Foundation Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Marvellous me**	**We're off on an adventure**	**Are we nearly there yet?**	**Terrific tales**	**Helping Heroes**	**Amazing Animals**
Overall Focus	• Fine motor skills • Singing, rhyming • Language & vocabulary • Talk, talk, talk • The Poetry Basket	• Fine motor skills • Drawing Club • The Poetry Basket • Sounding out and blending simple words • Recognising tricky words by sight • Hearing and writing initial sounds • Phase 2 phonics assessments	• Fine Motor Skills • Drawing Club • Initial Sounds • CVC words • CVC captions • CVC sentences • Tricky words	• CVC words • CVC captions • CVC sentences • Independent sentences based on stories • Tricky words	• Becoming more independent with their ideas and writing • Using finger spaces effectively • Spell words phonetically • Start spelling some tricky words correctly	• Have own ideas to write about • Use features of a sentence • Spell words phonetically • Spell tricky words correctly • Write a simple sentence independently
Reading Spine Links **(Drawing Club)**	• Only one you • Incredible you • The colour of us • In every house on every street • My family, your family • Dear Zoo • The Colour Monster • The leaf thief • The best Diwali ever • Little Glow	• Room on the Broom • We're Going on a Bear Hunt • Look Up • How to Catch a Star • The Dinosaur Department Store • Stick Man	• Emma Janes Aeroplane • Blown Away • Wacky Races (animation) • The Hundred decker bus • The Great Race (Lunar new year) • Lost and found	• The Gingerbread man • Goldilocks and the Three Bears • The Three Little Pigs • The Three Billy Goats • Jack and the Beanstalk	• Supertato • Superworm • The Jolly Postman • Zog and the flying doctors • Superhero like you	• The very hungry caterpillar • Someone swallowed Stanley • The Cave • The Burrow (Animation) • Poles Apart • The Big Book of…

Supporting Texts	• The Colour Monster Goes to School • A Little Bit Brave • Mixed • Super Duper You • Find Your Happy • The Worrysaurus • First Day at Bug School	• Meet the Planets • My Pet Star • Dear Dinosaur • Diwali • The Perfect Fit • Invisible String	• Zim, Zam, Zoom • The Proudest Blue • Martha Maps it Out • Non-fiction texts focusing on different forms of transport	• Chicken Licken • Supertato • The Great Race/The Magic Paintbrush (Lunar New Year) • There was an old dragon who swallowed a knight • Mixed up fairytales	• What will I be? • People need people • All through the night • Around the world/ different countries and locations	• Alone • The Big Freeze • The Big Book of Blue • The Odd Fish • Meet the Oceans • The Whale Who Wanted More • Meet the Weather • Penguin • Butterfly Bouquet • Tad • The Gecko and the Echo • The Odd Egg • The Big Book of Beasts
Reading Focus	• Name recognition • Phase 2 Sound recognition • Start to sound out and blend simple words	• Sounding out and blending (CVC) • Sight reading tricky words	• Phase 3 sound recognition • Sounding out and blending (CVC) • Sight reading tricky words	• Sounding out and blending Phase 2 and 3 sounds • Sight reading tricky words • Developing fluency	• Read longer sentences containing phase 4 words and tricky words.	• Children will read longer sentences with more fluency, developing an understanding of what they are reading.
Writing Focus	• Pencil grip • Name writing • Give meanings to marks • Message centre	• Pencil grip • Hearing, saying and writing initial sounds • Letter formation	• Hearing, saying and writing initial sounds • CVC words and captions	• CVC words, captions and sentences • Using finger spaces with greater consistency	• Write words which are spelt phonetically • Simple phrases and sentences	• Write simple sentences using recognisable letters and sounds, spelling some

		• Writing CVC words				tricky words correctly.
Independent Work	• Name writing	• Writing labels (initial sounds) • Writing a Christmas list • (initial sounds) • CVC words	• CVC words and captions • Tricky words	• Simple phrases and sentences • Tricky words	• Simple sentences • Tricky words • Using a	• Simple sentences • Words linking with phase 2, 3 and 4
Extra-Curricular Activities	National Poetry Day	World Nursery Rhyme Week		World Book Day		
Fine motor and handwriting	• Gross and fine motor activities in provision • Dough disco • Mark marking patterns	Same as Autumn 1, plus; • Introduce letters linking to phonics. • Handwriting focusing on starting points and letter formation families.	• Continue with fine motor activities. • Letter formation families. • Introduce number formation in spring 2.			

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Units	Superkid Oi Frog! The Tiger Who Came to Tea		The Way Back Home by Oliver Jeffers	Jack and the Beanstalk Little Red	The Queens Hat	How to look after your dinosaur
	Firework Night by Andrew Collett		Fact file on Astronauts	Little Red Reading Hood The Three little pigs and the big bad book A Hero called Wolf	The Queens Handbag	Dear dinosaur
Supporting texts	Superkid, 10 rules of being a superhero, Oi Frog! (and Oi book series e.g. Oi Cat! Oi Dog!), The Tiger Who Came to Tea, Supertato, Firework Night by Andrew Collett (Jane Considine unit)		The Way Back home by Oliver Jeffers (video on literacy shed too) Beegu by Alexis Deacon Astronaut fact file	TFW 'Jack and the Beanstalk' by Pie Corbett Little Red by Bethan Woollvin Literacy Shed	The Queens Hat (based on key ideas from Jane Considine unit)	How to look after your dinosaur Dinosaur fact file
Reading Focus	Phonics phase 3, 4 and 5, recognising sounds and blending.		Phonics phase 3 and 5a, recognising sounds and blending. Alternative pronunciations phase 5b		Phonics phase 5, recognising sounds and blending. Alternative pronunciations. Adding in expression.	
Writing Focus	Sentences and segmenting Adjectives Rhyming		Sentences and segmenting Joining sentences using 'and'. Sequencing sentences Adjectives		Sentences and segmenting Joining sentences using 'and' Sequencing sentences Time connectives Imperative verbs	
Writing Types	Descriptive, poetry, lists.		Descriptive writing Non-chronological report - Fact file	Adventure narrative Recount – diary	Adventure narrative, letter writing.	Instructions and fact files (non-chronological reports)
Independent Work	Capital letters, finger spaces and full stops. Phonetically plausible attempts at spellings in line with phonic ability/phase.		To write sentences which are beginning to be punctuated with full stops and exclamation marks. To be able to sequence sentences with the use of sound mats and word mats. Phonetically plausible attempts at spellings in line with phonic ability/phase.		To write sentences with the use of sound mats and to begin to punctuate sentences with full stops, exclamation marks and question marks with increasing accuracy.	
SPAG Focus	Capital letters, finger spaces and full stops. Introducing exclamation marks. Phonetically plausible attempts at		Capital letters, finger spaces, full stops and introducing exclamation marks and question marks. Phonetically plausible attempts at spellings in line with phonic ability/phase.		Capital letters, finger spaces, full stops, exclamation marks and question marks. Phonetically plausible attempts at spellings in	

	spellings in line with phonic ability/phase.	Plural and Singular – e, es. Suffixes - ed	line with phonic ability/phase. Suffixes – ing, er, est Prefix - un

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Units	Frank and Bert. Colourful semantics. Bubbles. The colour monster.	The colour monster. Colourful semantics.	The disgusting sandwich. We're going on a bear hunt.	Charlie and the chocolate factory.	Sentence Construction The Great Fire of London. Find your Happy.	The Lighthouse keepers' picnic.
Supporting Texts	The colour monster poetry. Frank and Bert book. The three little pigs.	Goldilocks and the three bears.	The disgusting sandwich book. We are going on a bear hunt book.	Charlie and the chocolate factory	Find your Happy book.	The Lighthouse keepers picnic.
Reading Focus	Continue applying phonetic knowledge to help with decoding (included phonics and phase 6) Build on reading skills where blending and taught graphemes feature		Continue improving fluency, including common exception words		Read aloud confidently and fluently, with books we are familiar. Read without the need to overtly sound and blend Read with increased intonation and expression	
Writing Focus	Using capital letters and full stops. Continuing progress with cursive font. Using a variation of adjectives and conjunctions to describe a setting / event.	Using a variation of adjectives and conjunctions to describe a setting / event	Repetition for effect. Emotive language. Use of varied punctuation. Headings and sub headings. To make predictions.	Commas in a list. Handwriting with a cursive font / leading strokes. Using conjunctions to extend sentences. Character and setting description.	Using capital letters and full stops Using leading stroke handwriting Using conjunctions to extend sentences Headings and sub headings Expanded noun phrases to specify Different sentence types	Expanded noun phrases to specify Different sentence types
	Handwriting					
Writing Types	Frank and Bert (writing simple sentences) Colourful semantics (writing simple sentences)	Colourful semantics (Sentence structures) Windsor castle recount (recount)	How to make a disgusting sandwich (Instructions)	Charlie and the chocolate factory (recount)	The Great Fire of London (Information text)	Lighthouse Keepers picnic (Narrative)

	Bubbles (Narrative- creating openings and endings). The colour monster (Poetry)		We're going on a bear hunt (Poetry)		Find your Happy (SPaG)	
SPAG Focus	Capital letters and full stops. Adjectives. Sentence types. Comprehension.	Capital letters and full stops. Noun phrases.	Contractions Expanded noun phrases Questions Verbs Adjectives Adverbs Tense	Capital letters and full stops. Commas. Apostrophes.	Possessive apostrophes Adverbs Verbs Nouns, suffixes – est and er.	Contractions Conjunctions Punctuation- full stops, exclamation marks Verbs, Adverbs, Nouns, Adjectives

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English units	Big Bad Owl Narrative Legoland persuasive letters and Legoland recount	Jane C- Stone Age Boy How to wash a Woolly Mammoth – Instructions Christmas haiku poetry	Pirates- 2 weeks non-fiction reports Pirates- 2-weeks fiction- Year 3 Save The Day story (Pie Corbett Talk4writing) Pirates- 2 weeks fiction- Children to write their own story based on pirates with story map	Harry Potter Narrative 5 weeks	Jane Considine- 3 weeks fiction Theseus and the Minotaur (linked to Greek Myths) Poetry Unit – 1 week – Midnight Feasts	Hugo Cabret Narrative 4 weeks Waterside Centre Recount- 1 week
Writing Focus	Cursive handwriting Using capital letters and full stops correctly Using adjectives to add description (expanded noun phrases) Prepositional phrases Writing in a chronological order Explaining events in details		Fronted Adverbials Conjunctions Alliteration Headings Sub-headings Questions Expanded noun phrases		Fronted adverbials Repetition for effect Onomatopoeia Speech Similes Personification Language choice Expanded noun phrases Writing in a chronological order Explaining events in details	
Writing Types	Playscripts Persuasive letters Recount	Narrative Instructions Poetry	Non-chronological reports Narrative	Letters Diaries Narrative	Narrative Poetry	Narrative Recount writing
SPAG Focus	Prepositions Conjunctions Adverbs Expanded Noun Phrases Capital letters Full stops	Apostrophes for possession Commas in a list	Sentence types Speech marks Past and present form A or an? Recap on vowels and consonant Apostrophes for contraction and possession		Possessive apostrophes Speech marks	Formal conjunctions, fronted adverbials, speech marks

Reading Focus	Focus on end of Year 2 objectives: Read aloud confidently and fluently, with books we are familiar. Read without the need to overtly sound and blend Read with increased intonation and expression Taking it in turns to read out loud in front of a group of people. Predicting what will happen next in the story.	Discuss words and phrases that capture the reader's interest and imagination. Retrieve and record information from non-fiction texts and fiction texts independently. Apply their growing knowledge of root words, prefixes and suffixes Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	To perform, showing understanding through intonation, tone, volume and action. Read longer texts accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Units	The Incredible Book Eating Boy Legoland Recount writing	Formal Letters T'Was the Night Before Christmas	The Lion, Witch and Wardrobe	Arthur and the Golden Rope	Blue Umbrella, including Romeo and Juliet Recount Ufton Residential	Hello Lighthouse unit Poetry – I Have… by Joshua Seigal
Supporting Texts	The Incredible Book Eating Boy – Oliver Jeffers	T'Was the night before Christmas – Clement C. Moore	The Lion, The Witch and The Wardrobe – CS Lewis	Arthur and the Golden Rope - Joe Todd-Stanton	Romeo and Juliet – Andrew Matthews	Hello Lighthouse – Sophie Blackall Poetry – I Have… by Joshua Seigal
Reading Focus	Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination.	To perform, showing understanding through intonation, tone, volume and action. Taking it in turns to read out loud in front of a group of people. Predicting what will happen next in the story.	Identifying themes and conventions in a wide range of books Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Predicting what might happen from details stated and implied. Using dictionaries to check the meaning of words that they have read. Asking questions to improve their understanding of a text.	Identifying main ideas drawn from more than 1 paragraph and summarising these Retrieve and record information from non-fiction books.	Retrieve and record information from non-fiction Reading books that are structured in different ways and reading for a range of purposes Recognising some different forms of poetry Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Writing Focus	Conjunctions Handwriting - increase the legibility, consistency and quality of their handwriting Expanded noun phrases	Effective sentences for narrative Varied sentence lengths Personification	Paragraphs around a theme Punctuation variation Possessive apostrophes Handwriting – increase the legibility, consistency and	Commas in a list Simple organisational devices (headings and subheadings)	Writing for the genre Punctuation variation Expanded noun phrases	Paragraphs around a theme Poetry structures

	Fronted Adverbials		quality of their handwriting			
Writing Types	Narrative (humour) – Incredible Book eating boy Recount descriptions	Formal letter writing Poetry – T'was the night before Christmas rewrites	Narrative (Adventure) – CS Lewis	Diary entries as character Persuasive Letters	Ufton Court Recounts Narrative (Romance) – Blue Umbrella	Hello Lighthouse – Informal letter Poetry rewrite
SPAG Focus	Expanded noun phrases Homophones Prepositional Phrases Fronted Adverbials	Organising work around a theme /paragraphs Standard English Using commas in a list Conjunctions	Pronouns / Noun choices to aid sentence cohesion Prepositional phrases – time and location Expanded noun phases Commas after fronted adverbials	Adverbs to express time and cause Synonyms and using a dictionary/thesaurus Suffixes	Inverted commas Prefixes Verb tenses - present	Plural Possessive Apostrophes Determiners

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books Spine Links	Kensuke's Kingdom – Michael Morpurgo Poetry – What didn't I do in the summer?	Treason – Berlie Doherty The Snowman – Raymond Briggs	Hidden Figures - Margot Lee Shetterly	Secrets of a Sun King – Emma Carroll	Wonder by R. J. Palacio	Harry Potter and the Philosophers Stone Poetry – The Malfeasance – Alan Bold
Supporting Texts	Whole Class Reading texts – Survival	Diver's Daughter: A Tudor Story by Patrice Lawrence Shakespeare texts Whole Class Reading texts – Tudors	Lunar by Charlotte Grange & Chris Bradford Class Reading texts – Space One Small Step Video	Hunt for the Golden Scarab by M.G.Leonard & Manuel Sumberac Whole Class Reading texts – Egyptians Ancient Egypt Video Clip	Boy at the Back of the Class by Onjali Q. Raúf Ella on the Outside by Cath Howe Whole Class Reading texts – Celebrating difference The Present Video	The Time Travellers: Adventure Calling by Alessia Trunfio & Sufiya Ahmed Whole Class Reading texts – Magic
Reading Focus	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the	Comparison of text types Layout of plays speech Examining old English words and modern slang. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Asking questions to improve understanding. Predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning Distinguish between statements of fact and opinion		Examine the layout of non-fiction writing, to appreciate the use of diagrams, sub-headings, bullet points to aid the presentation of information. Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Asking questions to improve understanding.	

	meaning of new words that they meet.		Retrieve, record and present information from non-fiction.			
Writing Focus	Expanded noun phrases, adjectives and adverbs, prepositional phrases, similes, metaphors, alliteration, personification fronted adverbials, different sentence starters Write legibly, fluently and with increasing speed	Vocabulary work, expanded noun phrases, adjectives and adverbs, prepositional phrases, similes, metaphors, alliteration, personification fronted adverbials, Formal and informal writing, thinking of our audience, drafting and editing Write legibly, fluently and with increasing speed	Vocabulary work, parenthesis, cohesion devices, relative clauses, adverbs of possibility Write legibly, fluently and with increasing speed	Expanded noun phrases, using description appropriately, describe using appropriate senses, open sentences with actions and verbs, open sentences with description and where (indication of place), DADWAVERS technique for sentence openers. Identify features of persuasive writing, using persuasive words and phrases, exaggeration, rule of three, planning and writing a holiday brochure for a trip to Egypt. Write legibly, fluently and with increasing speed	Vocabulary work, similes and metaphors, parenthesis including brackets, cohesion devices, onomatopoeia , adverbs of time, planning and editing skills Write legibly, fluently and with increasing speed	Expanded noun phrases, similes, metaphors, alliteration, personification, narrative containing a setting description, diary entry Newspaper report features, fact and opinion, planning, journalistic sentences, drafting and editing a newspaper report layout structure, eye witness account, reported speech, expanded noun phrases, formal writing Write legibly, fluently and with increasing speed
Writing Types	Setting Description Character description Diary writing Non-Chronological Report Survival Guide Recount Interview	Setting sentences Diary writing Recount Letter Biography	Narrative	Narrative Holiday brochure	Narrative	Setting description Newspaper report

SPAG Focus	Recap on word classes. Apostrophes for possessions and plurals. To add commas to sentences and to recognise the different ways commas are used. Prepositions. prefixes and suffixes Recap yr 3/4 as needed. Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /ʃəl/ spelt -cial or -tial	Modal verbs Adverbs to indicate degrees of possibility To add commas in sentences and to recognise the different types of ways commas are used. Word classes – verbs, adverbs. Homophones Spell some words with 'silent' letters	Areas needed from GAPS Autumn assessment Prefixes and suffixes Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Proof read for spelling and punctuation error.	Commas and identifying relative clauses, hyphens and brackets. Homophones spell some words with 'silent' letters Proof read for spelling and punctuation error Using a colon to introduce a list punctuating bullet points consistently	Developing editing and proof reading skills. Areas needed from GAPS Spring assessment Hyperbole Synonyms/antonyms Comparatives Determiners Recap on word classes Apostrophe for possession To add commas in sentences and to recognise the different types of ways commas are used. Speech punctuation Direct and indirect speech Homophones and other words that are often confused.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books Spine Links	An Unexpected Twist	Holes	Mohinder's War		Skellig	
Supporting Texts	Hansel & Gretel		Mohinder's War		Skellig	
Reading Focus	To use conventions to learn poems and plays off by heart. Reading longer pieces of text. Vocabulary - Analysing author's choices of vocabulary and their purposes/intentions Understand, explore and explain meaning of words in context Exposure to different text types – Information texts, letter, narrative Non fiction - Analysing their features and the purposes of those features	Analysing author's choices of vocabulary and their purposes/intentions Exposure to different text types – video/visual comprehension, narrative, instructional, advertisement. Introduced strategies for locating and ordering/sequencing information in both fiction and non-fiction texts Summarise main ideas from more than one paragraph by identifying key details. Inference – looking for clues. Make predictions from what is implied or stated	How to increase our reading speeds, managing time for the SATs papers. Independently use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension. Reading and underlining instructions in a comprehension question to focus on the key words and key information, then skim reading to locate these in the text. VIPERS skills – heavily focusing on vocabulary, retrieval and inference. Vocabulary – use evidence to explain how authors' use of language impacts the reader. Inference – draw inferences about characters' thoughts, feelings and motives through their actions and interactions. Explain questions using evidence from the text – PEPE strategy – Point evidence, point, evidence (3 mark questions) Distinguish between statements of fact and opinion Exposure to different text types – fiction, non-fiction, poetry.		Revision of previously taught content. SATs style questions. Managing time for the SATs papers.	To continue to read and discuss an increasingly wide range of texts (fiction, non fiction, poetry, plays etc) To compare themes and conventions across a breadth of texts. To use conventions to prepare poems and plays **to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.** Participate in discussions about books and build on my own and others' ideas. Challenge views respectfully using evidence from a text.

		Examined how to tackle a few different types of question types from the SATs/PiRA papers, e.g. Find and Copy XYZ from the text, Find a word that means the same as XYZ/could be replaced with XYZ.			
Writing Focus	Clause structure & punctuation Formal & informal writing & the differences between them; awareness of audience; incorporating dialogue into narrative		Clause structure, use of more sophisticated punctuation (colons, semi-colons & dashes).	Levels of formality, range of punctuation Proof-reading & editing	
Writing Types	Non-chronological reports Biographies & autobiographies Narratives & setting descriptions Persuasive letters Narrative Poetry (Matilda) Balanced arguments		Letters Diaries Persuasive Writing Narrative Speeches Recounts Non-chronological reports Newspaper reports	Poetry (The Highwayman) Non-chronological report Balanced arguments Narratives	
SPAG Focus	Revision of previously taught content. Clauses- main, subordinate, relative. Tenses (including perfect & progressive); use of dashes, commas & brackets as parenthesis & use of colons & semi-colons to link clauses. Nouns (common and proper), adverbs, pronouns, determiners, prepositional phrases and expanded noun phrases.		Revision of previously taught content. Clauses- main, subordinate, relative. Active & passive voice, subject & object. Use of colons & semi-colons to link clauses.	Tenses- perfect, progressive. Subjunctive form. Revision	
Topic Writing	Autobiography as a famous Victorian, non-chronological report about Victorian Schools, diary & letter writing as servants, persuasive letter writing		Letters home as evacuees Formal letters to persuade parents to evacuate Non-chronological writing on the Blackout		