

Year 7 Planning (based on PLS Year 2 planning)

Total number of Units: 11

Total number of exemplified Units: 7

Total number of weeks covered: 35

Narrative 14 weeks	UNIT 1 Stories with familiar settings (4 weeks)	UNIT 2 Traditional stories (4 weeks) Y2N2	UNIT 3 Different stories by the same author (3 weeks) Y2N3	UNIT 4 Extended stories/Significant authors (3 weeks) Y2N4
Non-fiction 15 weeks	UNIT 1 Instructions (4 weeks) Y2NF1	UNIT 2 Explanations (3 weeks) Y2NF2	UNIT 3 Information texts (4 weeks)	UNIT 4 Non-chronological reports (4 weeks) Y2NF4
Poetry 6 weeks	UNIT 1 Patterns on the page (2 weeks) Y2P1	UNIT 2 Really looking (2 weeks)	UNIT 3 Silly stuff (2 weeks)	

		Coverage		
Speaking	Speak with clarity and use appropriate intonation when reading and reciting texts			
	Tell real and imagined stories using the conventions of familiar story language			
	Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication			
Listening and responding	Listen to others in class, ask relevant questions and follow instructions			
	Listen to talk by an adult, remember some specific points and identify what they have learned			
	Respond to presentations by describing characters, repeating some highlights and commenting constructively			
Group discussion and interaction	Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement			
	Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on			
	Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member			
Drama	Adopt appropriate roles in small or large groups and consider alternative courses of action			
	Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of own class			
	Consider how mood and atmosphere are created in live or recorded performance			
Word recognition	Read independently and with increasing fluency longer and less familiar texts			
	Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns			
	Know how to tackle unfamiliar words that are not completely decodable			
	Read and spell less common alternative graphemes including trigraphs			
	Read high and medium frequency words independently and automatically			
Word structure and spelling Some of the spelling objectives appear in both strands 5 and 6. This reflects that phonics should be the prime approach children use in both learning to read and learning to spell. The objectives in strand 6 also cover the wider approaches	Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters			
	Read and spell less common alternative graphemes including trigraphs			

children need to learn and deploy to spell words accurately				
Understanding and interpreting texts	Draw together ideas and information from across a whole text, using simple signposts in the text			
	Give some reasons why things happen or characters change			
	Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points			
	Use syntax and context to build their store of vocabulary when reading for meaning			
	Explore how particular words are used, including words and expressions with similar meanings			
Engaging with and responding to texts	Read whole books on their own, choosing and justifying selections			
	Engage with books through exploring and enacting interpretations			
	Explain their reactions to texts, commenting on important aspects			
Creating and shaping texts	Draw on knowledge and experience of texts in deciding and planning what and how to write			
	Sustain form in narrative, including use of person and time			
	Maintain consistency in non-narrative, including purpose and tense			
	Make adventurous word and language choices appropriate to the style and purpose of the text			
	Select from different presentational features to suit particular writing purposes on paper and on screen			
Text structure and organisation	Use planning to establish clear sections for writing			
	Use appropriate language to make sections hang together			
Sentence structure and punctuation	Write simple and compound sentences and begin to use subordination in relation to time and reason			
	Compose sentences using tense consistently (present and past)			
	Use question marks, and use commas to separate items in a list			
Presentation	Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words			
	Form and use the four basic handwriting joins			
	Wordprocess short narrative and non-narrative texts			