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| 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 reviewPhase 5 | Phase 5 | Phase 5 | Phase 5 | Phonics Screening Check | Phase 5 |
| Core Text | Peace at LastKnuffle BunnyAstro Girl (history) | Traditional Tales revisitedOn the Way HomeLittle Red | Iggie Peck Architect (DT)Voices in the park (non-linear text) | The Day The Crayons QuitThe Tale of Peter Rabbit (archaic text) | DoggerCan’t You Sleep, Little Bear?Dinosaurs and all that Rubbish (symbolic text) | BeeguMy Name is not RefugeeThe 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 DotAlternative 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 CompositionBuild 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 CaptionsLabels | Build a golden sentenceLetter writingShort narrativeSpeech bubbles | Build a golden SentenceInstructionsCaptionsPoemRecount | Build a golden SentenceCaptionsShort narrativeLetter WritingSpeech Bubbles | Build a golden SentencePoemShort narrativeLetter WritingSpeech Bubbles | Build a golden SentenceShort narrativesPostcard writingPoemInstructions |

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!

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| Y2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reading  | Continuous Word Reading and Comprehension to include VIPERSNon-Fiction texts to link with curriculum subjects, explicitly teaching features. |
| Phonics | Phase 5 review |  |  |  |  |  |
| Core Text | The Three little Wolves and the Big Bad PigWho’s Afraid of the big Bad Book?Gorilla | The Story MachineAmazing GracePumpkin Soup | Meerkat MailThe Owl Who was Afraid of the Dark.Emily brown and the Thing | Tell me a DragonThe FlowerThe Giraffe, The Pelly & MeGoldilocks and the three Bears – Lauren Child | Frog and Toad togetherFlat StanleyTraction Man | Fantastic Mr FoxNot now, BernhardThe 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.StoryboardNarrativePoemLabels | Building longer pieces Imaginative WritingLetter writingNarrativeRecount | Building longer pieces InstructionsPoemPostcard writingLetter WritingNarrative | Building longer pieces Creative/ descriptive writingWriting about real events (history?) | Building longer pieces PoemNarrative of experiencesLetter Writing | Building longer piecesPersuasive writingPlay scripts.Information sheet/ booklet incl. non-fiction features.Poem |

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| Y3/4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reading  | Continuous Word Reading and Comprehension to include VIPERSNon-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 FrockKensuke’s Kingdom | Kensuke’s Kingdom | Coming to EnglandThe Mysterious Traveller | The Sheep Pig |
| Poetry (including know by heart & Performance) | Harvest Performance | Christmas performancePuffin 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 bedroomThe boy, the horse, the Fox and the mole. | When Charley met Emma | The Proudest BlueBone girl, stone girl | The Lost HomeworkBlack 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 writingNarrativePoetryCharacter description | Imaginative WritingPersuasive Letter writingNarrativeRecount | InstructionsPoetrySettingsNarrativeDiary Entry | Creative/ descriptive writingArgument/ discussion writingNewspaper report | Persuasive writingNarrative of experiencesNon-Chronological Report | Play scripts.Information booklet PoetryCreate plot, setting and character to develop own story |

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| Y5/6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reading  | Continuous Word Reading and Comprehension to include VIPERSNon-Fiction texts to link with curriculum subjects, explicitly teaching features. |
| Core Text | Tom’s Midnight Garden | Tom’s Midnight GardenFarther | The Boy at the Back of the Class The Arrival | The Boy at the Back of the ClassThe Arrival | Street child | Street child |
| Poetry (including know by heart & Performance) | Harvest PerformanceIn Flanders Fields | Christmas performance Being you! | The TygerBeing you! | Easter PerformanceThe eagle | The Highwayman | The HighwaymanBeing 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 | PoetryCreative/ descriptive writingNewspaper report(and/or dramatize as live news report)Instructional Writing (DT) | Imaginative WritingPersuasive Letter writingRecountBook review/ film review (comparison?)Explanation writing | PoetrySettings and Character in a narrativeBalanced argument/ discussion pieceInterview writingDiary entry | Diary EntryPoetry Non-Chronological ReportInformation booklet Formal letter writing | Narrative of experiences (own or others)Newspaper reportPersuasive Letter writing | PoetryDiary EntryCreate plot, setting and character to develop own story.Play script |

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| 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 TalesNursery Rhymes  | Festivals and CelebrationsTraditional tales | Ice and Snow Animals and Dinosaurs Chinese New Year | People Who Help Castles Changes | Me and My world Space | Our WorldPlacestransport |
| Core Text | Traditional TalesFairy Tales Nursery Rhymes | Traditional TalesTalk for WritingOwl Babies | Poles apartThe Lonely Polar BearThe CaveLost and Found | Handa’s SurpriseThe GruffaloElmerFarmer DuckRosie’s Walk | Goodnight MoonWhatever NextSix Dinner Sid | Under The SeaMrs Armitage on WheelsMr Grumpy’s Outing |
| Poetry (including know by heart & Performance) | Harvest PerformanceTwenty-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 WelcomeI am Brown | SnowflakesAlternative Traditional Tale versions from other countries/cultures | And Tango makes ThreeRuby’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 GPCsComparing storiesStory Map (s)Name writing | LabelsSequencing storiesName (with surname?)Write phrasesDescription words (adjectives) | Build a SentenceSpeech BubblesStoryboardWrite phrasesLabelsDictated sentences | Build a sentenceTalk For WritingPoetryCaptionsLabelsDescription words (adjectives)Dictated sentences | Build a longer SentenceAdjectivesPostcard writingLetter Writing (s)Dictated sentencesRecount |
| Communication and Language Listening, Attention & UnderstandingSpeaking | 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 storiesSharing books, Jack and the beanstalk, Three billy goats gruff, goldilocks, red hen (links to harvest) | Role play – Santa GrottoConcentrate 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, garageListening to others, visitors and speakers.  | Role play – Doctors surgery, hairdressers, dentists, hospitalUsing talk to clarify thinking, describe, organize and sequence ideas Speak clearly with confidence and controlkeeping clean, princess booksSpace books. | Role play – airport, home corner – for packing cases, ice cream stall. Interact and negotiate.  |
| LiteracyComprehensionWritingWord Reading | Phonics Phase 2 Recognising and writing namesPage 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 sentencesOrally 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 textsDictated sentences | Phonics Phase 4 Know letter namesOurselves 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 |