



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Key texts Owl babies Peace at last In my skin Goodnight world Dear Zoo Pumpkin soup Ssh we have a plan Nonfiction autumn texts Barbara throws a wobbler	Key Texts We're going on a bear hunt We're going on a monster hunt Goldilocks and the three bears Diwali stories Christmas stories including Nativity Dear Santa - Rod Campbell	Key texts Dumpling day The gingerbread man Little red hen Non-fiction texts about winter Holi non-fiction Easter non-fiction Lunar new year texts Key texts for Jan starters see Autumn 1	Key Texts Three billy goats gruff The three little pigs Handa's surprise Non-fiction animal books Farm stories - what the ladybird heard	Key Texts Oliver's vegetables Vivian French Titch The very hungry caterpillar Eric Carle Jaspers beanstalk Sam Godwin The tiny seed 10 seeds Jack and the beanstalk Key texts for April starters see Autumn 1	Key Texts Mad about minibeasts Superworm What the ladybird heard Yucky worms Vivian French Non-fiction text about minibeasts The wild
	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 - animal, farm texts 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.
Key Vocabulary (for adults to use)	alliteration, author, baddies, beginning, blurb, bold, book, character, clarify, contents, digital book, e-book, emotions, end, fact, feelings, fiction, finally, glossary, goodies, google, happily, ever after, headings, heroes, how, information, instructions, internet, middle, non-fiction, once upon a time, page, plot, poem, predict, question, recipes, retell, rhyme, setting, speech, subheadings, suddenly, summarise, title, villains, what, when, where, who, why, drawing, picture, marks, Pen, paper, brush, roller, chalk, felt pen, crayon, whiteboard, rubber Letter, word, up, down, over, round, start finish, line , dot, straight, wavy, curved, diagonal, circle, square, rectangle, sentence, syllable, capital letter, lowercase letter, phoneme, initial sound, beginning, middle, end, sign, list, card, message, invitation					
RWInc At the end of each half term, children working at age related expectations should be in the phonic group stated.						
Reception	Group B Read 25 Set 1 sounds Blend orally	Group C Read 25 Set 1 single letter sounds speedily	Ditty Set 1 Special Friends Read words with Special Friends:	Red Review Set 1 Sounds (reading only)	Green Read Set 2 Sounds and Phonics Green Words	Green Read Set 2 Sounds and Phonics Green Words

RWInc	Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers
	<p>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</p> <p>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.</p> <p>Writing: Beginning to form recognisable letters Name writing Beginning to match sound to letter.</p>		<p>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.</p> <p>Word Reading: Familiar with all Set 1 RWInc. Phonics sounds Building knowledge and use of Set 2 RWInc. Phonics sounds including digraphs and trigraphs 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.</p> <p>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.</p>		<p>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.</p> <p>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 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.</p> <p>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.</p>	

Year 1 RWI Phonics	Purple Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Pink Read Set 2 Sounds and matching Phonics Green Words Teach Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Orange Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Yellow Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Yellow Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Blue Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words
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Year 2 RWI until the end of Spring 1	Blue Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Grey Read Set 1, 2 and 3 Sounds and matched Phonics Green Words Speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Grey Read Set 1, 2 and 3 Sounds and matched Phonics Green Words Speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words <u>English</u> Where the Wild Things Are Crow's Tale	Marvellous Fluffy, Squishy Itty Bitty Poetry Unit	Rapunzel The Dark	The Secret of Black Rock Orangutans (Active Learn) Word detective Week
Year 2 From Spring 2	Full Stops, Question and Exclamation Marks Saying Sentences Introducing Nouns Introducing Verbs Coordinating Sentences Different Sorts of Sentences Introducing Capital Letters Past and Present Tense		Nouns, verbs and adjectives Irregular past tenses Adjectives Using suffixes -ful and -less Compound nouns Coordinating sentences Noun phrases The progressive form of verbs		Apostrophes for Contractions Using suffixes -er and -est Using suffixes -ly Using commas in a list Using suffixes 'ed' and 'ing' Using suffixes 'ment', '-ness', and '-ly' Homophones and near homophones The /dʒ/ sound	
Year 3	PoR: Ug Boy Genius of the Stone Age (4weeks) Topic Link PoR: The Iron Man (4 Weeks)	PPoR: Michael Rosen's Big Book of Bad Things Poetry (2 weeks) PoR: Quill Soup (2 weeks) PoR: The Pebble in my Pocket information text (Science link to Rocks) (3 weeks)	PoR: Pugs of the Frozen North. Illustrated Novel. (4 weeks) Shape Poems 2 weeks (Wordsmith)	PoR: Marcy and the Riddle of the Sphinx (3 weeks) The Ancient Egypt Sleepover Club (3 weeks)	PoR: The Miraculous Journey of Edward Tulane (4 weeks) Performance poetry Wordsmith (1 week)	Word Detective Week (1 week) Escape from Pompeii (3 weeks) PoR: The Lost Happy Endings (3 weeks)
Year 3 SPA G Focus	Introducing Perfect Form Revising Nouns Revising Singular and Plural Nouns Revising Tense Revising Verbs Introducing Direct Speech Revising Adjectives Adding Prefixes to Nouns Articles Revising Basic Sentence Punctuation		Revising Verbs Revising Tense Punctuating Direct Speech Adverbs of Manner Adverbs of Time Revising Adjectives		Conjunctions Different Sorts of Sentences Punctuating Direct Speech Clauses Subordinate clauses Adverbs and conjunctions expressing cause Suffixes beginning with a vowel The prefixes 'dis-' and 'mis-' Words of French origin The suffix '-ly' Homophones and near homophones	

		Prepositions Word families	
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Year 4	<p>How can we transform a tin forest? (POR 6 weeks) The Tin Forest. 6 weeks.</p> <p>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>Word Detective Week</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 SPA G focus	Adverbials of time – Fronted Adverbials Adverbials of Place and Revising Fronted Adverbials Determiners Introducing Possessive Pronouns Revising Capital Letters Determiners Revising Conjunctions and Clauses Revising Nouns Introducing Direct Speech Standard and Non-Standard Verbs Introducing Noun Phrases			Comparative and Superlative Multi-clause Sentences Adverbials of time – Fronted Adverbials Adverbials of Place and Revising Fronted Adverbials Using commas with fronted adverbials Apostrophes to show possession Plural and possessive The prefixes 'in-', 'il-' and 'im-' Dictionary skills Words of Latin or Greek origin The prefixes 're-', 'sub-', 'inter-', 'super-', 'anti-' and 'auto-' The /ʃən/ sound		Pronouns Singular and plural agreement Nouns and pronouns Apostrophes to show possession Punctuating direct speech Noun phrases Standard and non-standard verbs

Year 5	Darwin's Dragons Fiction: Darwin's Discovery Children will explore the value of kindness and showing empathy to animals/climate change and the world. Beowulf (POR) Fiction: Anglo Saxons.	Survivors-What makes a really good survival story? Non Fiction A Boy, a Bear and a Boat Fiction (POR) Children reflect on their own emotions and take time to empathise with others	Who was the ultimate explorer? Non-Fiction: Ultimate Explorers Why was Shackleton so famous? Shackleton's Journey (PoR) Children will reflect on perilous situations and how they can overcome them Word Detectives Week	Which animal makes the toughest migration? Non-Fiction: Animals on the move (advocates of change) Children will consider what they can do to protect animals and endangered species. They will look at the impact of migration on these animals and the resilience they show. How can imagery be used in poetry? Poetry: Dark Sky Park Poetry (PoR)	Why were the Greeks such good story tellers? Fiction: Greek Myths Children will have the opportunity to look out towards others in the world and consider different cultures around the world Why was Odysseus so brave? Adventures of Odysseus (PoR)	How does the writer and illustrator convey powerful emotions? Fiction: I Talk Like a River(PoR) (Advocates of change) Children will show empathy and consider how they would offer support to someone in this situation Can you sell it? Persuasion: Pitch it
	Year 5 SPA G focus Revision 1 – Common and proper nouns, noun phrases Revision 2 - Verbs, adverbs and prepositions Revision 3 – Coordinating and Subordinating Conjunctions Standard and Non-Standard English Word Classes Relative Clauses		Standard and non-Standard English Punctuation and Performance Revision 2 - Verbs, adverbs and prepositions Modal Verbs Modal Verbs and Adverbs Relative Clauses		Using prefixes (dis-, de-, mis-, over-) Apostrophes for contraction and possession Punctuation Text Cohesion – Adverbials of time providing cohesion Relative clauses Spoken and written language	

	Relative Pronouns Punctuation – Commas, bracket, dashes for parenthesis Punctuation 2 – Punctuation vocabulary		Commas for Clarity Dictionary Skills Homophones Hyphens after prefixes Thesaurus skills Suffixes 'able' / 'ably' and 'ible' / 'ibly'			
Year 6	Pig Heart Boy POR ADVOCATES FOR CHANGE Blood - ActiveLearn POR	Letters from the Lighthouse – Emma Carroll POR Charles Dickens - A Christmas Carol POR	Love that dog - Sharon Creech – Poetry POR Seven Ghosts Chris Priestly POR	Novel by significant author Harry Miller's Run – David Almond POR Town Is by the Sea by Joanne Schwartz POR Reading and SPAG revision	Reading and SPAG revision Floodland by Marcus Sedgewick POR Advocates for change	The Journey PoR Advocates for change JLV Transition Unit

Year 6 SPA G focus	<p>Chunks of Meaning: Subject, Verb, Object</p> <p>Chunks of Meaning: Subject, Verb, Object and Adverbial</p> <p>Grammar Revision – Modal verbs, relative pronouns, adverbials</p> <p>Chunks of Meaning: the Verb ‘to be’ and Subject, Verb, Complement</p> <p>Colons, Lists and Bullet Points</p> <p>Boundaries Between Main Clauses</p> <p>Colons, Lists and Bullet Points</p> <p>Active and Passive</p> <p>Homophones</p> <p>The ‘ei’ after ‘c’ rule</p> <p>The ‘ough’ letter</p> <p>string Silent letters</p> <p>Suffixes - ‘-ant’ / ‘-ance’ / ‘-ancy’ and ‘-ent’ / ‘-ence’ / ‘-ency’</p>	<p>Synonyms and Antonyms</p> <p>Abstract Nouns</p> <p>Building Sentences</p> <p>Informal Speech and Writing</p> <p>Formal and Informal Language</p> <p>The Subjunctive</p> <p>Formal Connections: Conjunctions and Adverbials</p>	<p>Ellipsis</p> <p>‘So’ as a Co-ordinating and Subordinating Conjunction</p> <p>Punctuating Direct Speech</p> <p>Active and Passive</p> <p>Using Prefixes (de-, dis-, mis-, over-)</p>
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