|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Y1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reading | Continuous Word Reading and Comprehension to include VIPERS | | | | | |
| Phonics (including reading phonetically matched books for decoding, prosody and comprehension) | Phase 3 & 4 review  Phase 5 | Phase 5 | Phase 5 | Phase 5 | Phonics Screening Check | Phase 5 |
| Core Text | Peace at Last  Knuffle Bunny  Astro Girl (history) | Traditional Tales revisited  On the Way Home  Little Red | Iggie Peck Architect (DT)  Voices in the park (non-linear text) | The Day The Crayons Quit  The Tale of Peter Rabbit (archaic text) | Dogger  Can’t You Sleep, Little Bear?  Dinosaurs and all that Rubbish (symbolic text) | Beegu  My Name is not Refugee  The Book with no Pictures (Resistant Text)  The Day the Crayons Came home |
| Poetry (including know by heart & Performance) | Harvest Performance  (see below) | Christmas performance | Poems Aloud – To the Countryside | Easter Performance | Now we are Six | The Owl and The Pussy Cat |
| Books for Spirituality/ school values | Bird’s eye view | The Dot  Alternative Traditional Tale versions from other countries/cultures | Wonderful Earth!  Here we Are. | Just a Second | The Bog Baby | Slowly, slowly, slowly said the sloth |
| Books for enjoyment & enrichment | Quality texts chosen throughout the year to include (but not limited to) non-fiction texts, poetry, and the reading spine for exposure to a range of authors, genres and vocabulary.  Modelled reading for pleasure in time taken at the end of each school day in every classroom. | | | | | |
| Writing Transcription | Continuous Handwriting, SPAG & Vocabulary  Dictated sentences to regularly practise and apply. | | | | | |
| Writing Composition  Build a golden sentence with punctuation (incl. across curriculum) Verbalising, rehearsing and sounding out  Joins clauses using ‘and’  Re-read to check for sense. | Build a golden sentence  Instructions  Captions  Labels | Build a golden sentence  Letter writing  Short narrative  Speech bubbles | Build a golden Sentence  Instructions  Captions  Poem  Recount | Build a golden Sentence  Captions  Short narrative  Letter Writing  Speech Bubbles | Build a golden Sentence  Poem  Short narrative  Letter Writing  Speech Bubbles | Build a golden Sentence  Short narratives  Postcard writing  Poem  Instructions |

Harvest Performance Poem:

Harvest Time

The year has turned its circle,  
The seasons come and go.  
The harvest all is gathered in  
And chilly north winds blow.  
Orchards have shared their treasures,  
The fields, their yellow grain,  
So open wide the doorway—  
Harvest comes again!

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Y2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reading | Continuous Word Reading and Comprehension to include VIPERS  Non-Fiction texts to link with curriculum subjects, explicitly teaching features. | | | | | |
| Phonics | Phase 5 review |  |  |  |  |  |
| Core Text | The Three little Wolves and the Big Bad Pig  Who’s Afraid of the big Bad Book?  Gorilla | The Story Machine  Amazing Grace  Pumpkin Soup | Meerkat Mail  The Owl Who was Afraid of the Dark.  Emily brown and the Thing | Tell me a Dragon  The Flower  The Giraffe, The Pelly & Me  Goldilocks and the three Bears – Lauren Child | Frog and Toad together  Flat Stanley  Traction Man | Fantastic Mr Fox  Not now, Bernhard  The Hodgeheg |
| Poetry (including know by heart & Performance) | Harvest Performance | Christmas performance | The Works | Easter Performance | The Works | On the Ning Nang Nong |
| Books for Spirituality/ school values | The lonely Polar Bear | What I like about Me! (pshe) | Rosie Revere, Engineer | Just Ask  Goldilocks and just one bear | Ada Twist, Scientist | On Sudden Hill |
| Books for enjoyment & enrichment | Quality texts chosen throughout the year to include (but not limited to) non-fiction texts, poetry, and the reading spine for exposure to a range of authors, genres and vocabulary.  Modelled reading for pleasure in time taken at the end of each school day in every classroom. | | | | | |
| Writing Transcription | Continuous Handwriting, SPAG & Vocabulary  Dictated sentences to regularly practise and apply. | | | | | |
| Writing Composition | Building longer pieces (including Golden sentences cross curricular) writing process includes planning and drafting ideas, rehearsing and writing sentence by sentence, editing and proof reading, reading aloud.  Storyboard  Narrative  Poem  Labels | Building longer pieces  Imaginative Writing  Letter writing  Narrative  Recount | Building longer pieces  Instructions  Poem  Postcard writing  Letter Writing  Narrative | Building longer pieces  Creative/ descriptive writing  Writing about real events (history?) | Building longer pieces  Poem  Narrative of experiences  Letter Writing | Building longer pieces  Persuasive writing  Play scripts.  Information sheet/ booklet incl. non-fiction features.  Poem |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Y3/4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reading | Continuous Word Reading and Comprehension to include VIPERS  Non-Fiction texts to link with curriculum subjects, explicitly teaching features. | | | | | |
| Core Text | The Story Thief  Hansel and Gretel  (see The Anthony Browne Collection)  Cloud Monkeys | The great Kapok Tree  Nim’s Island | Bill’s new Frock  Kensuke’s Kingdom | Kensuke’s Kingdom | Coming to England  The Mysterious Traveller | The Sheep Pig |
| Poetry (including know by heart & Performance) | Harvest Performance | Christmas performance  Puffin Book of Utterly Brilliant Poetry | Cloud Busting | Easter Performance | Please Mrs Butler | Silver |
| Books for Spirituality/ school values | The Name Jar | There’s a Rangtang in my bedroom  The boy, the horse, the Fox and the mole. | When Charley met Emma | The Proudest Blue  Bone girl, stone girl | The Lost Homework  Black and British | Together Things |
| Books for enjoyment & enrichment | Quality texts chosen throughout the year to include (but not limited to) non-fiction texts, poetry, and the reading spine for exposure to a range of authors, genres, and vocabulary.  Modelled reading for pleasure in time taken at the end of each school day in every classroom. | | | | | |
| Writing Transcription | Continuous Handwriting, SPAG & Vocabulary  Dictated sentences to regularly practise and apply. | | | | | |
| Writing Composition | Paragraph writing  Narrative  Poetry  Character description | Imaginative Writing  Persuasive Letter writing  Narrative  Recount | Instructions  Poetry  Settings  Narrative  Diary Entry | Creative/ descriptive writing  Argument/ discussion writing  Newspaper report | Persuasive writing  Narrative of experiences  Non-Chronological Report | Play scripts.  Information booklet  Poetry  Create plot, setting and character to develop own story |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Y5/6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reading | Continuous Word Reading and Comprehension to include VIPERS  Non-Fiction texts to link with curriculum subjects, explicitly teaching features. | | | | | |
| Core Text | Tom’s Midnight Garden | Tom’s Midnight Garden  Farther | The Boy at the Back of the Class The Arrival | The Boy at the Back of the Class  The Arrival | Street child | Street child |
| Poetry (including know by heart & Performance) | Harvest Performance  In Flanders Fields | Christmas performance  Being you! | The Tyger  Being you! | Easter Performance  The eagle | The Highwayman | The Highwayman  Being you! |
| Books for Spirituality/ school values | The conquerors | El Deafo | Black and British (Tudor Section) | Not So Different | As Brave as You | I am not a label |
| Books for enjoyment & enrichment | Quality texts chosen throughout the year to include (but not limited to) non-fiction texts, poetry, and the reading spine for exposure to a range of authors, genres, and vocabulary.  Modelled reading for pleasure in time taken at the end of each school day in every classroom. | | | | | |
| Writing Transcription | Continuous Handwriting, SPAG & Vocabulary  Dictated sentences to regularly practise and apply. | | | | | |
| Writing Composition | Poetry  Creative/ descriptive writing  Newspaper report  (and/or dramatize as live news report)  Instructional Writing (DT) | Imaginative Writing  Persuasive Letter writing  Recount  Book review/ film review (comparison?)  Explanation writing | Poetry  Settings and Character in a narrative  Balanced argument/ discussion piece  Interview writing  Diary entry | Diary Entry  Poetry  Non-Chronological Report  Information booklet  Formal letter writing | Narrative of experiences (own or others)  Newspaper report  Persuasive Letter writing | Poetry  Diary Entry  Create plot, setting and character to develop own story.  Play script |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS - Yr R | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reading | Continuous Word Reading and Comprehension to include VIPERS using Little Wandle Letters and Sounds books directly linked to known GPCs from week 4 of phonics teaching. | | | | | |
| Phonics (including reading phonetically matched books for decoding, prosody and comprehension) | Phase 2 | Phase 2 | Phase 3 | Phase 3 | Phase 4 | Phase 4 |
| Topic/Theme | Getting to know you  Fairy Tales  Nursery Rhymes | Festivals and Celebrations  Traditional tales | Ice and Snow Animals and Dinosaurs Chinese New Year | People Who Help  Castles Changes | Me and My world  Space | Our World  Places  transport |
| Core Text | Traditional Tales  Fairy Tales  Nursery Rhymes | Traditional Tales  Talk for Writing  Owl Babies | Poles apart  The Lonely Polar Bear  The Cave  Lost and Found | Handa’s Surprise  The Gruffalo  Elmer  Farmer Duck  Rosie’s Walk | Goodnight Moon  Whatever Next  Six Dinner Sid | Under The Sea  Mrs Armitage on Wheels  Mr Grumpy’s Outing |
| Poetry (including know by heart & Performance) | Harvest Performance  Twenty-four robbers | Christmas performance  The More it Snows | Sharing a Shell | Easter Performance | My Many Coloured Days | Each Peach Pear Plum |
| Books for Spirituality/ school values | All are Welcome  I am Brown | Snowflakes  Alternative Traditional Tale versions from other countries/cultures | And Tango makes Three  Ruby’s Worry | Julian is a Mermaid | Wonderful Earth! | Dogs Don’t do Ballet |
| Books for enjoyment & enrichment | Quality texts chosen throughout the year to include (but not limited to) non-fiction texts, poetry, and the reading spine for exposure to a range of authors, genres and vocabulary.  Modelled reading for pleasure in time taken at the end of each school day in every classroom. | | | | | |
| Writing Transcription | Pencil grip and continuous daily handwriting of new graphemes and names from first few weeks.  Tricky word spelling from week 3 of phonics.  Sounding to spell words from week 5 of phonics.  Dictated sentences to regularly practise and apply from Spring 2, week 1. | | | | | |
| Writing Composition | Join in with stories, poems, rhymes and songs.  Name writing | Sound out to spell words using known GPCs  Comparing stories  Story Map (s)  Name writing | Labels  Sequencing stories  Name (with surname?)  Write phrases  Description words (adjectives) | Build a Sentence  Speech Bubbles  Storyboard  Write phrases  Labels  Dictated sentences | Build a sentence  Talk For Writing  Poetry  Captions  Labels  Description words (adjectives)  Dictated sentences | Build a longer Sentence  Adjectives  Postcard writing  Letter Writing (s)  Dictated sentences  Recount |
| Communication and Language  Listening, Attention & Understanding  Speaking | Role play – home corner, garden centre, mud kitchen, giants reading room.  Listening skills, communicating with peers and adults.  Nursery Rhymes, Alliteration, retelling stories and acting out stories  Sharing books, Jack and the beanstalk, Three billy goats gruff, goldilocks, red hen (links to harvest) | Role play –  Santa Grotto  Concentrate on speaking – showing awareness of listener.  Continue reading three little pigs, Little Red riding hood, dogger, gingerbread man, each peach pear plum Owl babies,  Christmas stories  Talk for Writing | Role play – South Pole, Snow cave, Explorers hut, Café, dinosaur cave Chinese Take away, Castle.  Retelling stories, acting out stories, completing stories. | Role play – Opticians, surgery, fire station, post office, police station, ambulance station, garage  Listening to others, visitors and speakers. | Role play – Doctors surgery, hairdressers, dentists, hospital  Using talk to clarify thinking, describe, organize and sequence ideas  Speak clearly with confidence and control  keeping clean, princess books  Space books. | Role play – airport, home corner – for packing cases, ice cream stall.  Interact and negotiate. |
| Literacy  Comprehension  Writing  Word Reading | Phonics Phase 2 Recognising and writing names  Page turning | Phonics Phase 2  Letter recognition and formation, emergent writing,  Reading left to right,  Talk about Author, illustrator, etc.  Sound out to spell.  Numeral formation | Phonics Phase 3  Chinese writing, mark making and writing letters for a purpose, signs, informing others.  CVC words, writing/thinking about sentences  Orally rehearse.  Fiction and non-fiction texts. | Phonics Phase 3  Letter recognition and formation, emergent writing, simple common words.  Writing for a purpose. Orally rehearse sentences.  form letters correctly  Fiction and non-fiction texts  Dictated sentences | Phonics Phase 4  Know letter names  Ourselves non-fiction,  Labelling and captions.  Sentence write using a full stop and capital.  Dictated sentences | Phonics Phase 4  Know letter names, Sentence write using a full stop and capital.  Retell stories, write recounts of trips, writing for different purposes.  Dictated Sentences |