



Subject: English/Writing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Families-Ourselves	Light and Dark	Traditional Tales	Journeys	Growing	Countries & Continents
Text / Stimulus	Peace at Last – Jill Murphy 5 minutes Peace – Jill Murphy Rosie’s Walk – Pat Hutchins The 3 little Pigs Journey to school	Owl Babies – Martin Waddell Can’t you sleep little bear? – Martin Waddell A dark, dark tale- Ruth Brown Gunpowder plot (ppt)	Goldilocks and the 3 bears 3 Billy Goats Gruff Cinderella Prince Cinders The Great fairy tale Disaster	The Great explorer - Chris Judge Literacy shed- Taking flight Look Up - Nathan Bryon	Jaspers beanstalk – Nick Butterworth The Last Wolf Hungry Caterpillar- Eric Carle	Nini at the Carnival- Errol Lloyd Anansi the Spider- Elizabeth Lane Tinga-Tinga Tales
Purpose for Writing Outcome	<u>Writing for myself</u> - Writing for pleasure. To write a Memoir/Diary.	<u>To discuss</u> Writing to present a balanced overview Book Review	<u>To entertain</u> independent Poetry	<u>To inform</u> by recounting a journey (around the school). Fact finding	<u>To inform</u> Writing instructions for other children	<u>To persuade</u> Writing to give opinion
Grammar and Punctuation	Identify and write a past tense action verb. Identify and write a simple subject Use capital letters and full stops to demarcate sentences. Separate words with spaces. Sequencing sentences to form short narratives	Consistent use of past tense Identify and write a direct object Revise use of: Capital letters/finger spaces/full stops in sentences. Sequencing sentences to form short narratives	Identify and write nouns Identify and write a compound subject Identify and write a compound object Use a capital letter for names	Identify and write personal pronouns as subjects Identify and write personal pronouns as objects Use a capital letter for the personal pronoun ‘I’	Identify and write state of being verbs Identify and write an adjective after a state of being verb (was/is....) How the prefix un– changes the meaning of verbs and adjectives Identify and write lists of two adjectives after a state of being	Distinguish between statements and questions Identify and write questions Use full stops and question marks to demarcate statements and questions Use exclamation marks to demarcate sentences

					verb Use <i>and</i> to join words	
Spelling	Adding s and es to words (plural of nouns and the third person singular of verbs)	Phonics phase 3: consolidation and phase 2- Lower ability groups and new arrivals. Zappers/phonic spellings based on new digraphs. Singular and plural nouns	Phase 4 Target children-AM/PM booster groups. Zappers/phonic spellings based on new digraphs. Adding -er and -est to adjectives where no change is needed to the root word	Phase 5a Phase 2/3 –target children-AM/PM booster groups. Zappers/phonic spellings based on new digraphs. Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	Phase 5 Phase 3/ 4– target children-AM/PM booster groups. Zappers/phonic spellings based on new digraphs	Phase 5 Phase 3/4 –target children-AM/PM booster groups. Zappers/phonic spellings based on new digraphs SEND/Lower ability Consolidate Phonics phase 2/3
Handwriting	Pencil skills	Pencil skills	Pencil skills	Pencil skills	Pencil skills	Pencil skills
H/W sheet 1	Upper case letters: P B R D U L E F M A T I J H K N C G O Q S	Joining pairs: al ab ia va ib ob lp mp ck cy nc oc	Joining pairs: de dr da nd em ke ej oj fo fa uf of ng dg iq oq	Joining pairs: ht ha wh th ki mi cl wl ky kn ok rk wm am ny en	Joining pairs: qu nq us os lt it lit cu up ev nv wo we vy zi ze iz	Joining pairs: Reinforce all joins