

English Long-Term Plan

<b>EYFS Literacy</b>		
<p>Three and Four-Year Olds</p>	<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>● Enjoy listening to longer stories and can remember much of what happens.</li> <li>● Pay attention to more than one thing at a time.</li> <li>● Use a wider range of vocabulary.</li> <li>● Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</li> <li>● Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>● Sing a large repertoire of songs.</li> <li>● Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>● Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>● Develop their pronunciation but may have problems saying:               <ul style="list-style-type: none"> <li>● some sounds: r, j, th, ch, and sh</li> <li>● multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul> </li> <li>● Use longer sentences of four to six words.</li> <li>● Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>● Start a conversation with an adult or a friend and continue it for many turns.</li> <li>● Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>● Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>● print has meaning</li> <li>● print can have different purposes</li> <li>● we read English text from left to right and from top to bottom                   <ul style="list-style-type: none"> <li>● the names of the different parts of a book</li> <li>● page sequencing</li> </ul> </li> </ul> </li> <li>● Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>● spot and suggest rhymes</li> <li>● count or clap syllables in a word</li> <li>● recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>● Engage in extended conversations about stories, learning new vocabulary.</li> <li>● 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.</li> <li>● Write some or all of their names.</li> <li>● Write some letters accurately.</li> </ul> <p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>● Use a comfortable grip with good control when holding pens and pencils.</li> </ul> <p>Show a preference for a dominant hand.</p>

Reception

**Communication and Language**

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

**Literacy**

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

**Physical Development**

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG	<b>Communication and Language</b>	<b>Listening, Attention and Understanding</b>		<b>Literacy</b>	<b>Comprehension</b>	
		<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>				<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>Anticipate – where appropriate – key events in stories;</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
		<b>Speaking</b>				
<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>		<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>				
<b>Physical Development</b>			<b>Writing</b>			
<ul style="list-style-type: none"> <li>Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>		<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>				
<b>EYFS</b>			<b>YEAR 1</b>	<b>YEAR 2/3</b>	<b>YEAR 4/5</b>	<b>YEAR 6</b>
<b>2023/24</b>		<b>2023/24</b>	<b>2023/24</b>	<b>2023/24</b>	<b>2023/24</b>	
<b>Autumn 1</b>	<b>Writing Genres and Texts</b> Narrative: Stories with predictable phrasing - The Little Red Hen Non Fiction: lists, labels and captions. Instructions - How to make bread.	<b>Writing Genres and Texts</b> Narrative: Stories with predictable phrasing - The Little Red Hen Non Fiction: lists, labels and captions. Instructions - How to make bread.	<b>Writing Genres and texts</b> Narrative: Fairy Tales - Jack and the Beanstalk Non Fiction: recount - A Journalist aboard the HMT Windrush Poetry: List Poems- We are all different	<b>Writing Genres and Texts</b> Narrative: myth - The Stone Trolls. Non Fiction: Poetry: <b>Sentence Structure, Grammar, Punctuation</b>	<b>Books/texts</b> Blitzed – Robert Swindells Raven’s Gate – Anthony Horowitz Horowitz Horror 1 and 2 – Anthony Horowitz <b>Film</b>	

<p>Poetry: building vocabulary - An Elephant Goes like this and that.</p> <p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Learn and begin to use new vocabulary throughout the day.</li> <li>Develop their pronunciation and pronunciation.</li> <li>Start a conversation with an adult or a friend.</li> <li>Develop social phrases.</li> <li>Understand how to listen carefully and why listening is important.</li> </ul> <p><b><u>Literacy</u></b>(Also see phonics)</p> <ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> </ul> </li> <li>recognise words with the same initial sound, such as money and mother.</li> <li>Write some or all of their name.</li> </ul>	<p>Poetry: building vocabulary - An Elephant Goes like this and that</p> <p><b><u>Sentence Structure, Grammar, Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Saying sentences out loud before writing them.</li> <li>Sequencing sentences to form narratives.</li> <li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>Use finger spaces.</li> </ul> <p><b><u>Spelling</u></b> See phonics</p> <p><b><u>Guided Reading</u></b></p> <ul style="list-style-type: none"> <li>Recognising and joining in with predictable phrases</li> <li>Learning to appreciate rhymes and poems, and to recite some by heart</li> <li>Checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>	<p>What makes me, me</p> <p><b><u>Sentence Structure, Grammar, Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Write correctly sequenced sentences</li> <li>Using coordinating conjunctions</li> <li>Use accurate punctuation inc. capital letters, full stops and question marks.</li> <li>Expanded noun phrases</li> <li>Reported speech</li> <li>Present perfect tense</li> <li>Paragraphs</li> <li>Time conjunctions/adverbials/prepositions</li> <li>'a' and 'an'</li> </ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>Y2 Suffixes review</li> <li>Prefix dis/un</li> <li>Apostrophes for contraction</li> <li>/ei/ sound grapheme eigh/aigh/ey</li> <li>Homophones</li> </ul> <p><b><u>Guided Reading</u></b></p> <ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> <li>Vocabulary retrieval</li> </ul>	<p>Recapping over Year 2/3 areas</p> <p>Adjectives Pronouns Prepositions</p> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</li> <li>/aɪ/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)</li> <li>Homophones (to/two/too and sea/see and be/ bee and blue/blew)</li> <li>/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'</li> <li>/s/sound spelt 'c' before 'e', 'i' and 'y'</li> </ul> <p><b><u>Guided Reading</u></b></p> <ul style="list-style-type: none"> <li>give/explain the meaning of words in context</li> <li>retrieve and record information/identify key details from fiction and non-fiction</li> </ul> <p><b><u>Class Readers</u></b></p>	<p>The Elephant Man (emotion, mood writing, vocabulary)</p> <p><b><u>Writing Genres</u></b> Biographies, narratives, descriptive writing, emotional writing</p> <p><b><u>Sentence Structure, Grammar, Punctuation</u></b> Revise Year 5 objectives:</p> <ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes</li> <li>Verb prefixes</li> <li>Using relative clauses</li> <li>Cohesion within a paragraph, linking ideas across paragraphs</li> <li>Using adverbials of time</li> <li>Using brackets, dashes, commas to indicate parenthesis</li> <li>Use of commas to clarify meaning/avoid ambiguity</li> </ul> <p><b><u>Spelling</u></b> Words ending in: -ant, -ance, -ancy, -ent, -ence, -ency Words ending in: -ably, -ibly, -able, -ible</p> <p><b><u>Guided Reading</u></b> <b><u>Class Readers</u></b> Blitzed – Robert Swindells Raven's Gate – Anthony Horowitz</p>
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	<ul style="list-style-type: none"> <li>Write some letters accurately.</li> <li>Engage in conversations about books.</li> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Read a few common exception words matched to the school’s phonic programme.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul> <p><b>Class Readers</b> All Are Welcome, The Colour Monster, The Owl Babies, Twitch</p>	<ul style="list-style-type: none"> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> </ul> <p><b>Class Readers</b> All Are Welcome, The Colour Monster, The Owl Babies, Twitch</p> <p><b>Handwriting</b> Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>The Ladder Family</p> <ul style="list-style-type: none"> <li>Forming the letters correctly by starting and finishing in the correct place.</li> </ul>	<p><b>Class Readers</b> Who’s afraid of the big bad book Amazing Grace</p> <p><b>Handwriting</b> The ladder family</p> <ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</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</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Use spacing between words that reflects the size of the letters</li> </ul>	<p>Farther - Grahame Baker-Smith <a href="https://www.youtube.com/watch?v=cOrNy5krE-g">https://www.youtube.com/watch?v=cOrNy5krE-g</a></p> <p><b>Handwriting</b> The ladder family</p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	<p>Horowitz Horror 1 and 2 – Anthony Horowitz</p> <p><b>Handwriting</b> The ladder family</p> <ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by:</li> <li>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choosing the writing implement that is best suited for a task</li> </ul>
<p><b>Autumn 2</b></p>	<p><b>Writing Genres and Texts</b> Narrative: Stories with predictable phrasing - Monkey See, Monkey Do by Pie Corbett Non Fiction: Recount Poetry: Rhyming couplets - Number one touch Your Tongue.</p>	<p><b>Writing Genres and Texts</b> Narrative: Stories with predictable phrasing - Monkey See, Monkey Do by Pie Corbett Non Fiction: Recount</p>	<p><b>Writing Genres and Texts</b> Narrative: Stories with recurring language - Question Time by Julia Donaldson Non Fiction: Explanation</p>	<p><b>Writing Genres and Texts</b> Poetry: Free Verse-The Magic Box Non Fiction: Report Writing</p> <p><b>Sentence Structure, Grammar, Punctuation</b></p>	<p><b>Books/texts</b> Raven’s Gate – Anthony Horowitz</p> <p><b>Film</b> The Speckled Band (character development, plot, structure, viewpoints)</p>

<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>● Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>● Retell the story, once they have developed a deep familiarity with the text, some as exact repetition</li> <li>● Learn and begin to use new vocabulary throughout the day.</li> <li>● Develop their pronunciation and pronunciation.</li> <li>● Start a conversation with an adult or a friend.</li> <li>● Develop social phrases.</li> <li>● Understand how to listen carefully and why listening is important.</li> <li>● Describe events in some detail.</li> <li>● Learn rhymes, poems and songs.</li> <li>● Engage in non-fiction books.</li> <li>● Listen carefully to rhymes and songs, paying attention to how they sound</li> </ul> <p><b><u>Literacy</u></b> - (Also see phonics)</p> <ul style="list-style-type: none"> <li>● Develop their phonological awareness, so that they can:</li> </ul>	<p>Poetry: Rhyming couplets - Number one touch Your Tongue.</p> <p><b><u>Sentence Structure, Grammar, Punctuation</u></b></p> <ul style="list-style-type: none"> <li>● Composing a sentence orally before writing it.</li> <li>● Reading their writing out aloud, clearly enough so that it can be heard by the teacher and their peers.</li> <li>● Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>● Use finger spaces.</li> <li>● Past and present tense</li> <li>● Joining words and clauses using 'and' and 'because'.</li> <li>● Punctuate sentences using an exclamation mark.</li> </ul> <p><b><u>Spelling</u></b> - (Also see phonics)</p> <ul style="list-style-type: none"> <li>● Suffix ed.</li> </ul> <p><b><u>Guided Reading</u></b></p> <ul style="list-style-type: none"> <li>● Learning to appreciate rhymes and poems, and to recite some by heart.</li> </ul>	<p>Poetry: Vocabulary building - We're going to find the monster - Malorie Blackman</p> <p><b><u>Sentence Structure, Grammar, Punctuation</u></b></p> <ul style="list-style-type: none"> <li>● Commas in a list</li> <li>● Noun, verb, adjective</li> <li>● Write correctly sequenced sentences</li> <li>● Use accurate punctuation inc. capital letters, full stops and question marks.</li> <li>● Sentences with different forms: statement, question, exclamation, command</li> <li>● Subordinating conjunctions</li> <li>● Annotations</li> <li>● Past Tense</li> <li>● Time conjunctions</li> <li>● 'a' and 'an'</li> </ul> <p><b><u>Spelling</u></b> - (Also see phonics)</p> <ul style="list-style-type: none"> <li>● Revise homophones</li> <li>● Prefix mis/ re</li> <li>● /i/ spelt y words</li> <li>● proofreading</li> <li>● words ending in /g/ spelt gue and /k/ spelt que</li> </ul> <p><b><u>Guided Reading</u></b></p> <ul style="list-style-type: none"> <li>● Summarising.</li> </ul>	<ul style="list-style-type: none"> <li>● Adjectives, Alliteration, Onomatopoeia, Similes</li> <li>● Use of paragraphs to organise ideas around a theme</li> <li>● Noun phrases expanded by the addition of modifying adjectives</li> <li>● Use of commas after fronted adverbials</li> <li>● Extending the range of sentences with more than one clause by using a wider range of conjunctions</li> </ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>● /n/ sound spelt 'kn' and 'gn' at the beginning of words</li> <li>● Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</li> <li>● /aɪ/sound spelt 'y'</li> </ul> <p><b><u>Guided Reading</u></b></p> <ul style="list-style-type: none"> <li>● make inferences from the text/explain and justify inferences with evidence from the text</li> <li>● predict what might happen from details stated and implied</li> </ul> <p><b><u>Class Readers</u></b></p> <p>Journey to Jo'burg - Beverley</p>	<p><b><u>Writing Genres</u></b></p> <p>Explanation text, narratives, descriptive writing, emotional writing</p> <p><b><u>Sentence Structure, Grammar, Punctuation</u></b></p> <p>Revise Year 5 objectives:</p> <ul style="list-style-type: none"> <li>● · Converting nouns or adjectives into verbs using suffixes</li> <li>● · Verb prefixes</li> <li>● · Using relative clauses</li> <li>● · Cohesion within a paragraph, linking ideas across paragraphs</li> <li>● · Using adverbials of time</li> <li>● · Using brackets, dashes, commas to indicate parenthesis</li> <li>● · Use of commas to clarify meaning/avoid ambiguity</li> </ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>● Words ending in: -ant, -ance, -ancy, -ent, -ence, -ency</li> </ul>
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<ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> <li>• Engage in conversations about books.</li> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• 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</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul> <p><b>Class Readers:</b> Pumpkin Soup,</p>	<ul style="list-style-type: none"> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>• Explain clearly their understanding of what is read to them.</li> <li>• Predicting what might happen on the basis of what has been read so far.</li> </ul> <p><b>Class readers:</b> Pumpkin Soup, Leaf man, Autumn rhymes and poems, We’re Going on bear hunt, Rosie’s walk, Town and Country Mouse, Pink is for Boys.</p> <p><b>Handwriting</b> Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>The Robot Family – Forming the letters correctly by starting and finishing in the correct place.</p>	<p><b>Class Readers</b></p> <ul style="list-style-type: none"> <li>• Hansel and Gretel</li> <li>• Hodgeheg</li> </ul> <p><b>Handwriting</b> The Robot Family.</p> <ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</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</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>	<p>Naidoo <b>Handwriting</b> The Robot Family</p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	<ul style="list-style-type: none"> <li>• Words ending in: -ably, -ibly, -able, -ible</li> </ul> <p><b>Guided Reading</b> Raven’s Gate (As above)</p> <p><b>Class Readers</b> <b>n/a</b></p> <p><b>Handwriting</b> The Robot Family</p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by:</li> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Choosing the writing implement that is best suited for a task</li> </ul>
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	Leaf man, Autumn rhymes and poems, We're Going on bear hunt, Rosie's walk, Town and Country Mouse, Pink is for Boys.				
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2/3</b>	<b>YEAR 4/5</b>	<b>YEAR 6</b>
	<b>2023/24</b>	<b>2023/24</b>	<b>2023/24</b>	<b>2023/24</b>	<b>2023/24</b>
<b>Spring 1</b>	<p><b><u>Writing Genres and Texts</u></b>  Contemporary fiction - Dogger  Report - Toy man  Poetry - Diamantes</p> <p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>I can articulate my ideas and thoughts in well-formed sentences.</li> <li>I am beginning to join sentences together using different connectives.</li> <li>I can anticipate key events and phrases in rhymes and stories</li> <li>I can focus attention – can still listen or do, but can change their own focus of attention</li> <li>I can begin to understand why and how questions</li> <li>I am beginning to develop questions - why things happen and give explanations. Ask e.g. who, what, when, how</li> <li>I am beginning to use a range of tenses (e.g. play, playing, will play, played)</li> </ul>	<p><b><u>Writing Genres and Texts</u></b>  Contemporary fiction - Dogger  Report - Toy man  Poetry - Diamantes</p> <p><b><u>Speaking and Listening:</u></b></p> <ul style="list-style-type: none"> <li>I can ask relevant questions to extend my understanding and knowledge</li> <li>I can maintain attention and participate actively in collaborative conversations.</li> <li>I can use spoken language to develop understanding through exploring ideas.</li> <li>I can participate in discussions.</li> <li>I can select and use appropriate registers for effective communication.</li> </ul>	<p><b><u>Writing Genres and Texts</u></b>  Traditional Tales - Myths a creation story - Model Text: Just So Stories  Rudyard Kipling  Poetry: Vocabulary building  Read write and perform free verse poetry - Go and open the door - Miraslov Holub</p> <p><b><u>Sentence Structure, Grammar, Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Write correctly sequenced sentences</li> <li>Using coordinating conjunctions</li> <li>Use accurate punctuation inc. capital letters, full stops and question marks.</li> <li>Expanded noun phrases</li> </ul> <p><b><u>Spelling</u></b> - (Also see phonics)</p> <ul style="list-style-type: none"> <li>-ness and -ful</li> <li>sub- and tele-</li> <li>apostrophe for contraction</li> </ul>	<p><b><u>Writing Genres and Texts</u></b>  Suspense and mystery - Develop skills of building up atmosphere in writing e.g. passages building up tension  Model Text - The Manor House</p> <p>Explanation - Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style</p> <p><b><u>Sentence Structure, Grammar, Punctuation</u></b></p> <ul style="list-style-type: none"> <li>creating settings, characters and plot</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using and punctuating direct speech</li> </ul> <p><b><u>Spelling</u></b></p>	<p><b><u>Books/texts</u></b>  Refugee Boy – Benjamin Zephaniah  Wonder – RJ Palacio</p> <p><b><u>Film</u></b>  Duck Soup (humorous writing, viewpoints)</p> <p><b><u>Writing Genres</u></b></p> <ul style="list-style-type: none"> <li>Persuasion</li> <li>Descriptive writing</li> <li>Narratives (including chronological, historical, illustrated)</li> <li>Writing from another's viewpoint</li> </ul> <p><b><u>Sentence Structure, Grammar, Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Informal/formal speech</li> <li>Use of the passive to affect information in a sentence</li> <li>Linking ideas across paragraphs using cohesive devices,</li> </ul>



<ul style="list-style-type: none"> <li>I can use intonation, rhythm and phrasing to make the meaning clear to others</li> <li>I can talk more extensively about things that are of particular importance to me.</li> <li>I can use to talk to help organise my thinking and activities.</li> <li>I can engage in non-fiction books.</li> </ul> <p><b>Literacy -</b> (Also see phonics)</p> <ul style="list-style-type: none"> <li>I can recognise individual letters and letter groups that make one sound in level and</li> <li>say the sounds for them.</li> <li>I can blend sounds to read cvc words.</li> <li>I can read the level 3 common exception words.</li> <li>I can write the level 2 common exception words.</li> <li>I can read simple phrases and sentences using level 3 sounds and common exception words.</li> <li>I can recognisably form the level 2 and 3 letters.</li> </ul>	<p><b>Sentence Structure, Grammar, Punctuation</b></p> <ul style="list-style-type: none"> <li>Compose a sentence orally before they write it.</li> <li>Sequence sentences to form short narratives.</li> <li>Discuss what they have written with the teacher or with other pupils.</li> <li>Leave spaces between words.</li> <li>Punctuate sentences using capital letters and full stops and question marks.</li> <li>Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</li> </ul> <p><b>Spelling -</b> (Also see phonics)</p> <ul style="list-style-type: none"> <li>Use the spelling rule for adding -s or -es.</li> <li>To use the spelling rule for ing and ed.</li> <li>To understand and use the term syllables.</li> </ul> <p><b>Guided Reading</b></p>	<ul style="list-style-type: none"> <li>-ssion and -ssure</li> <li>French spelling ch</li> <li>-less and -ly</li> </ul> <p>Year 2 - common exception words and decodable words linked to their phonics learning.</p> <p><b>Guided Reading</b> Fluency and vocabulary retrieval linking to our writing</p> <p><b>Class Readers</b> Tuesday Fantastic Mr Fox</p> <p><b>Handwriting</b> The Robot Family.</p> <ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</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</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Words from statutory and personal spelling lists</li> <li>Words ending sure</li> <li>Prefixes 'in-', 'il-', 'im-' and 'ir-'</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</li> </ul> <p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>discuss words and phrases that capture the reader's interest and imagination</li> <li>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> </ul> <p><b>Class Readers</b> The Boy at the Back of the Class - Onjali Q. Raúf</p> <p><b>Handwriting</b> The Robot Family</p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that</li> </ul>	<p>repetition of a word or phrase</p> <ul style="list-style-type: none"> <li>Use of colon and semi-colon.</li> <li>Use colon to introduce a list and the semi-colon within lists</li> <li>Informal and informal dialogue</li> <li>Subjunctive form</li> <li>Writing from the perspective of others</li> <li>Using ellipses</li> <li>Layout devices for non-fiction</li> <li>Use of bullet points</li> <li>Tenses</li> </ul> <p><b>Spelling</b> <b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>Words ending in: -ant, -ance, -ancy, -ent, -ence, -ency (from Autumn Term)</li> <li>Words ending in: -ably, -ibly, -able, -ible</li> <li>Words ending in: -tious, -cious, -cial, -tial</li> <li>Homophones</li> <li>Silent letters</li> <li>Revise spellings from year 3 and 4</li> </ul>
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	<ul style="list-style-type: none"> <li>● I can spell words by segmenting the sounds and then writing the graphemes.</li> <li>● I am beginning to write short sentences.</li> <li>● I can retell stories by creating and using story maps.</li> <li>● I know what a character and a setting is.</li> <li>● I can innovate stories creating my own.</li> <li>● I can discuss the characters and settings of texts.</li> <li>● I am beginning to use simple story structures when making up stories and in my play.</li> <li>● I am beginning to use simple story language when making up stories and in my play.</li> <li>● I can predict and infer from texts.</li> <li>● I can sequence stories</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>● I know how to hold my pencil correctly.</li> <li>● I can hold a pencil in a tripod grip with more control and consistency</li> </ul> <p><b>Class Readers:</b> Winter (I love the seasons) by Lizzie Scott (non-Fiction) I love you Blue Kangaroo</p>	<ul style="list-style-type: none"> <li>● to read words containing endings -s, -es, -ing, -ed and -est.</li> <li>● To read words with contractions and understand that the apostrophe represents the omitted letters.</li> <li>● Discuss word meanings, linking new meanings to those already known.</li> <li>● Discuss the significance of the title and events.</li> </ul> <p><b>Class readers:</b> Winter (I love the seasons) by Lizzie Scott (non-Fiction) I love you Blue Kangaroo No-Bot Non fiction book about materials Where’s my Teddy Bear? Floating and sinking non-fiction book. Poems: Teddy bear, teddy bear turn around. Robots-misbehaving What’s in the toybox? Winter</p> <p><b>Handwriting</b> Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>The Robot Family – Forming the letters correctly by</p>		<p>are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> <li>● Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	<p><b>Class Readers</b> The Boy at the Back of the Class - Onjali Q. Raúf</p> <p><b>Handwriting</b> The Robot Family</p> <ul style="list-style-type: none"> <li>● Write legibly, fluently and with increasing speed by:</li> <li>● Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>● Choosing the writing implement that is best suited for a task</li> </ul>
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	No-Bot Non fiction book about materials Where's my Teddy Bear? Floating and sinking non-fiction book. Poems: Teddy bear, teddy bear turn around. Robots-misbehaving What's in the toybox? Winter	starting and finishing in the correct place.			
<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2/3</b>	<b>YEAR 4/5</b>	<b>YEAR 6</b>	
<b>2023/24</b>	<b>2023/24</b>	<b>2023/24</b>	<b>2023/24</b>	<b>2023/24</b>	
<b>Spring 2</b>	<p><b><u>Writing Genres and Texts</u></b> Contemporary fiction - Not Now Bernard. Instructions - How to look after a Purple Fluffscruff Poetry - Rhyming pairs</p> <p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>I can articulate my ideas and thoughts in well-formed sentences.</li> <li>I am beginning to join sentences together using different connectives.</li> <li>I can anticipate key events and phrases in rhymes and stories</li> <li>I can focus attention – can still listen or do, but can change their own focus of attention</li> <li>I can begin to understand why and how questions</li> </ul>	<p><b><u>Writing Genres and Texts</u></b> Contemporary fiction - Not Now Bernard. Instructions - How to look after a Purple Fluffscruff Poetry - Rhyming pairs</p> <p><b><u>Speaking and Listening:</u></b></p> <ul style="list-style-type: none"> <li>I can ask relevant questions to extend my understanding and knowledge</li> <li>I can maintain attention and participate actively in collaborative conversations.</li> <li>I can use spoken language to develop understanding through exploring ideas.</li> </ul>	<p><b><u>Writing Genres and Texts</u></b> Instructions – Model Text - How to trap a dragon  Poetry: Haiku/Tanka/Kennings  Kennings - Linked to our science unit on animals, can you guess the animal?  Haiku and Tanka - Creating them about spring and recalling our unit on plants</p> <p><b><u>Sentence Structure, Grammar, Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Write correctly sequenced sentences</li> <li>Use accurate punctuation inc. capital letters, full stops and question marks.</li> <li>Imperative voice</li> </ul>	<p><b><u>Writing Genres and Texts</u></b> Explanation - Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style  Persuasion - Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing</p> <p><b><u>Sentence Structure, Grammar, Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Rhetorical questions</li> <li>Causal connectives</li> <li>Generalisers</li> <li>Present tense</li> </ul> <p><b><u>Spelling</u></b></p>	<p><b><u>Books/texts</u></b> Wonder – RJ Palacio <b><u>Film</u></b> The Boy in the Striped Pyjamas (Emotion, vocabulary, viewpoints) <b><u>Writing Genres</u></b></p> <ul style="list-style-type: none"> <li>Persuasion</li> <li>Descriptive writing</li> <li>Narratives (including chronological, historical, illustrated)</li> <li>Writing from another's viewpoint</li> </ul> <p><b><u>Sentence Structure, Grammar, Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Informal/formal speech</li> </ul>

<ul style="list-style-type: none"> <li>I am beginning to develop questions - why things happen and give explanations. Ask e.g. who, what, when, how</li> <li>I am beginning to use a range of tenses (e.g. play, playing, will play, played)</li> <li>I can use intonation, rhythm and phrasing to make the meaning clear to others</li> <li>I can talk more extensively about things that are of particular importance to me.</li> <li>I can use to talk to help organise my thinking and activities.</li> <li>I can engage in non-fiction books.</li> </ul> <p><b>Literacy -</b> (Also see phonics)</p> <ul style="list-style-type: none"> <li>I can recognise individual letters and letter groups that make one sound in level and</li> <li>say the sounds for them.</li> <li>I can blend sounds to read ccvc and cvcc words.</li> <li>I can read the level 4 common exception words.</li> <li>I can write the level 2</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in discussions.</li> <li>I can select and use appropriate registers for effective communication.</li> </ul> <p><b>Sentence Structure, Grammar, Punctuation</b></p> <ul style="list-style-type: none"> <li>Compose a sentence orally before they write it.</li> <li>Sequence sentences to form short narratives.</li> <li>Discuss what they have written with the teacher or with other pupils.</li> <li>Leave spaces between words.</li> <li>Punctuate sentences using capital letters and full stops, question marks and exclamation marks.</li> <li>Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</li> </ul> <p><b>Spelling -</b> (Also see phonics)</p> <ul style="list-style-type: none"> <li>Use the spelling rule for adding -s or -es.</li> </ul>	<ul style="list-style-type: none"> <li>Editing spelling</li> </ul> <p><b>Spelling -</b> (Also see phonics)</p> <ul style="list-style-type: none"> <li>Super and auto prefixes</li> <li>Strategies and the point of writing: homophones</li> <li>Proofreading</li> <li>Words with /k/ sound spelt ch</li> </ul> <p>Year 2 - common exception words and decodable words linked to their phonics learning.</p> <p><b>Guided Reading</b> Inference</p> <p><b>Class Readers</b> The Battle of Bubble and Squeak</p> <p><b>Handwriting</b></p> <p>The Curly Caterpillar family.</p> <ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</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</li> <li>Write capital letters and digits of the correct size,</li> </ul>	<ul style="list-style-type: none"> <li>Words from statutory and personal spelling lists</li> <li>Words ending ture</li> <li>Prefix anti</li> <li>Prefix inter</li> </ul> <p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>discuss words and phrases that capture the reader's interest and imagination</li> <li>apply their growing knowledge of root words, prefixes and suffixes , both to read aloud and to understand the meaning of new words they meet</li> </ul> <p><b>Class Readers</b> The Boy at the Back of the Class - Onjali Q. Raúf</p> <p><b>Handwriting</b> The Robot Family</p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to</li> </ul>	<ul style="list-style-type: none"> <li>Use of the passive to affect information in a sentence</li> <li>Linking ideas across paragraphs using cohesive devices, repetition of a word or phrase</li> <li>Use of colon and semi-colon.</li> <li>Use colon to introduce a list and the semi-colon within lists</li> <li>Informal and informal dialogue</li> <li>Subjunctive form</li> <li>Writing from the perspective of others</li> <li>Using ellipses</li> <li>Layout devices for non - fiction</li> <li>Use of bullet points</li> </ul> <p>Consolidation of the Autumn Term:</p> <ul style="list-style-type: none"> <li>Tenses</li> </ul>
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	<p>and 3 common exception words.</p> <ul style="list-style-type: none"> <li>● I can read simple phrases and sentences using level 3 and 4 sounds and common exception words.</li> <li>● I can recognisably form the level 2 and 3 letters.</li> <li>● I can spell words by segmenting the sounds and then writing the graphemes.</li> <li>● I am beginning to write short sentences.</li> <li>● I can retell stories by creating and using story maps.</li> <li>● I know what a character and a setting is.</li> <li>● I can innovate stories creating my own.</li> <li>● I can discuss the characters and settings of texts.</li> <li>● I am beginning to use simple story structures when making up stories and in my play.</li> <li>● I am beginning to use simple story language when making up stories and in my play.</li> <li>● I can predict and infer from texts.</li> </ul>	<ul style="list-style-type: none"> <li>● To use the spelling rule for ing and ed.</li> <li>● To understand and use the term syllables.</li> </ul> <p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>● to read words containing endings -s, -es, -ing, -ed and -est.</li> <li>● To read words with contractions and understand that the apostrophe represents the omitted letters.</li> <li>● Discuss word meanings, linking new meanings to those already known.</li> <li>● Discuss the significance of the title and events.</li> </ul> <p><b>Class readers:</b></p> <p>Mr Gumpy’s Outing.  The Three Billy Goats Gruff  The Monkey King  The River by Marc Martin  Poems:  If I were a bird by Jackie Silberg  The Zoo  Animal Chatter  5 Currant Buns in a Baker’s shop.</p> <p><b>Handwriting</b></p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p>	<p>orientation and relationship to one another and to lower-case letters</p> <ul style="list-style-type: none"> <li>● Use spacing between words that reflects the size of the letters.</li> </ul>	<p>one another, are best left unjoined</p> <ul style="list-style-type: none"> <li>● Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	<ul style="list-style-type: none"> <li>● Modal verbs</li> <li>● Clauses</li> </ul> <p><b>Spelling</b></p> <p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>● Words ending in: -ant, -ance, -ancy, -ent, -ence, -ency (from Autumn Term)</li> <li>● Words ending in: -ably, -ibly, -able, -ible</li> <li>● Words ending in: -tious, -cious, -cial, -tial</li> <li>● Homophones</li> <li>● Silent letters</li> <li>● Revise key word spellings from year 3 and 4</li> <li>● Revise key word spellings from year 5 and 6.</li> </ul> <p><b>Class Readers</b></p>
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	<ul style="list-style-type: none"> <li>I can sequence stories</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>I know how to hold my pencil correctly.</li> <li>I can hold a pencil in a tripod grip with more control and consistency</li> </ul> <p><b>Class Readers:</b> Mr Gumpy's Outing. The Three Billy Goats Gruff The Monkey King The River by Marc Martin Poems: If I were a bird by Jackie Silberg The Zoo Animal Chatter 5 Currant Buns in a Baker's shop.</p>	The Curly Caterpillar family – Forming the letters correctly by starting and finishing in the correct place.			The Boy at the Back of the Class - Onjali Q. Raúf <b>Handwriting</b> The Robot Family <ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by:</li> <li>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choosing the writing implement that is best suited for a task</li> </ul>
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2/3</b>	<b>YEAR 4/5</b>	<b>YEAR 6</b>
	<b>2023/24</b>	<b>2023/24</b>	<b>2023/24</b>	<b>2023/24</b>	<b>2023/24</b>
<b>Summ er 1</b>	<p><b>Writing Genres and Texts</b> Traditional tales: Jack and the Beanstalk Non-chronological report: The giant from Jack and the Beanstalk. Poem - 'Blue'</p> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>I can listen attentively.</li> <li>I can take part in whole class interactions.</li> <li>I can make comments about what I have heard.</li> <li>I can ask questions to clarify my understanding.</li> <li>I can hold a conversation with teachers and peers.</li> </ul>	<p><b>Writing Genres and Texts</b> Traditional tales: Jack and the Beanstalk Non-chronological report: The giant from Jack and the Beanstalk. Poem - 'Blue'</p> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>When participating in discussions I can stay on topic and respond to comments.</li> <li>I can use spoken language to develop understanding through speculating.</li> </ul>	<p><b>Writing Genres and Texts</b> Traditional tales: The Wolf's Story Performance poems: The School Kids Rap by John Foster Baby Rap by Ian Souter Question Time by Michaela Morgan Cloakroom Argument by Andy Seed</p> <p><b>Sentence Structure, Grammar, Punctuation</b></p> <ul style="list-style-type: none"> <li>Use accurate punctuation inc. capital letters, exclamation marks,</li> </ul>	<p><b>Writing Genres and Texts</b> Poetry – Cinquian's with a focus on weather and nature. Biographical story – The Great Mouse Plot – extract from Boy, Roald Dahl.</p> <p><b>Sentence Structure, Grammar, Punctuation</b></p> <ul style="list-style-type: none"> <li>Use accurate punctuation inc. capital letters, exclamation marks, full stops and question marks.</li> <li>First person writing</li> <li>Speech Punctuation</li> </ul>	<p><b>Books / texts</b> The Ghost of Thomas Kempe – Penelope Lively Burn Out / Rat – Robert Swindells The Savage – David Almond</p> <p><b>Film</b> The Walk (suspense, character development, viewpoint) Suffragette (Historical narrative)</p> <p><b>Writing Genre</b> Descriptive writing Historical narratives Note taking Letter writing</p>

<ul style="list-style-type: none"> <li>I can participate in discussions, offering up my own ideas, using recently introduced vocabulary.</li> <li>I can offer explanations for why things might happen, using recently introduced vocabulary.</li> <li>I can connect ideas together using a range of connectives.</li> <li>I am beginning to correctly use past, present and future tense.</li> </ul> <p><b>Literacy -</b> (Also see phonics)</p> <ul style="list-style-type: none"> <li>I can recognise individual letters and letter groups that make one sound in level and say the sounds for them.</li> <li>I can blend sounds to read ccvc and cvcc words.</li> <li>I can read the level 4 and some of the level 5 common exception words.</li> <li>I can write the level 3 and 4 common exception words.</li> <li>I can write recognisable letters, most of which are correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>I can speak audibly and fluently.</li> <li>I can take into account the views of others.</li> </ul> <p><b>Sentence Structure, Grammar, Punctuation</b></p> <ul style="list-style-type: none"> <li>Sequence sentences to form short narratives.</li> <li>Discuss what they have written with the teacher or with other pupils.</li> <li>Punctuate sentences using capital letters and full stops, question marks and exclamation marks.</li> <li>Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</li> </ul> <p><b>Spelling -</b> (Also see phonics)</p> <ul style="list-style-type: none"> <li>Use the spelling rule for the prefix -un</li> <li>To use the spelling rule for er and est.</li> <li>To write from memory simple sentences dictated by the teacher.</li> </ul> <p><b>Guided Reading</b></p>	<p>full stops and question marks.</p> <ul style="list-style-type: none"> <li>First person writing</li> <li>Speech Punctuation</li> <li>Paragraphs</li> <li>Rhetorical questions</li> <li>Past tense</li> </ul> <p><b>Spelling -</b> (Also see phonics)</p> <ul style="list-style-type: none"> <li>adding er and ed to words ending in e</li> <li>eer saying /ear/</li> <li>ture saying /cher/</li> <li>adding est and y to words ending in e</li> <li>mb saying m</li> <li>suffixes ful, e/es, ing, ed, er, less, ness, ly</li> <li>suffixes ending -ly</li> <li>apostrophes for contractions</li> <li>rare gcps /l/ sound</li> <li>vowel digraphs</li> <li>Phase 5 GCPS</li> <li>Homophones</li> <li>Strategies for learning words</li> <li>Proofreading</li> <li>/ai/ spelt i</li> </ul> <p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>Comprehensions and sequencing.</li> </ul> <p><b>Class readers:</b> Hansel and Gretel The Legend of Podkin One-Ear by Kieran Larwood</p>	<ul style="list-style-type: none"> <li>Paragraphs</li> <li>Simile and Metaphor</li> <li>Past tense verbs</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>homophones</li> <li>prefixes - in, im, il, ir</li> <li>spellings with the sound /ey/ and spellings ou and ch</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</li> <li>Phase 5 GCPS</li> <li>Homophones</li> <li>Strategies for learning words</li> <li>Proofreading</li> <li>/ai/ spelt i</li> </ul> <p><b>Guided Reading</b> Whole class guided reading focus on comprehension and vocabulary using extracts from children's classics such as Alice through the Looking Glass, Paddington Bear, and The Lion the Witch and the Wardrobe.</p> <p><b>Class Readers</b> The Angel of Nitshill Road</p> <p><b>Class Poems</b> Adelaide Crapsey's Snow.</p> <p><b>Handwriting</b></p>	<p>Reports</p> <ul style="list-style-type: none"> <li><b>Sentence Structure, Grammar, Punctuation</b> Synonyms and antonyms</li> <li>Linking ideas across paragraphs</li> <li>Writing from the perspective of others</li> <li>Go over all punctuation, including year 6</li> <li>Revise all sentence work from year 3, 4 and 5</li> <li>Revise all Year 6 criteria</li> </ul> <p><b>Spelling</b> Words ending in: -ough, Words using silent letters that cannot be predicted by pronunciation. Words with ei after c, and exceptions Homophones (ALL THE ABOVE BEFORE SATS) Use of Year 5/6 word list</p> <p>Revise spellings from year 3 and 4</p>
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<ul style="list-style-type: none"> <li>● I can spell words by segmenting the sounds and then writing the graphemes.</li> <li>● I can write simple phrases that can be read by others.</li> <li>● I can re-read what I have written to check it makes sense.</li> <li>● I can retell stories by creating and using story maps.</li> <li>● I can retell stories and narrative using my own words and recently introduced vocabulary.</li> <li>● I can anticipate key events in stories.</li> <li>● I can use and understand new vocabulary in discussions about a range of different texts.</li> <li>● I can use recently introduced vocabulary in role play.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>● I mostly hold my pencil in a tripod grip.</li> <li>● I can sit at a table and on the floor with a good posture.</li> </ul> <p><b>Class Readers:</b> Badgers Parting Faruq and the Wiri Wiri.</p>	<ul style="list-style-type: none"> <li>● to read words with more than one syllable.</li> <li>● To read words with contractions and understand that the apostrophe represents the omitted letters.</li> <li>● Draw in information they already know or background information and vocabulary provided to understand texts.</li> <li>● Make inferences based on what is being said and done. .</li> </ul> <p><b>Class readers:</b> Badgers Parting Faruq and the Wiri Wiri. Jim and the Beanstalk Busy day Firefighter Mamma Sleeping Scarf</p> <p><b>Class Poems:</b> Spring Everywhere My Lunchbox A Little Seed 10 Little Firefighters Rockaby Baby</p> <p><b>Handwriting</b> Sit correctly at a table, holding a pencil comfortably and correctly The Curly Caterpillar Family – Forming the letters correctly by starting and finishing in the correct place.</p>	<p><b>Handwriting</b> Sit correctly at a table, holding a pencil comfortably and correctly The Curly Caterpillar Family – Forming the letters correctly by starting and finishing in the correct place.</p>	<p>The Curly Caterpillar Family</p> <ul style="list-style-type: none"> <li>● Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>● Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	
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	Jim and the Beanstalk Busy day Firefighter Mamma Sleeping Scarf <b>Class Poems:</b> Spring Everywhere My Lunchbox A Little Seed 10 Little Firefighters Rockaby Baby				
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2/3</b>	<b>YEAR 4/5</b>	<b>YEAR 6</b>
	<b>2023/24</b>	<b>2023/24</b>	<b>2023/24</b>	<b>2023/24</b>	<b>2023/24</b>
<b>Summer 2</b>	<b>Writing Genres and Texts</b> Traditional tales: Little Red Riding Hood Explanation: The life cycle of a frog. Poem – The Seaside. <b>Communication and Language</b> <ul style="list-style-type: none"> <li>● I can listen attentively.</li> <li>● I can take part in whole class interactions.</li> <li>● I can make comments about what I have heard.</li> <li>● I can ask questions to clarify my understanding.</li> <li>● I can hold a conversation with teachers and peers.</li> <li>● I can participate in discussions, offering up my own ideas, using recently introduced vocabulary.</li> <li>● I can offer explanations for why things might happen, using recently introduced vocabulary.</li> <li>● I can connect ideas together using a range of connectives.</li> </ul>	<b>Writing Genres and Texts</b> Traditional tales: Little Red Riding Hood Explanation: The life cycle of a frog. Poem – The Seaside. <b>Speaking and Listening:</b> <ul style="list-style-type: none"> <li>● When participating in discussions I can stay on topic and respond to comments.</li> <li>● I can use spoken language to develop understanding through speculating.</li> <li>● I can speak audibly and fluently.</li> <li>● I can take into account the views of others.</li> </ul> <b>Sentence Structure, Grammar, Punctuation</b>			

<ul style="list-style-type: none"> <li>● I am beginning to correctly use past, present and future tense.</li> </ul> <p><b>Literacy -</b> (Also see phonics)</p> <ul style="list-style-type: none"> <li>● I can recognise individual letters and letter groups that make one sound in level and say the sounds for them.</li> <li>● I can blend sounds to read ccvc and cvcc words.</li> <li>● I can read the level 4 and some of the level 5 common exception words.</li> <li>● I can write the level 3 and 4 common exception words.</li> <li>● I can write recognisable letters, most of which are correctly formed.</li> <li>● I can spell words by segmenting the sounds and then writing the graphemes.</li> <li>● I can write simple phrases that can be read by others.</li> <li>● I can re-read what I have written to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>● Sequence sentences to form short narratives.</li> <li>● Discuss what they have written with the teacher or with other pupils.</li> <li>● Punctuate sentences using capital letters and full stops, question marks and exclamation marks.</li> <li>● Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</li> </ul> <p><b>Spelling -</b> (Also see phonics)</p> <ul style="list-style-type: none"> <li>● Use the spelling rule for the prefix -un</li> <li>● To use the spelling rule for er and est.</li> <li>● To write from memory simple sentences dictated by the teacher.</li> </ul> <p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>● to read words with more than one syllable.</li> <li>● To read words with contractions and understand that the apostrophe represents the omitted letters.</li> </ul>			
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	<ul style="list-style-type: none"> <li>● I can retell stories by creating and using story maps.</li> <li>● I can retell stories and narrative using my own words and recently introduced vocabulary.</li> <li>● I can anticipate key events in stories.</li> <li>● I can use and understand new vocabulary in discussions about a range of different texts.</li> <li>● I can use recently introduced vocabulary in role play.</li> </ul> <p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>● I mostly hold my pencil in a tripod grip.</li> <li>● I can sit at a table and on the floor with a good posture.</li> </ul> <p><b><u>Class readers:</u></b>  The Best Pumpkin Soup.  The Hungry Caterpillar  Wild Summer  Mamma’s Sleeping Scarf</p> <p><b><u>Class Poems:</u></b>  Fruits- A Caribbean counting song.  How does a butterfly go?  Its Sports day time.</p>	<ul style="list-style-type: none"> <li>● Draw in information they already know or background information and vocabulary provided to understand texts.</li> <li>● Make inferences based on what is being said and done. .</li> </ul> <p><b><u>Class readers:</u></b>  The Best Pumpkin Soup.  The Hungry Caterpillar  Wild Summer  Mamma’s Sleeping Scarf</p> <p><b><u>Class Poems:</u></b>  Fruits- A Caribbean counting song.  How does a butterfly go?  Its Sports day time.</p> <p><b><u>Handwriting</u></b>  Sit correctly at a table, holding a pencil comfortably and correctly  The Zig zag family  – Forming the letters correctly by starting and finishing in the correct place.</p>			
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