

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																
Topic	Marvellous Memories		Bright Lights, Big City		Victorious Victorians																	
Key Texts	Super Duper You – 1 week The Day the Crayons Quit – Oliver Jeffers – 2 weeks First Big Book of Dinosaurs Dear Dinosaur Zim Zam Zoom Poetry – 1 week	An Engineer like Me Me by Emma Dodd – 1 week The Three Little Pigs – 2 weeks Star in the Jar by Sam Hay	Stanley’s Stick Clean Up Caterpillar Shoes Supertato	Look Inside Our World Billy and the Beast Meerkat Mail A Great Big Cuddle	Tell Me a Dragon Queen Victoria’s Bathing Machine The Little Red Hen	The Three Billy Goats Gruff Pirate Pete Not now Bernard Queen Victoria’s Underpants Daisy Saves the Day																
Supporting Texts	How to Count to One The Puffin Book of Fantastic First Poems – Going through the Old Photos Out and About The B on my Thumb Astro girl My hair	Adoete George and the Dragon The Twits One is a Snail Ten is a Crab The Heart and The Bottle	Journey Flotsam Tiger Tiger Burning Bright	Coming to England Silly Billy Paddington Bear	Julian is a Mermaid Poems Aloud Victorian Adventure	<table><tr><td>The Magnificent Thing</td><td></td></tr><tr><td>Alfie</td><td></td></tr><tr><td>Fairy tale</td><td></td></tr><tr><td>Poetry</td><td></td></tr><tr><td>Love of reading</td><td></td></tr><tr><td>Non-Fiction</td><td></td></tr><tr><td>Classic</td><td></td></tr><tr><td>Diversity</td><td></td></tr></table>	The Magnificent Thing		Alfie		Fairy tale		Poetry		Love of reading		Non-Fiction		Classic		Diversity	
The Magnificent Thing																						
Alfie																						
Fairy tale																						
Poetry																						
Love of reading																						
Non-Fiction																						
Classic																						
Diversity																						

Early Reading Development	<p>The Read Write Inc. Program is followed to develop early reading and teach decoding</p> <p>Regular opportunities for reading will promote the following: Phonics and decoding skills, reading common exception words, fluency self-correction.</p>					
Reading	<p>Exposure to a wide range of diverse text to develop a love of books and reading</p> <p>To be familiar with key stories joining in with key predictable phrases</p> <p>Developing understanding by drawing on what you already know</p> <p>Predicting what might happen based on what is read so far</p> <p>Can discuss the text</p>	<p>Exposure to a wide range of diverse text to develop a love of books and reading</p> <p>To be familiar with key stories joining in with key predictable phrases</p> <p>Developing understanding by drawing on what you already know</p>	<p>Exposure to a wide range of diverse text to develop a love of books and reading</p> <p>Learning to appreciate poem and rhyme, learning some by heart</p> <p>Discussing word meanings and linking them to known words</p> <p>Discussing the importance of the title</p>	<p>Exposure to a wide range of diverse text to develop a love of books and reading</p> <p>Learning to appreciate poem and rhyme, learning some by heart</p> <p>Making inferences based upon what is being said and done</p>	<p>Exposure to a wide range of text</p> <p>To become familiar with fairy stories and traditional tales</p> <p>Developing understanding by drawing on what you already know</p> <p>Predicting what might happen based on what is read so far</p>	<p>Exposure to a wide range of diverse text to develop a love of books and reading</p> <p>Discussing word meanings and linking them to known words</p> <p>Making inferences based upon what is being said and done</p>
Speaking & Listening	<p>Rich opportunities for speaking and listening run throughout the year</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers • Compose a sentence orally before writing. • Say out loud what they are going to write about • Discuss what they have written with a teacher or peer. • Read aloud their writing clearly enough to be heard by their peers and teacher. • Participation in discussion and performance. 					
Phonics	Read Write Inc. – children grouped according to phonic assessment.					
Spellings	We follow the RWI progression document for spellings to ensure teaching of spellings builds upon prior learning sequentially					

Spelling	Recap Year R CEW + spellings.	Recap Year R CEW +spellings. Year 1 CEW spellings.	Year 1 CEW + spellings			Year 1 CEW+ Spellings
	<ul style="list-style-type: none"> Name the letters of the alphabet in order. Spell words containing each of the 40 phonemes taught 	<ul style="list-style-type: none"> Spell words containing each of the 40 phonemes taught Use letter names to distinguish between alternative spellings of the same sound Using spelling rule for adding s or es Using prefix un 	<ul style="list-style-type: none"> Spell words containing each of the 40 phonemes taught Spell days of the week 	<ul style="list-style-type: none"> Spell words containing each of the 40 phonemes taught Spell common exception words Using prefix un 	<ul style="list-style-type: none"> Spell words containing each of the 40 phonemes taught Spell common exception words Using ing, ed, er, est 	<ul style="list-style-type: none"> - Recap all YearSpelling patterns -
	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far					
Punctuation & Grammar	<ul style="list-style-type: none"> Leaving spaces between words Separation of words with spaces Terminology – letter / word Intro to capitals to demarcate sentences Intro to full stops to demarcate sentences Name the letters of the alphabet in order. 	<ul style="list-style-type: none"> Intro to capitals to demarcate sentences Intro to full stops to demarcate sentences Beginning to punctuate with full stops and capitals Question marks to mark questions Using and to join words and clauses How the prefix UN changes the meaning of the word Sequencing sentences to form a short narrative 	<ul style="list-style-type: none"> How words combine to make sentences using nouns and verbs Using nouns and verbs to form sentences Using question marks in own writing Sequencing sentences to form a short narrative 	<ul style="list-style-type: none"> Exclamation marks to demarcate sentences Using capitals for names of people, places, days of the week, months and the letter I Sequencing sentences to form a short narrative 	<ul style="list-style-type: none"> Using exclamation marks in own writing How the prefix UN changes the meaning of the word Adding suffixes to a word where there is no change to the root word eg help – helping Sequencing sentences to form a short narrative Using capitals for names of people, places, days of the week, months and the letter I 	<ul style="list-style-type: none"> Sequencing sentences to form a short narrative Using full stops, question marks and exclamation marks Using capitals for names of people, places, days of the week, months and the letter I Sequencing sentences to form a short narrative

<p>Writing Opportunities</p>	<p>Super Duper You</p> <ul style="list-style-type: none"> -Compose a sentence Rereading to check writing makes sense. -Spaces between words Letters and words -Listen and respond appropriately to adults and peers -Intro to capitals to demarcate sentences -Question marks to mark questions <p>The Day the Crayon's Quit</p> <p>Prediction and Discussion Lists</p> <ul style="list-style-type: none"> -Listen and respond to others. - Ask relevant questions. -Respond to illustrations. -Encapsulate what they want to write. - Compare similarities and differences of a scene. -Express their own view about a character. <p>-Postcard</p> <ul style="list-style-type: none"> -Leaving spaces between words -Intro to capitals to 	<p>An Engineer like Me Description Diary</p> <ul style="list-style-type: none"> -Sequencing sentences to form short narratives Joining words and clauses using 'and' signalling of openings and/or closings. <p>Me</p> <ul style="list-style-type: none"> -Sequencing <p>The Three Little Pigs</p> <ul style="list-style-type: none"> -Participation in discussion and performance. -Beginning to punctuate with full stops and capitals <p>Star in the Jar</p> <ul style="list-style-type: none"> -Exposure to a wide range of diverse text to develop a love of books and reading -Say out loud what they are going to write about -Using and to join words and clauses 	<p>Stanley's Stick</p> <ul style="list-style-type: none"> -Predicting what might happen based on what is read so far -Spell common exception words -How words combine to make sentences using nouns and verbs <p>Clean Up Information</p> <ul style="list-style-type: none"> Discussing word meanings and linking them to known words Discussing the importance of the title <ul style="list-style-type: none"> • Using nouns and verbs to form sentences • Using question marks in own writing. <p>Caterpillar Shoes</p> <p>Supertato Character Description</p> <ul style="list-style-type: none"> -Predicting what might happen based on what is read so far -How words combine to make sentences using nouns and verbs 	<p>Look Inside Our World Explanation</p> <ul style="list-style-type: none"> -Using capitals for names of people, places, days of the week, months and the letter I <p>Billy and the Beast Narrative</p> <ul style="list-style-type: none"> -Sequencing sentences to form short narratives Joining words and clauses using 'and' signalling of openings and/or closings. -How words combine to make sentences using nouns and verbs - Using prefix un <p>Meerkat Mail</p> <ul style="list-style-type: none"> - Listen and respond to others. - Compare similarities and differences of a scene. - Ask relevant questions. <p>A Great Big Cuddle</p> <ul style="list-style-type: none"> Exposure to a wide range of diverse text to develop a love of books and reading 	<p>-Queen Victoria's Bathing Machine Information</p> <ul style="list-style-type: none"> - Using capitals for names of people, places, days of the week, months and the letter I - <p>The Little Red Hen Narrative</p> <ul style="list-style-type: none"> -Sequencing sentences to form a short narrative -Using capitals for names of people, places, days of the week, months and the letter I - Express their own view about a character. 	<p>The Three Billy Goats Gruff Narrative</p> <ul style="list-style-type: none"> - Express their own view about a character. - Sequencing sentences to form a short narrative <p>Not now Bernard</p> <ul style="list-style-type: none"> -Participation in discussion and performance. -Using full stops, question marks and exclamation marks - Sequencing sentences to form a short narrative <p>Queen Victoria's Underpants Instructions</p> <ul style="list-style-type: none"> - Sequencing sentences to form a short narrative - Using ing, ed, er, est <p>Daisy Saves the Day</p> <ul style="list-style-type: none"> - Adding suffixes to a word where there is no change to the root word eg help – helping -
-------------------------------------	---	--	--	---	--	---

	<p>demarcate sentences</p> <p>-Intro to full stops to demarcate sentences</p> <p>First Big Book of Dinosaurs</p> <p>-Punctuating sentences. Capital letters, full stops, -</p> <p>-Name the letters of the alphabet in order.</p> <p>-Form lower case letters correctly.</p> <p>Dear Dinosaur Questions and a Letter</p> <p>-Using a capital letter for names, people, places, days of the week, and personal pronoun 'I'. Full stops Capital letters</p> <p>-Planning or saying what they are going to write about Thinking aloud as they collect ideas Writing down key words and ideas including new vocabulary.</p> <p>Zim Zam Zoom</p> <p>- Learning to appreciate poem and rhyme, learning some by heart</p> <p>-Listen and respond appropriately to adults and peers</p> <p>-Read aloud their writing</p>			<p>Learning to appreciate poem and rhyme, learning some by heart</p> <ul style="list-style-type: none"> • How words combine to make sentences using nouns and verbs <p>-</p>		
--	---	--	--	---	--	--

	<p>clearly enough to be heard by their peers and teacher.</p> <p>-Poems Sentences – how words combine to make sentences.</p> <p>-Performance</p> <p>-Personal experiences</p> <p>-Plan and say aloud what they are going to write.</p> <p>-Leaving spaces between words.</p> <p>-Conjunctions</p> <p>-Beginning to make appropriate, simple word choices (that link to purpose and audience) drawing on experiences from across their learning</p>					
	<p>A clear focus on text gives the opportunity to embed learning from grammar, speaking and listening and reading elements of the curriculum and for children to begin to see themselves as writers.</p>					
Handwriting	<p>X4 Practice weekly</p> <ul style="list-style-type: none"> - Sit correctly at the table holding the pencil comfortably and correctly. - Begin to form lower case letters in the correct direction starting and finishing at the right place. - Form capital letters - Form digits 0-9 - Handwriting links to the teaching of spellings 					

Terminology we want the children to know	<p>Specific vocab is associated with the RWI program</p> <p>Spelling – noun, verb,</p> <p>Phonics - phonemes, digraph, trigraph, split vowel digraph.</p> <p>Punctuation and grammar - capital letter, full stop, time adverbial.</p> <p>Writing - sentence, clause</p> <p>Handwriting – ascender (Sky letter), descender (Underground letter)</p> <p>Forest Letter</p>	<p>Spelling – syllables consonant, plural, singular.</p> <p>Punctuation and grammar – suffix, question mark exclamation mark.</p>	<p>Spelling - prefix, root word, adjectives, compound words.</p> <p>Punctuation and grammar – conjunction.</p>
---	---	---	--

Links to other subjects	<p>Astro Girl and My Hair are diverse texts linked to Black History Month linked to work on Rosa Parks</p>		<p>Look Inside Our World Martha Maps it out link to Geography topic</p>		<p>Queen Victoria's Bathing Machine Queen Victoria's Underpants Daisy Saves the Day link with History topic.</p>	
Enrichment Opportunities	<p>Toy workshop</p> <p>Black History Month</p>	<p>Trip to Tilgate</p> <p>Nativity</p>	Poetry Slam	Book Week	Class assembly	