question, command and exclamation) During daily phonics sessions children are required to use a range of punctuation in their sentence writing.
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	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
Key vocabulary	Phoneme Grapheme Sound out Blend Sound buttons Digraph Trigraph Tricky word Word Sentence Finger space Full stop Capital letter Story book Non fiction/information book Rhyme	Phoneme Grapheme Sound out Blend Sound buttons Digraph Split digraph Trigraph Tricky word Word Plural Sentence Punctuation Finger space Full stop Capital letter	Phoneme Grapheme Sound out Blend Sound buttons Digraph Split digraph Trigraph Tricky word Word Plural Sentence Prefix Suffix Tense Punctuation

		<p>Exclamation mark</p> <p>Question mark</p> <p>Ellipsis</p> <p>Conjunction (joining word)</p> <p>Vocabulary</p> <p>Adjective (WOW word)</p> <p>List</p> <p>Letter</p> <p>Story book</p> <p>Non fiction/information book</p> <p>Contents page</p> <p>Index</p> <p>Label</p> <p>Title</p> <p>Rhyme</p> <p>Poem</p> <p>Pattern</p>	<p>Finger space</p> <p>Full stop</p> <p>Capital letter</p> <p>Exclamation mark</p> <p>Question mark</p> <p>Ellipsis</p> <p>Comma</p> <p>Apostrophe</p> <p>Contraction</p> <p>Conjunction (joining word)</p> <p>Vocabulary</p> <p>Adjective (WOW word)</p> <p>Noun</p> <p>Verb</p> <p>Adverbs</p> <p>Opener</p> <p>List</p> <p>Letter</p> <p>Story book</p> <p>Non fiction/information book</p> <p>Contents page</p> <p>Index</p> <p>Label</p> <p>Title</p> <p>Subtitle</p>
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			Caption Glossary Rhyme Poem Pattern
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Outdoor Learning Opportunities	<i>Activities such as...</i> Emergency services bike role play, climbing wall, habitats/maps, woodwork, treasure hunt, camp fire/cooking, gardening/maintenance, archery, woodland crowns, games in the woods, weather, art using natural materials, bug hunting and identification, mud kitchen potion making, bird feeders/watching, litter picking, pond dipping and den building.
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