



|                           | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|---------------------------|---|--|---|---|--|--|
| Topic                     | <b>Where in the World are we?</b><br><br>Geography  | <b>Why did London burn?</b><br><br>History   | <b>Is everywhere like here? (Japan)</b><br><br>Geography          | <b>Who were the Victorians?</b><br><br>History  | <b>What was Brunel's greatest invention?</b><br>+ science – growing<br><br>History   | <b>Is this my home? (Habitats)</b><br><br>Science                      |
| Writing Focus             | To write for a range of different purposes (real events and personal experience)<br><br>S&L<br>performing poetry<br>S&L | to write information texts in a variety of formats<br><br>Retrieving information from reading and other sources<br><br>Description | To write about real and fictional people and events               | Using technical vocabulary<br><br>Justifying opinions (discussion)<br><br>Fictional narrative (innovated story) | Non – fiction report writing non chron.<br><br>Narrative - innovating<br><b>(recount of trip)</b><br><br>S&L<br>discussion/opinion | S&L performing plays   |
| Writing outcomes          | Personal recount (inform)<br><br>Narrative (retelling)<br>Report/leaflet (inform)                                       | Diary entry (entertain)<br><br>Instructions(explain)<br><br>poetry(entertain)  | description(entertain)<br><br>Book Review                         | Character description<br><br>non-chronological report(inform)   | Fact book (inform)<br><br>non-chronological report(inform)   | Explanation(inform)<br><br>Riddles (entertain)<br><br>Advert (habitat) |
| Suggested texts/resources | Owl poetry<br><br><b>Beegu</b> by Alexis Deacon   | <b>Would you rather?</b><br>By John Burningham<br><br><b>The Magic Box</b><br>(Kit Wright)   | <b>The Twits</b> (excerpts)<br><br>Katie in London (James Mayhew) | <b>The most wonderful egg in the world</b> (Helmet Hiene)   | <b>The Tiny Seed</b> by Eric Carle(science)  | <b>Meerkat mail</b> (Emily Gravett)                                    |



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|                    | <p><b>On the Way Home</b><br/><i>by Jill Murphy</i></p> <p><b>How to turn your Teacher into a Toad</b> (Hallowe'en )</p> <p><b>Here we are</b><br/><i>(Oliver Jeffers)</i></p>   |   | <p><b>The Snail and the Whale</b> <i>(Julia Donaldson)</i></p>   |  |  |   |
| Examples           | I went to the beach. I had a good day out.   | I went to the beach. I had a good day out <b>but</b> I lost my beach ball.  | I would like to drive but I would prefer it if I could fly up to the moon  | Add example from text  | Add example from text  | Add example from text   |
| Phonics / spelling | <p><u>Year One</u></p> <p>Revision of Phase 3 phonics</p> <p><u>Year Two</u></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><u>Year One</u></p> <p>Revision of Phase 3-4 phonics</p> <p><u>Year Two</u></p> <p>learning the possessive apostrophe (singular)</p> <p>learning to spell more words with contracted forms (to read)</p> | <p><u>Year One</u></p> <p>Teach Phase 5(phase 3- 4 intervention)</p> <p><u>Year Two</u></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><u>Year One</u></p> <p>Teach Phase 5 (phase 3- 4 intervention)</p> <p><u>Year Two</u></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 /z/ sound spelt s</p> | <p><u>Year One</u></p> <p>Revision of Phase 5 (phase 3- 4 intervention)</p> <p><u>Year Two</u></p> <p>Revision + applying to writing</p> | <p><u>Year One</u></p> <p>Revision of Phase 5 (phase 3- 4 intervention)</p> <p>Revision + applying to writing</p> |



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|  | <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 letter after a single vowel letter</p> <p>The /s/ sound spelt c before e, i and y</p> | <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>To use –ing and –ed where no change is needed in the spelling of root words</p> <p>The /l/ or /əl/ sound spelt –le at the end of words<br/>The /l/ or /əl/ sound spelt –al at the end of words<br/>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 conjunction ‘but’</p> | <p>The /ɒ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w<br/>The /ɔ:/ sound spelt ar after w</p> <p>Homophones and near-homophones</p> | <p>Words ending in –tion</p> |  |  |
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|  | <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<br/>learning to spell common exception words<br/>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>Self-editing/correcting</p>   | <p>Commas to separate items in a list<br/>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> | <p>Revision and application of all VG&amp;P taught so far to writing</p> | <p>Revision and application to writing</p> | <p>Revision and application to writing</p> |
|  | <p>To use the present and past tenses correctly and consistently including the progressive form</p>    | <p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]<br/>Formation of adjectives using</p> | <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>                                     |  |  |  |



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|  | <p>Spelling of Y1 CEWs and tricky words<br/>I can say my sentence before I write it.</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Sentence types</p> <p>Terminology:<br/><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma</i></p> <p><i>Sentence, word, letter, capital letter, full stop, finger space, name,</i></p> | <p>suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to 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>[for example, the girl’s name]</p> |  |  |  |
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|             | <p><i>joining words (conjunctions), (Year One and Two teachers to use this terminology within their teaching)</i></p>  |  |  |  |  |  |
| Handwriting | <p>Following PenPals scheme</p> <ul style="list-style-type: none"><li>• form lower-case letters and digits 0-9 of the correct size relative to one another <i>ongoing</i></li><li>• 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></li><li>• write capital letters and digits of the correct size, <i>orientation</i> and relationship to one another and to lower-case letters <i>ongoing</i></li><li>• use spacing between words that reflects the size of the letters. <i>ongoing</i></li></ul> |  |  |  |  |  |



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| <p>Reading</p>  | <p>memorising short poems</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</p> <p>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>contracted forms (to read)</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:</p> <ul style="list-style-type: none"> <li>♣ drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul> | <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:</p> <p>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> <p>To read accurately and fluently in line with their developing phonic knowledge</p> <p>To use blending as the prime approach to de-coding unfamiliar words</p> <p>To use Bug Club books both online and in paperback to learn to read fluently applying phonics</p> |  |   |   |   |  |  |