

Subject: English/Writing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Families-Ourselves	Light and Dark	Traditional Tales	Animals	Journeys	Countries & Continents
Text / Stimulus	Peace at Last 5 minutes Peace Rosie's Walk The 3 little pigs	Owl Babies – Martin Waddell Gunpowder plot (ppt) Firebird Florence Nightingale: Usborne famous lives. I am Rosa Parks: Brad Meltzer	Traditional tales Goldilocks and the three bears Mufaro Beautiful Daughters Toys: Big Book What am I? riddles	Jaspers Beanstalk Titch	We're going on a bear hunt Instructional text: How to make a jam sandwich. Whatever Next: How to become an astronaut like Baby bear.	Merkat mail by Emily Gravett Letter of persuasion We're going on a lion hunt by David Axtell
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 stories Poetry and riddles	<u>To inform</u> by Fact finding and writing facts about animals	<u>To inform</u> Writing instructions for other children	<u>To persuade</u> Writing to give opinion on what it is like where we live

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 verb Use <i>and</i> to join words	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
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	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

			needed to the root word			
Handwriting	Pencil skills	Pencil skills	Pencil skills	Pencil skills	Pencil skills	Pencil skills
H/W sheet 1	Small, tall and tail lines, Individual letters- lower case: i l il li j ij li il t it lt n h m b p k	Individual letters- lower case: r n h m b p k r v w vi vl wn wr u y	Individual letters- lower case. c o ou oy a d g q e ov ow on or c ca e eq	Individual letters- lower case. s is k ks f fi fr x e ex a ax z i iz a az	Number formation: 1 2 3 4 5 6 7 8 9 0 10	Reinforce individual letters