



"A Love of Learning and a Thirst for Knowledge"

A Route of Learning and a Plan for Knowledge						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Key texts After the storm -Percy Park keeper - Nick Butterworth Autumn non fiction	Key Texts Diwali stories Christmas stories including Nativity Dear Santa - Rod Campbell	Key texts Non fiction texts about winter Mr Wolfs pancakes Jan Fearnley Holi non fiction Easter non fiction Chinese New year story / non fiction	Key Texts Non fiction animal books Farm stories - what the ladybird heard Jaspers beanstalk Sam Godwin The tiny seed	Key Texts Olivers vegetables Vivian French Titch The very hungry caterpillar Eric Carle	Key Texts Mad about minibeasts Superworm What the ladybird heard Norman the slug with the silly shell Yucky worms Vivian French Non fiction text about minibeasts
	Learning nursery rhymes. Listening to stories. Sharing books with adults and talking about the pictures. Learning about the different parts of a book. Recognising familiar logos. Understand that print has meaning Understand that print can have different purposes Exploring a range of large scale sensory play such as making marks with fingers in shallow trays of sand or cornflour, large brushes with paint or water.	Noticing the shape of their name e.g. some are longer with lots of letters, some have tall letters etc. Beginning to recognise their own name. Clap syllables of their name and their friends name. Encouraged to make marks to represent their own name on creations - paying special attention to the correct formation of the initial letter. Using emergent writing to write stories /lists - be able to explain what the marks mean.	Understand we read English text from left to right and from top to bottom Engage in extended conversations about stories, learning new vocabulary. Drawing pictures that are beginning to represent people and events. Talk about marks they make or pictures they draw. Forming initial letters in their name using correct direction - large paper whiteboards to practise.	Use non-fiction books to find out about interests. Beginning to recognise and name some letters from their own names and their friend's Pictures to contain more detail. Faces,	Understand the names of the different parts of a book Understand page sequencing Can hear and identify rhyming words in stories.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some letters accurately.
Reception	Key texts This is my House Colour Monster My Pet Potato	Key Texts Autumn - The Gigantic Turnip Stickman Blue Penguin Christmas stories including Nativity	Key texts The Boy with Flowers in his Hair Beegu Errol's Garden Non fiction texts about winter Holi non-fiction Easter non fiction Chinese New year story	Key Texts What the Ladybird Heard The Robber Raccoon You Can't Take an Elephant on a Bus	Key Texts Augustus and his Smile Bog Baby	Key Texts Croc and Bird Non fiction text about minibeasts
	Comprehension: Sharing picture books, non-fiction books and stories Listening to and beginning to show an understanding of stories and what has been read to the children. Beginning to join in with stories and repeated refrains Singing songs and nursery rhymes Word Reading: Listening to sounds in songs, stories, poems, rhyme and the environment Introduction to Set 1 sounds RWInc. Phonics sounds Beginning to blend simple CVC words.		Comprehension: Developing understanding of what has been read to them by retelling and sequencing stories and narratives Following reading of a range of high quality texts, poems, and rhymes, applying new vocabulary from in discussions and interactions with adults and peers Participation in 'Helicopter Stories' and willing to re-create stories which have been shared Confidently joining in with stories and repeated refrains. Word Reading: Familiar with all Set 1 RWInc. Phonics sounds Building knowledge and use of Set 2 RWInc. Phonics sounds including digraphs and trigraphs		Comprehension: Demonstrating a solid understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Using new vocabulary from a range of high quality texts, poems, and rhymes in discussions and interactions with adults and peers Able to reenact and re-create stories in class teaching and independent play Showing prediction skills and character understanding in new texts. Word Reading: Familiar with all Set 1 and Set 2 RWInc. Phonics sounds including up to 10 digraphs Able to read words in line with phonics knowledge and taught sounds	

	Writing: Beginning to form recognisable letters Name writing Beginning to match sound to letter.		Developing sound blending and simple word recognition in line with phonics knowledge and taught sounds Developing recognition of tricky and red words Beginning to read aloud simple sentences using phonics knowledge and taught sounds. Writing: Developing confidence to writing recognisable letters, most of which are correctly formed and on the line independently Listening for sounds at the beginning and throughout words and correctly representing the sounds with a letter or letters Developing writing to produce simple sentences using appropriate grammar such as a capital letter, full stop and finger spaces.		Able to recognise and blend sounds in line with phonics knowledge and taught sounds Showing confidence reading aloud simple sentences and books that are consistent with phonic knowledge and teaching, including some common exception words. Writing: Writing recognisable letters, most of which are correctly formed and on the line Listening for sounds in words and correctly representing the sounds with a letter or letters Writing simple phrases and sentences which can be read by themselves and others, using capital letters, full stops and finger spaces.	
Year 1 RWI Phonics	Fiction – Aaaaarghhh Spider! Fiction- Leaf (Advocates for change) Fiction (traditional tales)- The Gigantic Turnip Snow White and the Seven Dart Frogs	Non-Fiction – Emperor's Egg Poetry- Out and About a First Book of Poems Fiction - The Jolly Christmas Postman	Fiction –The Storm Whale Non-fiction – Surprising Sharks Fiction- Dougal's Deep-Sea Diary	Fiction – The Adventures of Egg Box Dragon (Advocates for change) The Great Paint- Fiction Non-Fiction – The Easter story	Fiction – Man On The Moon Fiction-The World Came to My Place Today Non-Fiction- Professor Astro Cat's Solar System	Non-fiction - One Day on our Blue Planet... In the Savannah Non-Fiction – Moth: An Evolution Story Non-fiction with poetry opportunities- It Starts with a Seed
Year 1 SPAG focus	Leaving spaces between words Demarcating sentences with capital letters and full stops Begin to form lowercase letters in the correct orientation	How words can combine to make sentences Using capital letters for people, places, days of the week and the personal pronoun I (inc days of the week and months of the year)	Joining words and clauses using 'and' Introduction to exclamation marks to demarcate sentences Begin to punctuate sentences using an exclamation mark	Using capital letters for people, places, days of the week and the personal pronoun I (inc days of the week and months of the year)	Introduction to question marks to demarcate sentences Begin to punctuate sentences using a question mark Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) How the prefix un- changes the meaning of verbs and adjectives	Suffixes that can be added to verbs where no change in spelling is needed in the spelling of root words (help, helper, helped, helping) Sequences sentences to form short narratives
Year 2 RWI Phonics as an intervention where appropriate.	Where the Wild Things Are Poems to perform	The Dark Non- Fiction- What's the most unusual place? (Active Learn) Link to topic	A crow's Tale (fire link to topic) The marvellous Fluffy, Squish Itty Bitty	Meerkat Mail Anna Hibiscus or Grace & Family (Link to topic)	Rapunzel Great Women who changed History.	The Secret of Black Rock Orangutans (Active Learn)

Year 2 SPAG focus	<p>Using capital letters for people, places, days of the week and the personal pronoun I (inc days of the week and months of the year)</p> <p>Learn how to use familiar and new punctuation correctly (full stops, capital letters, exclamation marks and question marks)</p> <p>Joining words and clauses using 'and'</p> <p>Use commas to separate items in a list</p> <p>Use expanded noun phrases to describe and specify (the blue butterfly)</p>	<p>Coordinating conjunctions using or, and or but</p> <p>Subordinating conjunctions using when, if, that or because</p> <p>Learn about the grammatical structures of questions and commands.</p>	<p>Use of -ly to turn adjectives into adverbs</p> <p>Apostrophes to show missing letters in contraction</p> <p>Apostrophes to show singular possession (the girl's shoes)</p> <p>Learn about the grammatical structures of exclamations and statements.</p>	<p>Use past and present verb tense correctly and consistently including past progressive (was swimming)</p> <p>Formation of nouns using suffixes -ness and -er</p> <p>Formation of nouns by compounding (superman, whiteboard)</p> <p>Formation of adjectives using suffix -ful and -less</p>	<p>Use of suffixes -er and -est</p> <p>Revision of using capital letters for people, places, days of the week and the personal pronoun I (inc days of the week and months of the year)</p> <p>Revision of commas in lists</p> <p>Revision of expanded noun phrases</p>	<p>Revision of apostrophes to show missing letters in contraction</p> <p>Revision of apostrophes to show singular possession (the girl's shoes)</p> <p>Use past and present verb tense correctly and consistently including past progressive (was swimming)</p>
Year 3	<p>PoR: Ug Boy Genius of the Stone Age (4weeks) Topic Link</p> <p>PoR: The Iron Man (4 Weeks)</p>	<p>Performance poetry Wordsmith (1 week)</p> <p>PoR: Quill Soup (3/4 weeks)</p> <p>PoR: The Pebble in my Pocket Information text (Science link to Rocks) (3/4 weeks)</p>	<p>PoR: Pugs of the Frozen North. Illustrated Novel. (4 weeks)</p> <p>PoR: Michael Rosen's Big Book of Bad Things Poetry (2 weeks)</p>	<p>PoR: Krindlekrax. (3 weeks)</p> <p>PoR: Marcy and the Riddle of the Sphinx (3 weeks)</p>	<p>PoR: The Miraculous Journey of Edward Tulane (4 weeks)</p> <p>PoR: The Green Ship (2 weeks)</p>	<p>Shape Poems 2 weeks (Wordsmith)</p> <p>PoR: The Lost Happy Endings (4 weeks)</p>
Year 3 SPAG Focus	<p>Using capital letters for people, places, days of the week and the personal pronoun I (inc days of the week and months of the year)</p> <p>Learn how to use familiar and new punctuation correctly (full stops, capital letters, commas exclamation marks and question marks)</p> <p>Coordinating conjunctions using or, and or but</p> <p>Subordinating conjunctions using when, if, that or because</p> <p>Revision of apostrophes to show missing letters in contraction</p> <p>Revision of apostrophes to show singular possession (the girl's shoes)</p> <p>Use past and present verb tense correctly and consistently including past progressive (was swimming)</p>	<p>Using determiners: use the forms a or an according to whether the next word starts with a vowel or consonant (a rock, an egg)</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p> <p>Use conjunctions to express time, place or cause (when, before, after, while, so, because)</p> <p>Use subordinate clauses in complex sentences</p>	<p>Use adverbs to express time, place or cause (then, next, soon, therefore)</p> <p>Use prepositions to express time, place or cause (before, during, after, in, because of)</p>	<p>Inverted commas to punctuate direct speech</p> <p>Use of present perfect form of verbs instead of simple past - example - He has gone out to play, instead of He went out to play</p>	<p>Nouns including abstract nouns</p> <p>Expanded noun phrase</p> <p>Introduction to paragraphs</p> <p>Use headings and subheadings to organise</p>	<p>Word families based on common word (for example solve, dissolve, soluble)</p> <p>Formation of nouns using a range of prefixes - super-, anti-, auto-</p>

Year 4	<p>How can we transform a tin forest? (POR 6 weeks) The Tin Forest. 6 weeks. Environmentalism. Narrative, poetry, diary entry, descriptive writing</p> <p>How can we create images through poetry? (Active Learn 2 weeks). Figurative language, metaphors, similes, personification, free verse, haiku and performance poetry)</p>	<p>Did the Shang Dynasty really exist? Non-fiction 2 weeks Active Learn</p> <p>What's so spooky? Poetry (2 weeks Active Learn). Spooky podcasts and performances</p>	<p>How do you explain that? (2 weeks) Write an explanation for changing materials</p> <p>What is the problem with the plastic bag? One Plastic Bag (POR 4 weeks) Recycling- value of innovation, perseverance, community initiatives and creative problem solving.</p>	<p>Libba: The Magnificent Musical Life of Elizabeth Cotton by Laura Veirs, illustrated by Tatyana Fazlalizadeh (Chronicle) POR – 5 weeks biography</p> <p>What is the poetic form? (Active Learn 10 days) Kennings, raps,</p>	<p>What are the beauties and dangers of nature? Mouse Bird Snake Wolf (POR 3 weeks). Narrative. Issues and dilemmas</p> <p>Fiction- Can a Robot be wild? Biodiversity (PoR) The Wild Robot. Biodiversity</p>	<p>Continued.... Fiction- Can a Robot be wild? Biodiversity (PoR) The Wild Robot. Biodiversity</p> <p>How can we explore poetic language? Active Learn (2 weeks)</p>
Year 4 SPAG focus	<p>Adverbials of place and revising fronted adverbials</p> <p>Adverbials of time</p> <p>Determiners</p> <p>Introducing possessive pronouns</p> <p>Introducing pronouns</p>	<p>Revising capital letters</p> <p>Determiners</p> <p>Revising nouns</p> <p>Introducing direct speech</p> <p>standard and non-standard verbs</p> <p>Noun phrases</p>	<p>Comparative and superlative</p> <p>Main-clause sentences</p> <p>Using commas and fronted adverbials</p>	<p>Apostrophes to show possession</p> <p>Plural and possessive 's'</p> <p>Word Detectives Week</p>	<p>Apostrophes to show possession 2</p> <p>Nouns and pronouns</p> <p>Singular and plural agreement</p>	<p>Noun phrases</p> <p>Punctuating direct speech</p> <p>Standard and non-standard verbs</p>
Year 5	<p>Darwin's Dragons Fiction: Darwin's Discovery</p> <p>Beowulf (POR) Fiction: Anglo Saxons.</p>	<p>What can we learn about the past from a story? Fiction: Friend or Foe</p> <p>How can we always be the best friends we can? Fiction: The boy at the back of the class (PoR) (advocates of change)</p>	<p>Who was the ultimate explorer? Non Fiction: Ultimate Explorers</p> <p>Why was Shackleton so famous? Shackleton's Journey (PoR)</p>	<p>Which animal makes the toughest migration? Non Fiction: Animals on the move (advocates of change)</p> <p>How can imagery be used in poetry? Poetry: Dark Sky Park Poetry (PoR)</p>	<p>Why were the Greeks such good story tellers? Fiction: Greek Myths</p> <p>Why was Odysseus so brave? Adventures of Odysseus (PoR)</p>	<p>Is moving house a big change? Fiction: Skellig (PoR) (Advocates of change)</p> <p>Can you sell it? Persuasion: Pitch it</p>
Year 5 SPAG focus	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p>	<p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Using modal verbs to indicate degrees of possibility</p> <p>Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</p>	<p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using expanded noun phrases to convey complicated information concisely</p>	<p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Use of present perfect form of verbs instead of simple past - example - He has gone out to play, instead of He went out to play</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example,</p>	<p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, – ate; –ise; – ify]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link ideas across paragraphs using</p>

	<p>Using fronted adverbials and sing commas after fronted adverbials</p> <p>The grammatical difference between plural and possessive –s</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p>	<p>Using adverbs to indicate degrees of possibility</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p>		<p>Use past and present verb tense correctly and consistently including past progressive (was swimming)</p>	<p>secondly] or tense choices [for example, he had seen her before]</p>	<p>adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>
Year 6	<p>Pig Heart Boy (3 weeks) POR</p> <p>ADVOCATES FOR CHANGE</p> <p>Blood - ActiveLearn (3 weeks) PoR</p>	<p>Letters from the Lighthouse – Emma Carroll (4 weeks)</p> <p>A Christmas Carol Charles Dickens (2 weeks)</p>	<p>Powerful Poetry - ActiveLearn (3 weeks)</p> <p>Tales of Terror Writing Narrative using suspense (3 weeks)</p>	<p>Novel by significant author Harry Miller's Run – David Almond POR (3 Weeks)</p> <p>Town Is by the Sea by Joanne Schwartz (2 weeks)</p> <p>Reading and SPAG revision (1 Week)</p>	<p>Reading and SPAG revision (3 Weeks)</p> <p>Floodland by Marcus Sedgewick Advocates for change 3 weeks</p>	<p>The Journey PoR</p> <p>Advocates for change</p> <p>JLV Transition Unit The Boy Who Made Everyone Laugh</p>
Year 6 SPAG focus	<p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p>	<p>How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p> <p>Word classes (subject and object)</p> <p>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they</p>	<p>Using a colon to introduce a list</p> <p>Use of semicolons within lists</p> <p>Punctuation of bullet points to list information</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</p> <p>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</p>	<p>Using semi-colons to mark boundaries between independent clauses</p> <p>Using colons to mark boundaries between independent clauses</p> <p>Using dashes to mark boundaries between independent clauses</p> <p>Use of the semi-colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to mark the boundary between independent clauses</p> <p>Use of the dash to mark the boundary between independent clauses</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>	<p>Revision</p> <p>Cohesion Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Consolidation (Key Stage 2) Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</p>

		to come in some very formal writing and speech]				
		Recognising subjunctive forms				