

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Funny Bones	Stick Man (bonfire poetry)	Lost and Found	Gruffalo	Harry and his bucket full of dinosaurs	Light house keeper's lunch
Non-negotiables	Hear sounds in words Write words using the sounds Form my letters correctly	Hear sounds in words Write words using the sounds Form my letters correctly	Hear sounds in words Write words using the sounds Form my letters correctly Finger spaces	Hear sounds in words Write words using the sounds Form my letters correctly Finger spaces	Hear sounds in words Write words using the sounds Form my letters correctly Finger spaces Capital letters and full stops	Hear sounds in words Write words using the sounds Form my letters correctly Finger spaces Capital letters and full stops
Curriculum Links: Reading	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Listen to a story with recall.  Name characters.	Discuss main events .  Link what they read or hear read to their own experiences.  Join in with predictable phrases.	Compare stories.  Learning to appreciate rhymes and poems, and to recite some by heart.  Discuss significance of main events.	Make inferences.  Correct inaccurate reading using syntax.  Predict what might happen next.	Recall features of fairy stories and traditional tales.  Discuss word meanings and link new ones to those already known.  Explain their understanding of what is read to them.
Text Organisation	Pupils can relate to what their writing says.	Begin to use the correct tense.	Begin to use determiners.	Use story openers and endings.		

Composition	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Write a caption which is heavily supported or dictated.</p> <p>Label pictures</p> <p>Hold a simple sentence.</p>	<p>Form most single letters correctly with correct starting positions.</p> <p>Write simple phrases and sentences (rehearsed) that can be read by others. (ELG/PC crossover)</p> <p>Write a caption without adult support.</p>	<p>Form capital letters.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Saying out loud what they are going to write about.</p> <p>Re-reading what they have written to check that it makes sense.</p>	<p>Discuss what they have written with the teacher or others.</p> <p>Compose a sentence orally before writing it.</p>	<p>Sequence sentences to form short narratives.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
Vocabulary, Grammar and Punctuation	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Orally segment to spell words.</p> <p>Spell CEW I, no, the, to, go, in.</p>	<p>Spell cvc, cvcc, ccvc words.</p> <p>Begin to use set 2 sounds using aids.</p> <p>Leave spaces between words.</p>	<p>Punctuate sentences using capital letters and full stops.</p> <p>Separation of words with spaces.</p>	<p>Use capital letters for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Join clauses using 'and'.</p>	<p>Sequencing sentences to form short narratives.</p>
Spoken Language and Listening	<p>Make use of props and materials when role playing</p>	<p>Speak in full sentences.</p>	<p>Maintain attention and participate actively in collaborative</p>	<p>Listen and respond appropriately to</p>	<p>Consider and evaluate different viewpoints,</p>	<p>Tense choice</p>

	<p>characters in narratives and stories.</p> <p>Use story language during play.</p> <p>Retell events in sequence.</p>	<p>Sometimes uses the correct tense during conversations.</p> <p>Invent adapt and recount narratives and stories with peers and their teacher.</p>	<p>conversations, staying on topic and initiating and responding to comments.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and Debates.</p>	<p>adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p>	<p>attending to and building on the contributions of others.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Articulate and justify answers, arguments, and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes.</p>
Hook for Learning	<p>CP: Starry night water tray with characters Play dough mats Story stones Role play masks</p>	<p>CP: printing with leaves/sticks Create family tree Play dough mats Stick puppet theatre  Bonfire party</p>	<p>CP: Ice tuff tray Make an igloo</p>	<p>Draw/paint Gruffalo just from listening to his description – vocab build</p> <p>Go to woods at Clifton</p>		<p>Seaside</p> <p>Picnic outside pass the basket down on a rope.</p>
Possible Approaches Ideas	<p>Hot seating Role play Junk modelling Songs</p>	<p>Zone of relevance Hot seating</p>	<p>Hot seating Talk4writing Zone of relevance</p>	<p>Hot seating Interviews Freeze frame Conscience ally Role play Talk4writing</p>	<p>Paired talk Presentations Zone of relevance Internet</p>	<p>Evidence packs Jig sawing Expert groups Internet Practical ICT Drama</p>

<p>Writing Outcomes (Genres building up to the final outcome)</p>	<p>Create skeleton from match sticks and label with cvc words – character description Instructions – how to put dog back together – use song Setting description – junk model first</p>	<p>Wanted poster – character description</p>	<p>Letter to penguin  Information text – penguins</p>	<p>Character description – build the Gruffalo/wanted poster</p>	<p>Diary entry</p>	<p>Setting description</p>
<p>Extended Final Writing Outcome</p>	<p>Narrative – Label story board for retell Innovate – speech bubbles</p>	<p>Setting description – postcard from different locations modelled/shared/independent  Bonfire poem</p>	<p>Narrative</p>	<p>Narrative – change the animals</p>	<p>Information text – dinosaur/animal modelled/shared/independent</p>	<p>Instructions/explanation text</p>
<p>EGPS (Follow mixed LTO)</p>	<p>All letters of the alphabet and the sounds which they most commonly represent.  Consonant digraphs which have been taught and the sounds which they represent.</p>	<p>Vowel digraphs which have been taught and the sounds which they represent.  Segmenting spoken words into sounds before choosing graphemes to represent the sounds.</p>	<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck after a single vowel in short word.  Words ending –y  Compound words</p>	<p>The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.  Adding s and es to words (plural of nouns and the third person singular of verbs)  The /v/ sound at the end of words</p>	<p>Division of words into syllables.  Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word.  Adding –er and –est to adjectives where no change is needed to the root word.</p>	<p>New consonant spellings ph and wh.  Adding the prefix –un.  The /k/ sound is spelt as k rather than as c before e, i and y.</p>

Spelling (follow scheme of work)	RWI	RWI	RWI	RWI	RWI	RWI