



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



	<p><i>by Jill Murphy</i></p> <p>How to turn your Teacher into a Toad (Hallowe'en)</p> <p>Here we are (<i>Oliver Jeffers</i>)</p>		<p>The Snail and the Whale (<i>Julia Donaldson</i>)</p>			
Examples	<p>I went to the beach. I had a good day out.</p>	<p>I went to the beach. I had a good day out but I lost my beach ball.</p>	<p>I would like to drive but I would prefer it if I could fly up to the moon</p>	<p>Add example from text</p>	<p>Add example from text</p>	<p>Add example from text</p>
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>The suffixes –ment,</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>add suffixes to spell</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 /ʒ/ 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>



	<p>–ness, –ful , –less and –ly</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>The /aɪ/ sound spelt –y at the end of words</p> <p>Contractions</p>	<p>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>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</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</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>Words ending in –tion</p>		
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		(singular nouns) The conjunction 'but'				
segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning to spell common exception words apply spelling rules and guidelines from Appendix 1						
Vocabulary, grammar & Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Self-editing/correcting	Commas to separate items in a list Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Revision and application of all VG&P taught so far to writing	Revision and application to writing	Revision and application to writing
	To use the present and past tenses correctly and consistently including the progressive form Spelling of Y1 CEWs and tricky words I can say my	Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the			



	<p>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: <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, joining words (conjunctions), (Year One and Two teachers to use this terminology within their teaching)</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>girl's name]</p>			
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Handwriting	<p>Following PenPals scheme</p> <ul style="list-style-type: none"> • form lower-case letters and digits 0-9 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, <i>orientation</i> 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> 					
Reading	<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"> ♣ drawing on what they already know or on background information and vocabulary provided by the teacher 	<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>
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