



<p>School Objectives:</p> <ul style="list-style-type: none"> • Clear writing progression with agreed writing plan formats used throughout (<i>HA pupils in Y6 & SEN pupils may need plans adapted</i>). • Children will have opportunities to write independently on a regular basis (minimum 4/5 pieces per half term) • There will be 5 pieces of recorded work in English for most weeks. • Learners will be encouraged to read regularly and will be given opportunities to discuss and develop their comprehension in structured reading lessons. • In KS1 independent writing will be recorded in writing books with at least 4/5 pieces per half term. • Writing, reading and grammar will be taught in separate lessons with a specific focus • The development of sentence structure, grammar and punctuation will be prioritised. • Learners will be encouraged to read regularly and will be given opportunities to discuss and develop their comprehension in structured reading lessons. 	<p>Key Vocabulary:</p> <p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>noun, noun phrase, statement, question, exclamation, command, compound, suffix</p> <p>adjective, adverb, verb, tense (past, present), apostrophe, comma, conjunction (subordination, co-ordination)</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A Topic Focus	My World (Geography)	Matisse (Art)	We do Like to be Beside the Seaside (History)	Bag it Up (DT – sewing)	Sailing Seas & Oceans (Geography)	Intrepid Explorers (History)
Key Text	The Great Fairytales Disaster by David Conway	Amazing Grace by Mary Hoffman (<i>link to Matisse – Two Dancers/Creole Dancer</i>)	Lucy & Tom at the Seaside by Shirley Hughes	Handa’s Surprise by Eileen Browne (<i>link to making a bag for Handa to stop her losing her fruit</i>)	Tiddler by Julia Donaldson	Where the Wild Things Are by Maurice Sendak
Genres Covered	Narrative – Fairytales/ Traditional Tales Poetry	NF – Non-Chronological Reports NF - Recounts	Narrative – Real Life	NF – Instructional Poetry	Narrative – Adventure	NF – Non-Chronological Reports NF - Recounts
Year B Topic Focus	Map Masters (Geography)	Festive Foods (DT Cooking)	Fire Fire! (History)	Van Gogh (Art)	Around the World (Geography)	War on the Home Front (History)
Key Text	Once Upon a Time by John Prater	Pumpkin Soup by Helen Cooper	Toby and the Great Fire of London by Margaret Nash	Camille and the Sunflowers by Laurence Anholt	Where the Forest Meets the Sea by Jeannie Baker	Archie’s War by Marsia Williams
Genres Covered	Narrative – Fairytales/ Traditional Tales	NF – Instructional NF - Recounts	Narrative – Real Life	NF – Non-Chronological Reports	Narrative – Adventure	NF – Non-Chronological Reports

	Poetry		Poetry	NF - Recounts
Spoken Language (ongoing throughout the year – developed in all subjects)	Pupils should be taught to: <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 ☞ 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. 			

Reading (ongoing)

Pupils should be taught to:

- ☞ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- ☞ 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 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 graphemes taught
- ☞ read words containing common suffixes including –s, –es, –ing, –ed, –er and –est endings
- ☞ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ☞ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ☞ read most words quickly 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.

Pupils should be taught to:

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
- ☞ being encouraged to link what they read or hear read to their own experiences
- ☞ 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
- ☞ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- ☞ discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- ☞ being introduced to non-fiction books that are structured in different ways
- ☞ recognising simple recurring literary language in stories and poetry; recognising and joining in with predictable phrases
- ☞ discussing their favourite words and phrases

Pupils should be taught to:

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
- ☞ checking that the text makes sense to them as they read and correcting inaccurate reading
- ☞ making inferences on the basis of what is being said and done
- ☞ retrieves basic information from age appropriate fiction and non-fiction texts
- ☞ answering and asking questions
- ☞ discussing the significance of the title and events
- ☞ predicting what might happen on the basis of what has been read so far

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| | <ul style="list-style-type: none">☞ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say; makes links between books☞ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading (focus areas)	<p>shows awareness of punctuation when reading aloud</p> <p>especially recognising alternative sounds for graphemes</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>discussing the sequence of events in books</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p>especially recognising alternative sounds for graphemes</p> <p>continuing to build up a repertoire of poems</p> <p>recognising simple recurring literary language in stories and poetry</p>	<p>read words containing common suffixes</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>discussing the sequence of events in books</p>	<p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, discussing the sequence of events in books</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>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read words containing common suffixes</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>being encouraged to link what they read or hear read to their own experiences</p>	<p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>discussing the sequence of events in books</p>
Writing Composition (ongoing)	<p>Pupils should be taught to:</p> <p>write sentences by:</p> <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, encapsulating what they want to say, sentence by sentence ☞ re-reading what they have written to check that it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ☞ discuss and evaluate 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; use appropriate intonation to make the meaning clear. <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> ☞ writing narratives about personal experiences and those of others (real and fictional) 					

	<ul style="list-style-type: none"> ☞ writing about real events ☞ writing poetry ☞ writing for different purposes <p>consider what they are going to write before beginning by:</p> <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 ☞ make simple additions, revisions and corrections to their own writing by: ☞ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Composition	<p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>sequencing sentences to form short narratives</p> <p>writing poetry</p>	<p>writing about real events</p> <p>planning or saying out loud what they are going to write about</p>	<p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>writing poetry</p> <p>writing down ideas and/or key words, including new vocabulary</p>	<p>discussing and evaluating their writing with the teacher and other pupils – (peer marking opportunities)</p>	<p>writing about real events</p> <p>sequencing sentences to form short narratives</p>
Vocabulary, Grammar & Punctuation (ongoing)	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ☞ leaving spaces between words ☞ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ☞ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> ☞ sentences with different forms: statement, question, exclamation, command ☞ expanded noun phrases to describe and specify [for example, the blue butterfly] ☞ the present and past tenses correctly and consistently including the progressive form ☞ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ☞ the grammar for year 1&2 in English Appendix 2 ☞ some features of written Standard English ☞ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Vocabulary, Grammar & Punctuation</p>	<p>beginning to punctuate sentences using a capital letter and a full stop.</p> <p>using a capital letter for names of people and the personal pronoun 'I'</p> <p>commas for lists</p> <p>expanded noun phrases to describe and specify</p>	<p>question marks</p> <p>exclamation marks</p> <p>present and past tenses</p> <p>command</p>	<p>punctuate sentences using a capital letter and a full stop, question mark</p> <p>using a capital letter for names places, the days of the week</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>apostrophes for contracted forms</p> <p>present and past tenses</p> <p>adverbs</p>	<p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>sentences with different forms: statement, question, exclamation, command</p>	<p>Plurals (s and es)</p> <p>Prefixes - un</p> <p>present and past tenses</p>
<p>Spelling (ongoing)</p>	<p>Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> ☞ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; words containing each of the 40+ phonemes already taught ☞ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ☞ learning to spell common exception words ☞ the days of the week ☞ learning to spell more words with contracted forms ☞ learning the possessive apostrophe (singular) [for example, the girl's book] ☞ distinguishing between homophones and near-homophones <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> ☞ naming the letters of the alphabet in order ☞ using letter names to distinguish between alternative spellings of the same sound <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> ☞ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ☞ using the prefix un– ☞ 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] ☞ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly 					

	<p>☞ apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>☞ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	<p>Phase 3</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling,</p>	<p>Phase 3</p> <p>The /ŋ/ sound spelt n before k</p> <p>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling,</p> <p>learning to spell more words with contracted forms</p>	<p>Phase 4</p> <p>Compound words naming the letters of the alphabet in order</p> <p>Phase 5</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>	<p>Phase 5</p> <p>-tch</p> <p>Adding the endings –ing and –ed to verbs where no change is needed to the root word</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>add suffixes to spell longer words</p>	<p>Phase 5</p> <p>Division of words into syllables</p> <p>Adding the endings –er to verbs where no change is needed to the root word</p> <p>learning the possessive apostrophe (singular) [for example, the girl’s book]</p> <p>distinguishing between homophones and near-homophones</p>	<p>Adding –er and –est to adjectives where no change is needed to the root word</p> <p>using the prefix un–</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>