







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	<ul style="list-style-type: none"> ✓ Great Fire of London/Gateshead ✓ Continents – compare and contrast. ✓ Climates ✓ Print making ✓ Health and wellbeing ✓ Christianity ✓ Materials 		<ul style="list-style-type: none"> ✓ Linda Lang ✓ Mexico ✓ Relationships – why is marriage special? ✓ Belonging ✓ Easter story ✓ Mexico ✓ Matthew Henson ✓ Animals including humans 		<ul style="list-style-type: none"> ✓ Living in the wider world – where does money come from. ✓ School rules – rights and responsibilities belonging ✓ The Snowman ✓ Pablo Picasso ✓ Buddhism – Buddha's life – 3 signs of being ✓ Frozen Worlds – Comparing Polar regions ✓ Grace Darling ✓ Living things/habitats/plants 	
Texts	<p>Focus text: Paddington</p>  <p><u>Additional Fiction:</u> Journey – Aaron Becker</p> <p><u>Non-Fiction</u> Great Fire of London/Gateshead Continents Climates Print making</p>	<p>Focus text: Vlad and the Great Fire of London</p>  <p><u>Additional Fiction:</u> A Walk in London – Savatore Rubbino</p> <p><u>Non-Fiction</u> Health and wellbeing Boom Chicka Boom Christianity Materials</p>	<p>Focus text: Oliver's vegetables</p>  <p><u>Additional Fiction:</u> The Best of You – Nima Patel</p> <p><u>Non-Fiction</u> Linda Lang Mexico Relationships Belonging</p>	<p>Focus text: The Great Explorer</p>  <p><u>Additional Fiction:</u> Emma Jane's Aeroplane – Katie Howarth</p> <p><u>Non-Fiction</u> Easter story Mexico Matthew Henson Animals</p>	<p>Focus text: The Lighthouse Keepers Lunch</p>  <p><u>Additional Fiction:</u> The Snail and the Whale – Julia Donaldson</p> <p><u>Non-Fiction</u> Money School rules Pablo Picasso</p>	<p>Focus text: The Proudest Blue</p>  <p><u>Additional Fiction:</u> Kindness is my Superpower – Alicia Ortego</p> <p><u>Non-Fiction</u> Buddhism Grace Darling Frozen Worlds Living things and habitats</p>
Poetry	<p>A Ride With Santa – Ovie Pedige Tanner</p> <ul style="list-style-type: none"> • Rhyme • Rhythm • Verse 		<p>Majestic Eagle/ Playful Dolphins/ The Wise Owl</p> <ul style="list-style-type: none"> • Haiku • Syllables • Lines 		<p>Imagine by Roland Egan</p> <ul style="list-style-type: none"> • Free Verse • Rhyming Couplets • Rhythm 	
Planned Outcome (fiction/non-fiction)	<p>Fiction - Diary recount/ character description</p> <p>Non-fiction – Instructions</p>	<p>Fiction – Recount/ journey story</p> <p>Non-fiction – Non-chronological report</p>	<p>Fiction – Character description</p> <p>Non-fiction – Recipe writing</p>	<p>Fiction- Recount diary/ finding tale</p> <p>Non-fiction- Newspaper report</p>	<p>Fiction – Retell character point of view/ retell letter</p> <p>Non-fiction – Instructions</p>	<p>Fiction – Recount/ journey story</p> <p>Non-fiction – Explanation text</p>

Reading Progression of Skills	<ul style="list-style-type: none"> ✓ Understand books by drawing on what they already know or on background information provided by the teacher. ✓ Check that the text makes sense and correct inaccurate reading. ✓ Participate in discussion about books, poems and other works, taking turns and listening to what others say. ✓ Explain and discuss their understanding of books poems and other material. ✓ Continue to build up a repertoire of poems learnt by heart. ✓ Recite some poems using intonation. <p><u>Word</u></p> <ul style="list-style-type: none"> ✓ Consolidate Phase 1, 2,3, phase 5 and phase 5 alternatives. ✓ Continue to apply phonic knowledge and skills until automatic decoding is embedded and reading is fluent. ✓ Read accurately by blending the sounds in words that contain taught graphemes especially recognising alternative sounds for graphemes. ✓ Read words of 2 or more syllables accurately. ✓ Read words containing common suffixes e.g. –ing, – ed, er (NC pg. 56) ✓ Read further common exception words e.g. could, again (NC, pg. 58) ✓ Read most words quickly and accurately, without overt sounding and blending e.g. when they have been frequently encountered. ✓ Read aloud books closely matched to their improving phonic knowledge e.g. automatically and without undue hesitation. ✓ Re-read books to build fluency and confidence in word reading. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> ✓ Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction. ✓ Discuss sequence of events in stories and how items of information are related. ✓ Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. ✓ Check that the text makes sense to them as they read and correcting inaccurate reading Answer and ask questions. <p><u>Inference and deduction</u></p> <ul style="list-style-type: none"> ✓ Make inferences from what is said and done, e.g. ‘he was upset because it says “he was crying”’. ✓ Make simple plausible predictions on the basis of what has been read so far e.g. ‘He’s going to run away’ or ‘I think it will tell us how the fire started’. ✓ Predict what might happen on the basis of what has been read so far. <p><u>Text structure</u></p> <ul style="list-style-type: none"> ✓ Discuss the sequence of events and how items of information are related. ✓ Understand that non-fiction texts are structured in different ways e.g. ‘it tells about all the different things you can do at the zoo’. <p><u>Language for effect</u></p> <ul style="list-style-type: none"> ✓ Discuss favourite word choices and phrases e.g. “slimy” is a good word to describe a slug. ✓ Recognise recurring patterns of literary language e.g. once upon a time, first, next, last. ✓ Discuss and clarify meanings of some new vocabulary e.g. squashed and squeezed are the same and knowledge of e.g. prefixes, unhappy. ✓ Recognise some different forms of poetry
Writing Progression of Skills	<p><u>Vocabulary and grammar</u></p> <ul style="list-style-type: none"> ✓ Use subordinating conjunctions (when, if that, because) and co-ordinating conjunctions (or, and, but). ✓ Use expanded noun phrases Eg: the blue butterfly, plain flour. ✓ Be able to write a variety of different sentence types – statement, command, question, exclamation. ✓ Form nouns using a range of suffixes eg; ness and er (brightness, hiker) ✓ Form adjectives using suffixes such as ful, less, er, est eg; grateful, hopeless, bigger, lightest

	<p><u>Spelling and punctuation</u></p> <ul style="list-style-type: none"> ✓ Segment words into phonemes, representing these by graphemes, spelling many correctly. ✓ Be able to spell the contracted form (don't, we'll) ✓ Distinguish between homophones (there/their, hear/here, see/sea) see appendix I for complete list. ✓ Use the apostrophe for possession. ✓ Use capital letters, full stops, question marks and exclamation marks. ✓ Use commas for lists. ✓ Apply phonic spelling rules learnt from Y2 NC spelling statutory guidance. ✓ Spell common exception words eg; because, door plant (see guidance) <p><u>Planning, drafting and writing</u></p> <ul style="list-style-type: none"> ✓ Plan or say out loud what they are going to write. ✓ Write down key words and/or ideas, including new words. ✓ Encapsulate what they want to say, sentence by sentence. <p><u>Evaluating and editing</u></p> <ul style="list-style-type: none"> ✓ Evaluate their writing with the teacher and other pupils. ✓ Ensure verbs indicating time, are used consistently. Re -read to check for errors in spelling, grammar and punctuation errors at Y2 level. ✓ Read aloud their own writing, using appropriate intonation so that meaning is clear. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> ✓ Begin to use diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined. ✓ Form capital letters, lower case letters and digits correctly. ✓ Use spacing between words
Assessment	<p>Diagnostic (cold write)</p> <p>Success Criteria – pupil/ teacher</p> <p>Editing and Redrafting</p> <p>Outcome – Final Piece</p>