



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Do you remember the 5th November?	Where in the World are we?	Why did London burn?	Is everywhere like here?	What was Brunel's greatest invention?	Is this my home?
Focus	To write for a range of different purposes (real events and personal experience) S&L performing poetry	To write information texts in a variety of formats	Retrieving information from reading and other sources To write about real and fictional people and events	Using technical vocabulary Justifying opinions Narrative - innovating	Non – fiction report writing S&L discussion/opinion	instruction S&L performing plays
Suggested texts		Here we are (Cin Jefferson) The snail and the Whale (Julia Donaldson)	Would you rather (John Burningham)	The most wonderful egg in the world (Helmet Hiene)		Meerkat mail
Writing outcomes	Persuasive letter(persuasion) Narrative(retelling)	Report/leaflet (inform) Riddles (entertain)	Diary entry(entertain) Instructions(explain) poetry	Character description	Fact book (inform) non-chronological report(inform)	Explanation(inform) Seed diary Advert (persuasion)



<p>Phonics / spelling</p>	<p>Revision of Phase 5 phonics</p> <p>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling</p> <p>The suffixes –ment, –ness, –ful , –less and –ly</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant</p>	<p>learning the possessive apostrophe (singular)</p> <p>learning to spell more words with contracted forms</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>The /i:/ sound spelt –ey</p> <p>The possessive apostrophe (singular nouns)</p>	<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>Homophones and near-homophones</p>	<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /ʒ/ sound spelt s</p> <p>Words ending in –tion</p>	<p>Revision + applying to writing</p>	<p>Revision + applying to writing</p>
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	<p>letter after a single vowel letter</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /aɪ/ sound spelt -y at the end of words</p> <p>Contractions</p>					
	<p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning to spell common exception words</p> <p>apply spelling rules and guidelines from Appendix 1</p>					
Vocabulary, grammar & Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, because) and</p>	<p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to</p>	<p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	Revision and application to writing	Revision and application to writing	Revision and application to writing



	<p>co-ordination (using or, and, but)</p> <p>Sentence types</p> <p>Terminology: <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma</i></p>	<p>turn adjectives into adverbs</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>				
<p>Handwriting</p>	<p>Following PenPals scheme</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another <i>ongoing</i> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <i>ongoing</i> • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters <i>ongoing</i> • use spacing between words that reflects the size of the letters. <i>ongoing</i> 					



<p>Reading</p>	<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p>discussing their favourite words and phrases checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>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>	<p>recognising simple recurring literary language in stories and poetry</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>being introduced to non-fiction books that are structured in different ways</p> <p>discussing the sequence of events in books and how items of information are related ♣</p>	<p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>Continuing to develop speed and fluency</p> <p>Higher level inference</p>
<p>Ongoing: develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ 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 and clarifying the meanings of words, linking new meanings to known vocabulary</p>						