EYFS & Key Stage 1 English- 2026 - 2027 (Year B)

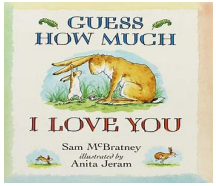
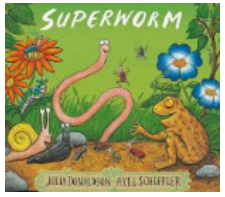
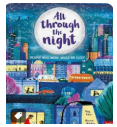
English Links with Curriculum Vision

Faith

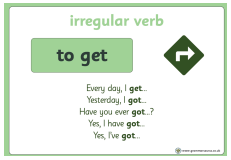
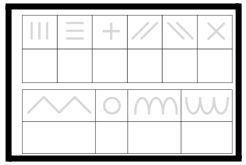
Children have high expectations for themselves with Jesus as their example to guide them.

School of Literature	School of Knowledge	School of Pride	School of Opportunity	School of Inclusion	School of Wonder	School of Innovation
Variety of high quality texts & genres. Familiar and new Love of reading Love of writing Reasons to write	Skills based Progressive Informative Knowledge rich Vocabulary rich	Every piece every time Handwriting Presentation Ownership of work Celebrate own achievements	Experiences to enhance learning for all Opportunity to reflect on work Variety of texts taught Creative curriculum	No child left behind Quality first teaching Adaptive teaching Independence Skills based 'Cusp of confidence'	Curiosity about the world through literature Inspiring, fun and motivational work Reasons to write	Imaginative writing Creativity Building on the familiar Using imagination Brought to life through technology

EYFS - Nursery

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts						
Other text linked to interests	  	 	  	  	  	  

Phonics **(Foundations for Phonics - Little Wandle)** **Cherries**	Rhyme Time (Little Wandle) Learn a collection of Nursery Rhymes	s a t p i n Teach children to hear the same initial sound for words and names of objects. Teach children to blend CVC words using oral blending and objects.	m d g o c k e Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds. Teach children to blend a wider range of CVC words using oral blending	u r h b f l j Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds Teach children to blend a wider range of words using oral blending.	v w y z qu ch Teach children to identify initial sounds of words and objects Teach children to blend a wider range of words using oral blending..	ck x sh th ng nk Teach children to identify the final sounds of words and objects Teach children to blend a wide range of words using oral blending when playing:

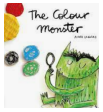
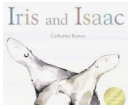
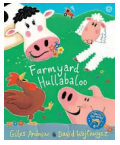
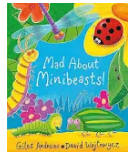
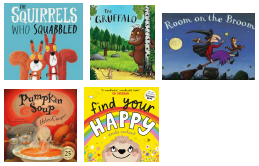
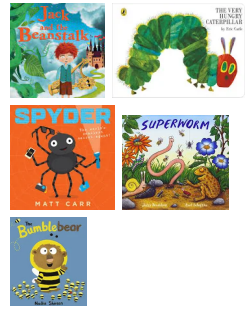
Blossom						
Communication and Language	I can listen to stories and begin to remember what happens. I can begin to follow simple instructions. I can join in with familiar nursery rhymes.	To be able to talk about their familiar book. Begin to use a wider range of vocabulary . I can ask for help. I can follow simple instructions.	Understand an instruction that has two parts. I can listen to stories and begin to remember what happens.	Develop their communication by looking at irregular tenses and plurals. Counting or clapping syllables in a word. Use intonation, rhythm and phrasing to make the meaning clear to others.	Suggest how a story might end. Begin to understand 'why' 'how' questions. Develop their phonological awareness, so they can spot and suggest rhymes.	Use longer sentences of four to six words. Know many rhymes. Build on vocabulary that reflects the breath of their experiences. Know that information can be relayed in the form of print.
GPS **Irregular verbs** **Oracy**						
Writing - Pre writing letter shapes **(Literacy)** **Starting in the right place**			Anti-clockwise first and clock wise			 Consolidate all pre writing shapes
Physical Development	Use one handed tools - (Scissors - snips in paper) / Paint Brushes - Large and small / Tools to Begin to form a good grip when holding mark marking equipment. Show a preference for dominating hand Gross motor - Outdoor play climbing / running / large water play / pouring Fine motor play - buttons / tweezers / loose parts / threading / dough Begin to write letters in name with more accuracy Write for a reason within play / Shopping list / cards					

Reading	Enjoy being read to in small groups.

Progression in Oracy – EYFS

6 months old	1 year old	18 months old	2 years old	3 years old	4 years old	5 years old
• Make sounds to themselves and with other people, e.g. cooing, gurgling and babbling. • Make noises to get attention. • Watch a person's face when they are talking to them. • Show excitement when they hear voices coming. • Smile and laugh when others do. • Make sounds in response to someone talking to them.	• Make talking noises, including strings of sounds. • Point and look at people to get attention. • May be able to say some words and use gestures. • Start to understand some words, e.g. bye-bye, especially those with a linked gesture. • Recognise the names of familiar objects. • Look at somebody when they are speaking or when they hear their name called. • Take turns in 'conversations' – babbling back to an adult.	• Say around 20 words – they may not sound mature but are consistent. • Understand some simple words and short phrases (usually those that are repeated regularly). • Recognise and point to familiar objects when you ask them to. • Enjoy games likes 'peeka-boo' and toys that make noises. • Start to explore their world and enjoy simple pretend play.	• Use over 50 single words. • Be starting to put short sentences together with two or three words. • Be asking simple questions. • Understand between 200 and 500 words. • Understand simple questions and instructions. • Enjoy pretend play. • Usually make noises or talk while playing. • Become frustrated if they cannot get their message across.	• Use up to 300 words and can use different words for different things, e.g. description of what things look like; where something is. • Refer to something that has happened in the past. • Put 4 or 5 words together to make short sentences. • Ask lots of questions. • Have clearer speech. This may still include some immaturities, e.g. finding it difficult to say 'r'. • Listen to and remember simple stories with pictures. • Understand longer instructions. • Understand simple 'who', 'what' and 'where' questions. • Join in with other children playing. • Play more imaginatively. • Be able to have a conversation. • Recognise others' feelings and begin to show empathy.	• Ask lots of questions using question words. • Be able to answer 'why' questions. • Use longer sentences and link them together simply. • Describe things that have already happened. • Have mostly clear speech. • Listen to longer stories and answer questions about them. • Understand and use colour, number and time related words. • Enjoy make-believe play. • Start to enjoy simple jokes. • Start to be able to make plans for games with others.	• Take turns in longer conversations. • Use well-formed sentences. • Using a wide range of words. • Thinking about the meaning of some words. • Be able to re-tell short stories. • Use most speech sounds correctly. • Enjoy listening to stories, rhymes and songs and start to make up their own. • Ask relevant questions and make relevant comments. • Understand spoken instructions without stopping what they are doing. • Understand more complicated language, e.g. first, last, might, maybe, above, in-between. • Understand sequencing words. • Take on different roles in imaginative play. • Use talk to help work out problems, organise their thinking and take part in activities.

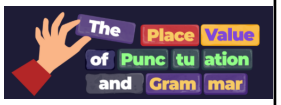
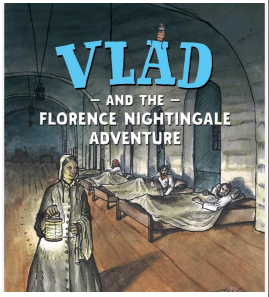
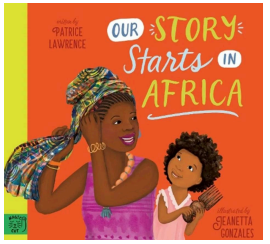
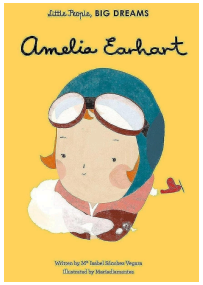
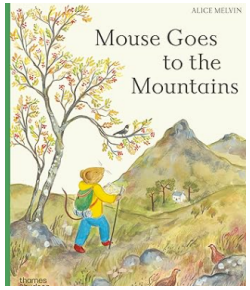
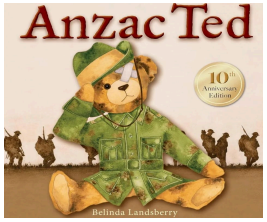
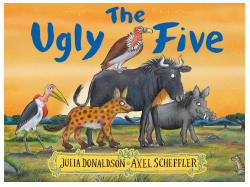
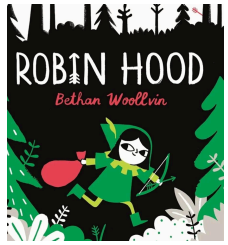
EYFS - Reception

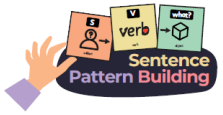
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts (Core text)						
Additional Texts (Drawing Club)						

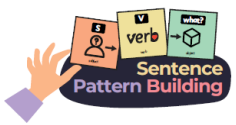
Poetry (Oracy / Communication and Language)						
Poems						
Phonics (Little Wandle)	Phase 2 s, a, t, p, i, n, m, d, g, o, c, k, ck,e, u, r, h, b, f, l	Phase 2 ff, ll, ss, j, v, w, x, y, z, qu, 's', ch, sh, th, ng, nk	Phase 3 ai, ee. igh, oa, oo, oo,ar, or, ow, oi, ear, air, er. Double letters bb, rr, gg, dd, pp, tt	Phase 3 Constant review of the phonemes we've learnt in phase 2 and 3. Reading longer words with suffixes -ing	Phase 4 Constant review of phonemes in phase 2 and 3 The suffix '-es' /iz/ suffix est Multi- syllable words broken up into chunks. Words with 4 sounds	Phase 4 Constant review of phonemes in phase 2 and 3 Focus on longer words and chunking Reviewing misconceptions
Oracy - Sequencing (Show and tell / Talestoolkit) Talk for writing	**Narratives - Oracy (Retell real event) (Oral Storytelling)**					
Writing	**Initial sounds**	**CVC words - labels (Common nouns)**	**Labels & lists (Common nouns)**	**Labels, Lists and captions (Describe - Adjectives)**	**Simple sentences (Subject, Verb pattern)**	**Simple sentences (Subject, Verb pattern)**
	Write own name To name and then label pictures with initial sounds. Represent some initial sounds Form graphemes practised in phonics Dictation	To write cvc words containing taught graphemes Form graphemes practised in phonics Dictation	To write a list of cvc words containing taught graphemes To begin to write a short caption using a stem sentence. I can He is/She is It is Form graphemes practised in phonics Dictation	To write a short caption using taught graphemes. Dictation Consolidate letter formation practised in phonics	Write and recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Consolidate letter formation practised in phonics	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters Mastery of skills Begin upper and lower case practice
Punctuation and Grammar (Skills)	Capital letter for own name			Finger spaces	Finger spaces and full stops.	Finger spaces and full stops. Some awareness of capital letters in sentences. Capital letter for their own name.
GPS Irregular verbs Oracy		 	 	 	 	
Handwriting (Transcription)	s, a, t, p, i, n, m, d, g, o, c, k, ck,e, u, r, h, b, f, l	ff, ll, ss, j, v, w, x, y, z, qu, 's', ch, sh, th, ng, nk	ai, ee. igh, oa, oo, oo,ar, or, ow, oi, ear, air,	Cvc words sitting on a line	Write a simple caption, sentence or phrase	Hold a pencil effectively in preparation for fluent

	Start at the correct place to write the letters. Begin to hold a pencil with tripod grip	Start at the correct place to write the letters. Begin to hold a pencil with tripod grip	Start at the correct place to write the letters. Begin to hold a pencil with tripod grip..	Start at the correct place to write the letters. Begin to hold a pencil with tripod grip..	Start at the correct place to write the letters. Begin to hold a pencil with tripod grip..	writing using a tripod grip in all cases. Write recognisable letters that are mostly correctly formed (Lowercase)
Spoken Language	**Reception** **Physical** • To speak audibly so they can be heard and understood • To use gestures to support meaning in play **Linguistic** • To use talk in play to practise new vocabulary • To join phrases with words such as 'if', 'because' 'so' 'could' 'but' **Cognitive** • To use 'because' to develop their ideas • To make relevant contributions and ask questions • To describe events that have happened to them in detail **Social and Emotional** • To look at someone who is speaking to them • To take turns to speak when working in a group					
Reading	**1-1 Reading** Pupils will begin to recognise and read Little Wandle set 1 sounds, orally blend sounds into words and begin to read cvc words blending sounds to read. Pupils will begin to continue a rhyming string. Pupils will listen attentively to a range of texts, both fiction and non-fiction texts, and answer a variety of questions related to these texts. They will retell familiar texts in the correct sequence and use descriptive language to describe a range of characters Begin to recite poems from memory and perform them as a class - linked to traditional songs and rhymes. Children will begin to identify a character, setting, problem and solution in a story. This is to be achieved through daily storytime and comprehension tasks using the tales toolkit approach.	**1-1 Reading** Pupils will read Little Wandle set 1 sounds, begin to recognise and read Little Wandle set 2 sounds. They will read words containing 3 sounds by blending accurately and begin to read simple sentences. They will also begin to read common exception words. Pupils will listen attentively to a range of texts, both fiction and non-fiction texts, answering a variety of questions related to these texts. They will retell familiar texts in the correct sequence, explore rhyming words and texts and be able to continue a rhyming string. To recite poems linked to the winter season. Children will begin to create their own stories through Tales Toolkit story bags using familiar characters.	**Three read groups** Pupils will read Little Wandle set 1 sounds, begin to recognise and read Little Wandle set 2 sounds. They will read words containing 3 sounds by blending accurately and begin to read simple sentences. They will also begin to read common exception words. Pupils will listen attentively to a range of texts, both fiction and non-fiction texts, answering a variety of questions related to these texts. They will retell familiar texts in the correct sequence, explore rhyming words and texts and be able to continue a rhyming string. To recite poems linked to the winter season. Children will begin to create their own stories through Tales Toolkit story bags using open ended resources.	**Three read groups** Pupils will recognise and read Little Wandle set 1 and 2 sounds. They will read words containing 3 sounds by blending, including those containing digraphs and trigraphs. Pupils will read simple sentences and continue to read a wider range of common exception words linked to basic food recipes. Pupils will listen attentively to a range of texts, both fiction and non-fiction texts, answering a variety of questions related to these texts. They will retell familiar texts in the correct sequence and use the internet and books to retrieve facts. To read and recite simple poems linked to food. Children will begin to create their own stories through Tales Toolkit story bags using a selection of decodable words and self chosen objects from around the classroom.	**Three read groups** Pupils will, if appropriate, recognise and read Little Wandle set 3 sounds and continue to practise previously taught phonic knowledge. They will develop the ability to blend sounds without reading them aloud. Pupils will read longer pieces of text with increasing fluency and continue to read a wider range of common exception words. Pupils will listen attentively to a range of texts, both fiction and non-fiction texts, answering a variety of questions related to these texts. They will retell familiar texts in the correct sequence. Pupils will read a set of instructions on how to plant a seed, along with speech bubbles. To create as a class and recite simple poems linked to animals and plants. Children will begin to create their own stories through Tales Toolkit story bags using a selection of decodable words and sentences in addition to self chosen objects from within the classroom. To begin performing stories in small groups.	**Three read groups** Pupils will use all previous phonic knowledge to recognise and read an increasing range of graphemes. They will decode texts using phonic strategies and begin to develop semantic and syntactic strategies. Pupils will continue to develop the ability to blend sounds without reading them aloud. They will read longer pieces of text with increasing fluency and begin to develop intonation and expression. Pupils will continue to read a wider range of common exception words. Pupils will listen attentively to a range of texts, both fiction and non-fiction texts, answering a variety of questions related to these texts. They will retell familiar texts in the correct sequence and read a set of instructions on how to get to the river on a trip. To create as a class and recite simple poems linked to the world. Children will create their own stories through Tales Toolkit story bags using a selection of decodable words and sentences in addition to self chosen objects from within the classroom. They will then film / perform these stories in small groups.

Year 1

Year 1	Autumn 1 Local area School community	Autumn 2 Remembrance	Spring 1 CWhat a wonderful world Continents	Spring 2 Florence Nightingale	Summer 1 Compare UK and Africa	Summer 2 Significant people
Reading **Key Texts**	 Ready for Place value. Punctuation and grammar	 (Year 1 - Year B) Reading stories for pleasure to the children	 Application units  			
Additional Text			 *Optional (Time dependant)*	 PRR 	 PRR	 GS
Reason to write: entertain **Narrative / recount (First week)** **AFL - Week - Strong Foundations**						
		Holiday Writing **Year 1** Talk about a real event that has happened in the past tense. To begin to use fronted adverbials orally. To plan using pictures. To label and write a simple caption.	**Christmas holiday recount** **Year 1** Talk about a real event that has happened in the past tense. To plan and write a recount. To use senses to enhance descriptive writing. To use conjunctions to join sentences together - and.	**Holiday recount** To plan, talk about and write about a real event that has happened in the past tense. **Year 1 & Year 2** Sequence events using adverbials of time to sequence. To use verbs. To do this with more independence. Year 1 - 3 events Year 2 - 5 events	**Easter holiday write** Talk about a real event that has happened in the past tense, using fronted adverbials. (Easter holidays). To ask the reader a question using the correct punctuation. **The story of the Easter Bunny** To write a short narrative using some coordinating conjunctions. **Year 1** To complete the sentence using the correct coordinating conjunction. To use the er and est suffix to compare *	**Half term holiday writing** Talk about a real event that has happened in the past tense. **Year 1** Regular verbs Use some time adverbials Year 1 - 3 events to begin to edit work with support of a teacher.

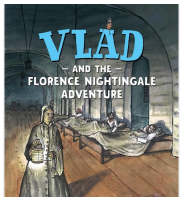
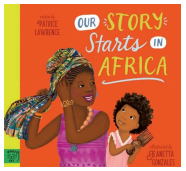
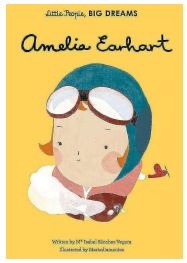
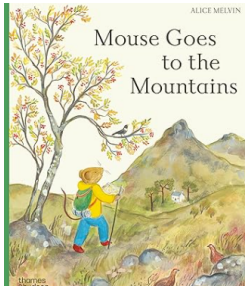
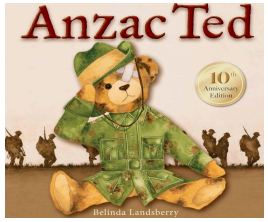
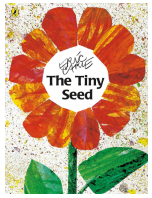
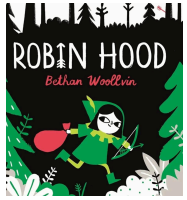
	Strong Foundations **Transcription**	**<u>Reason to write: inform</u>** **<u>Wow Week</u>** **Character describe** **(Label, list and caption)** **Thank you letter**	**<u>Reason to write: inform</u>** **<u>Non Chron Report - information text</u>** **(Application unit)**	**<u>Reason to write: entertain</u>** **<u>Narrative - Recount</u>** **Diary entry**	**<u>Reason to write: entertain</u>** **<u>Narrative</u>** **Setting Description**	**<u>Reason to write: inform</u>** **<u>Non Chron - Biography</u>** **<u>Information text</u>** **Fact file**
	<u>Year 1 & Year 2</u> **<u>RPVPG</u>** **<u>Pupil will focus on lists, labels and captions</u>** Pupils will reinforce basic sentence writing skills such as spelling using phonics skills. (Phase 2 & 3). To use some common exception words. They will practise leaving appropriate finger spaces. Pupils will write dictated sentences to reinforce basic skills. (I can, we can, you can) They will learn alphabetical order, and learn to write capital letters, focusing on the correct letter height. Pencil grip and letter formation  **<u>Year 2</u>** Heavy focus on accurately punctuated simple cations. Using and to join sentences. Adjectives to describe.	 **<u>Year 1</u>** To describe a character using adjectives. **<u>Year 2</u>** To describe a character using adjectives. To join clauses using the conjunction 'and'. **<u>Year 1</u>** **<u>To begin to know the features of a letter.</u>** Who it is to Main text Who it is from **<u>Year 2</u>** Who it is to Main text Who it is from Address on envelope	**<u>Tell me a Dragon - Non chron Application unit</u>**  To write an accurate and complete sentence. To create a booklet. Differentiate by outcome. To include a subject and a verb. Punctuation Basic sentence structure Coordinating conjunctions Modify nouns Modify verbs - adverbs Subordinating conjunctions (and, because) Spelling - s and es **<u>Year 1 - 3 facts - 2 animals</u>** **<u>Year 2 - 3 facts - 4 animals</u>** To begin to group information using a subheading. Presentation Double page spread	To write a diary entry in the first person. To write in the past tense. Include a setting description **<u>Year 1</u>** er and est ing s and es Noun phrases Begin to use exclamation marks **<u>Year 2</u>** ly s and es Plural s Expanded noun phrases To use exclamation marks	To describe the setting in Africa. To use new vocabulary. **<u>Year 1</u>** Nouns Adjectives Noun phrases **<u>Year 2</u>** Adverbs to describe ly Suffixes ful ness Present tense	To write facts about a historical person. **<u>Year 1 & Year 2</u>** To read and retrieve facts about a significant person. To write simple facts about her life. Past tense Irregular verbs flew To begin to use question marks. Make a fact file using simple sentences. **<u>Year 2</u>** To use question marks to engage a read Group ideas together Use sub headings To begin to group information into paragraphs
	Narrative **(Topic Link)**	**<u>PVPG - Year A</u>**	**<u>Reason to write: inform</u>** **<u>Recount - Letter</u>** **Little Red**	**<u>Reason to write: inform</u>** **<u>Instructions</u>** **Plants**	**<u>Reason to write: inform</u>** **<u>Non-chron report</u>** **A short factual report about an animal**	**<u>Reason to write: entertain</u>** **<u>Narrative</u>** **Plot weave** **(Grammarsaurus with slides)**

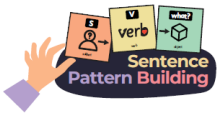
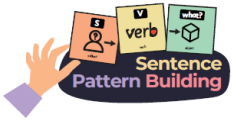
	To say and write a simple caption. To write a sequence of events in order. **Year 1** Sequence a story in chronological order. Combine words to make simple sentences. Focus on foundations for writing - dictation. (3 events) **Year 2** To write simple sentences. To use conjunctions - and To use adjectives. More independence (5 events)	**PVPG** **Year 1** **Noun Focus** Common nouns Proper nouns **Verb Focus** Being verbs & Regular Verbs Irregular action verbs **Subject Focus** Subject / Verb focus Subject / Verb & pronoun focus Application 4 Week block (Minimum of 20 lessons) Extension Tasks - Year 2	Application unit - Recount  To write a letter Year 1 To sequence events in order.	To write instructions on how to plant a seed. Year 1 Er Noun phrases Conjunction and Year 2 Er and est Expanded noun phrases Conjunction and so because	**Reading** Predict from the text. Make simple inferences. Explain understanding of what is read. Retell main events. **Year 1** Conjunction 'and'. Adjectives to describe nouns. Year 2 Conjunction 'when' 'so' 'because' Expanded noun phrases to describe	
	Assessment for learning **(Class specific - own planning)** Class specific - Consolidate half terms learning No new skills - opportunity to address any misconceptions. SVO structure					
Poetry	**Poetry**	**Poetry**	**Poetry**	**Poetry**	**Poetry**	**Poetry**
	Learn and recite poetry Poetry basket	Learn and recite poetry Poetry basket	Learn and recite poetry Poetry basket.	Learn and recite poetry Poetry basket	Learn and recite poetry Poetry basket	Learn and recite poetry Great Fire of London poetry recital
Year 1 **Punctuation and Grammar (Skills)**	**Foundation skills ready to write Year 1** To begin to us: Finger spaces Full stops Capital letter for personal pronoun I Combining words to make simple sentences. 	**PVPG** **Noun Focus** Common nouns Proper nouns **Verb Focus** Being verbs & Regular Verbs Irregular action verbs **Subject Focus** Subject / Verb focus Subject / Verb & pronoun focus Application 4 Week block (Minimum of 20 lessons) To use the ed suffix	Joining words and clauses using and. Capital letters for names. Sequencing sentences to form short narratives. To use the ed suffix	Exclamation marks Capital letters for names of places and days of the week. Sequencing sentences to form short narratives To use the ed suffix **Year 1** er and est ing Regular plural - s and es Noun phrases Begin to use exclamation marks **Year 2** ly Regular and irregular - s and es Plural s Expanded noun phrases To use exclamation marks	Question marks Capital letters for names of places and days of the week (Proper nouns) Sequencing sentences to form short narratives. Awareness of tense.	Sequencing sentences to form short narratives Joining words and clauses using and. Capital letters for names. Sequencing sentences to form short narratives. Awareness of tense.

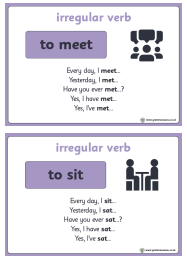
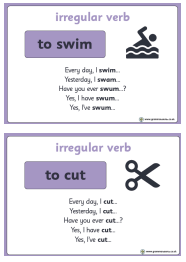
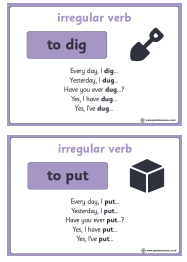
Year 1 **GPS** **Irregular verbs** **Oracy**		 	 	 	 	 
<u>Year 1</u> **Phonics**	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a e sha e /igh/ i-e time /oa/ o e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield their people oh your Mr Mrs Ms as * could would should our house mouse water want	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey don ey /oo/ ui ou fruit soup any many again who whole where two school call different thought through friend work	/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor wal /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor once laugh because eye	Phonics review Phonics Screening Prep.	/ai/ eigh aigh ey ea eight straight grey brea /n/ n gn nee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more busy beautiful pretty hour move improve parents shoe.
Year 1 **Handwriting** **Transcription**	Sit at a table correctly to write. Write using a tripod grip. Begin at the correct place to form each letter. Begin to write a sentence with letters sitting on the line and including finger spaces.	Correct letter formation for letter families c, a, o,q, d, g,e, s, f	Correct letter formation for letter families r, b, n, h, m, k, p	Correct letter formation for letter families l, i, t, u, j, y	Correct letter formation for letter families v, w, x, z,	Write sentences using the correct pencil grip. Form the letters correctly and sit them on the line when required. Build up the resilience to write more.
Year 1 **Spoken Language**	**Physical** • · Look at who is talking to you and you are talking to • Speak clearly and confidently in a range of contexts • Use appropriate tone of voice for context (projecting voice for large audience) • Use hand gestures to support delivery in presentational talk (pointing to something being discussed) **Linguistic** • · Speak in sentences using joining phrases to link ideas • Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller • Take opportunities to try out new language, even if it is not always correctly used • Use stem sentences to link to other's ideas in group discussion e.g. 'I agree with… because…' 'linking to…' • Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally **Cognitive** • · Use 'because' to develop their ideas • Make relevant contributions that match what has been asked • Ask simple questions • Describe events that have happened to them in detail **Social and Emotional** • Listen and respond appropriately to others • Be willing to change their mind based on what they have heard					

Every piece, every time						
Year 1 **Reading**	**Three read groups** Pupils will reinforce key reading skills such as applying phonics to decode words and reading words with suffixes. They will answer simple retrieval, vocabulary and inference questions based on a variety of texts. Pupils will practise and reinforce reading the Year 1 Common Exception Words and discuss and compare a range of stories.	**Three read groups** Pupils will explore alternate sounds for graphemes and find these in a text. They will read compound words and words with more than one syllable in a range of more complex texts. Pupils will continue to build on knowledge of the Year 1 Common Exception Words and answer a range of questions on a variety of texts, including questions on prediction and summarising, and sequencing.	**Three read groups** Pupils will explore common suffixes and identify these, and their root words, within a text. They will explore nonfiction texts to link with the non-chronological report writing and gain ideas for their work. Pupils will answer questions based on inference, as well as other key reading skills.	**Comprehension Ninja Weekly** **Three read groups** Pupils will continue to answer a range of comprehension questions on a range of texts, building on prior knowledge.	**Comprehension Ninja Weekly** **Three read groups** Pupils will continue to answer a range of comprehension questions on a range of texts, building on prior knowledge.	**Comprehension Ninja Weekly** **Three read groups** Pupils will continue to answer a range of comprehension questions on a range of texts and text types

Year ½ (Completed)

Year 2	Autumn 1 - Our Town	Autumn 2 - Changes over time	Spring 1 - The UK	Spring 2 - King and Queens	Summer 1 - The Seaside	Summer 2
Reading Key Texts	 Ready for Place value. Punctuation and grammar	 (Year 1 - Year B) Reading stories for pleasure to the children	 Application units  			
Additional Text			 *Optional (Time dependant)*	 PRR 	 PRR	 GS
Writing (Skill)						
	Narrative / recount (First week) **AFL - Week - Strong Foundations**					
		Holiday Writing **Year 1** Talk about a real event that has happened in the past tense. To begin to use fronted adverbials orally. To plan using pictures. To label and write a simple caption. **Year 2** To sequence 3 events and write 3 simple sentences. To use some fronted adverbials.	**Christmas holiday recount** **Year 1** Talk about a real event that has happened in the past tense. To plan and write a recount. To use senses to enhance descriptive writing. To use conjunctions to join sentences together - and. **Year 2** To sequence 5 events and write 5 simple sentences. To use some fronted adverbials.	**Holiday recount** To plan, talk about and write about a real event that has happened using the past tense. **Year 1 & Year 2** Sequence events using adverbials of time to sequence. To use verbs. To do this with more independence. Year 1 - 3 events Year 2 - 5 events	**Easter holiday write** Talk about a real event that has happened in the past tense, using fronted adverbials. (Easter holidays). To ask the reader a question using the correct punctuation. Year 1 - 3 events Year 2 - 5 events	**Half term holiday writing** Talk about a real event that has happened in the past tense. **Year 1** Regular and some irregular verbs Use some fronted adverbials Year 1 - 3 events to begin to edit work with support of a teacher. **Year 2** Regular and irregular verbs Use some fronted adverbials Year 2 - 5 events to edit work with support of a teacher. Apply spelling rules with more consistency.

	Strong Foundations **Transcription**	**Wow Week - ??** **Character description**	**Non Chron Report - information text** **(Application unit)**	**Narrative - Recount** **Diary entry**	**Narrative** **Setting Description**	**Non Chron - Biography** **Information text** **Fact file**
	Year 1 & Year 2 **RPVPG** **Pupil will focus on lists, labels and captions** Pupils will reinforce basic sentence writing skills such as spelling using phonics skills. (Phase 2 & 3). To use some common exception words. They will practise leaving appropriate finger spaces. Pupils will write dictated sentences to reinforce basic skills. (I can, we can, you can) They will learn alphabetical order, and learn to write capital letters, focusing on the correct letter height. Pencil grip and letter formation  **Year 2** Heavy focus on accurately punctuated simple cations. Using and to join sentences. Adjectives to describe.	 **Year 1** **To begin to know the features of a letter.** Who it is to Main text Who it is from **Year 2** Who it is to Main text Who it is from Address on envelope	**Tell me a Dragon - Non chron)** **Application unit**  To write an accurate and complete sentence. To create a booklet. Differentiate by outcome. To include a subject and a verb. Punctuation Basic sentence structure Coordinating conjunctions Modify nouns Modify verbs - adverbs Subordinating conjunctions (and, because) Spelling - s and es **Year 1 - 3 facts - 2 animals** **Year 2 - 3 facts - 4 animals** To begin to group information using a subheading. Presentation Double page spread	To write a diary entry in the first person. To write in the past tense. Include a setting description **Year 1** er and est ing s and es Noun phrases Begin to use exclamation marks **Year 2** ly s and es Plural s Expanded noun phrases To use exclamation marks	To describe the setting in Africa. To use new vocabulary. **Year 1** Nouns Adjectives Noun phrases **Year 2** Adverbs to describe ly Suffixes ful ness Present tense	To write facts about a historical person. **Year 1 & Year 2** To read and retrieve facts about a significant person. To write simple facts about her life. Past tense Irregular verbs flew To begin to use question marks. Make a fact file using simple sentences. **Year 2** To use question marks to engage a read Group ideas together Use sub headings To begin to group information into paragraphs
	Narrative **(Topic Link)**	**PVPG - Year A**	**Recount - Letter** **Little Red**	**Instructions** **Plants**	**Non-chron report** **A short factual report about an animal**	**Narrative** **Plot weave** **(Grammarsaurus with slides)**
	To say and write a simple caption. To write a sequence of events in order. **Year 1** Sequence a story in chronological order. Combine words to make simple sentences. Focus on foundations for writing - dictation. (3 events) **Year 2** To write simple sentences. To use conjunctions - and To use adjectives.	**PVPG** **Year 1** **Noun Focus** Common nouns Proper nouns **Verb Focus** Being verbs & Regular Verbs Irregular action verbs **Subject Focus** Subject / Verb focus Subject / Verb & pronoun focus Application 4 Week block (Minimum of 20 lessons)	Application unit - Recount  To write a letter Year 1 To sequence events in order.	To write instructions on how to plant a seed. Year 1 Er Noun phrases Conjunction and Year 2 Er and est Expanded noun phrases Conjunction and so because	**Reading** Predict from the text. Make simple inferences. Explain understanding of what is read. Retell main events. **Year 1** Conjunction 'and'. Adjectives to describe nouns. Year 2 Conjunction 'when' 'so' 'because' Expanded noun phrases to describe	

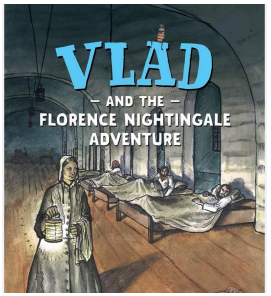
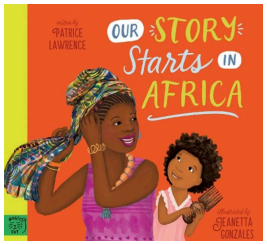
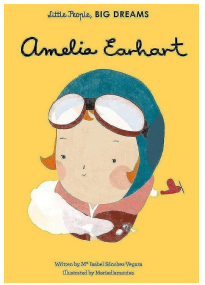
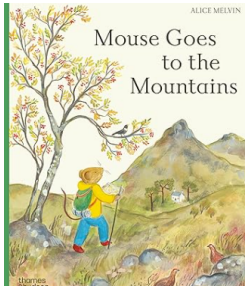
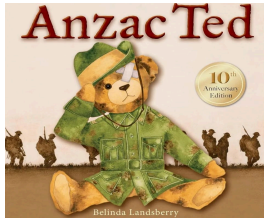
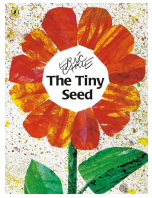
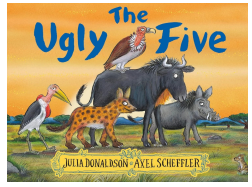
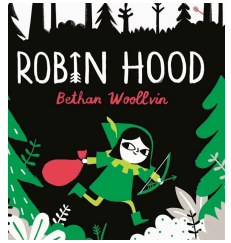
	More independence (5 events)	Extension Tasks - Year 2				
	Assessment for learning **(Class specific - own planning)**					
	Class specific - Consolidate half terms learning No new skills - opportunity to address any misconceptions. SVO structure					
	Poetry	**Poetry**	**Poetry**	**Poetry**	**Poetry**	**Poetry**
	Learn and recite poetry Poetry basket	Learn and recite poetry Poetry basket	Learn and recite poetry Poetry basket.	Learn and recite poetry Poetry basket	Learn and recite poetry Poetry basket	Learn and recite poetry Great Fire of London poetry recital
Year 1 **Punctuation and Grammar** **(Skills)**	**<u>Foundation skills ready to write Year 1</u>** To begin to us: Finger spaces Full stops Capital letter for personal pronoun I Combining words to make simple sentences. 	**<u>PVPG</u>** **Noun Focus** Common nouns Proper nouns **Verb Focus** Being verbs & Regular Verbs Irregular action verbs **Subject Focus** Subject / Verb focus Subject / Verb & pronoun focus Application 4 Week block (Minimum of 20 lessons) To use the ed suffix	Joining words and clauses using and. Capital letters for names. Sequencing sentences to form short narratives. To use the ed suffix	Exclamation marks Capital letters for names of places and days of the week. Sequencing sentences to form short narratives To use the ed suffix **<u>Year 1</u>** er and est ing Regular plural - s and es Noun phrases Begin to use exclamation marks	Question marks Capital letters for names of places and days of the week (Proper nouns) Sequencing sentences to form short narratives. Awareness of tense.	Sequencing sentences to form short narratives Joining words and clauses using and. Capital letters for names. Sequencing sentences to form short narratives. Awareness of tense.
Year 1 **GPS** **Irregular verbs** **Oracy**						

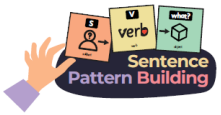
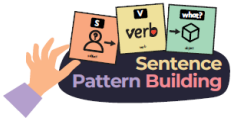
Year 2 **GPS** **Irregular verbs** **Oracy**		 	 	 	 	 
Year 2 **Punctuation and Grammar** **(Skills)**	**<u>Strong Foundations - Foundation skills ready to write Year 2</u>** To use with accuracy: Finger spaces Full stops Capital letter for personal pronoun I Combining words to make simple sentences. 	**<u>PVPG - Unit as above</u>**	Present and past tense with consistency. . Subordinating conjunctions 'because' 'when' 'if' & 'that'. Commas in a list.	**<u>Year 2</u>** Ly suffix Regular and irregular - s and es Apostrophes for contractions and possession. Exclamation sentences. Commas in a list. Expanded noun phrases To use exclamation marks To ask questions using correct punctuation. Imperative verbs (bossy verbs / Commands) To write command sentences. To proofread and check for spellings, full stops and capital letters.	Expanded noun phrases. Coordinating conjunction - and or but To use capital letters, full stops, question marks, exclamation marks to demarcate sentences. Mostly and consistently. To use apostrophes for omission and possession. To proofread and check for spellings, full stops and capital letters.	To use verbs, adverbs and fronted adverbials. To recognise and use coordinating and subordinate conjunctions (and, because, but so). To proofread and check for spellings, full stops and capital letters.
<u>Year 1</u> **Phonics**	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a e sha e /igh/ i-e time /oa/ o e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield their people oh your Mr Mrs Ms as * could would should our house mouse water want	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey don ey /oo/ ui ou fruit soup any many again who whole where two school call different thought through friend work	/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor wal /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor once laugh because eye	Phonics review Phonics Screening Prep.	/ai/ eigh aigh ey ea eight straight grey brea /n/ n gn nee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more busy beautiful pretty hour move improve parents shoe.
<u>Year 2</u> Spelling Grammarsaurus	**<u>Little Wandle - Phase 5 review Alternatives</u>** ai / ee / igh / oa / oo / zh / ch / sh / j s / u / e / i /o / u / oo Schwa ie / y / ea / a Common misspelled words (Spelt a before I or ll) Consonants and vowels	Compound words Introduction to morphology Suffix s and es Suffix y Suffix ed Suffix ing Consolidation	Suffix est Suffix er Suffix ly Suffix est Consolidation	Prefix - un Prefix -re Suffix or Suffix ful Suffix ly Consolidation	Suffix ful Suffix less Suffix ly Prefix - super / sur Preview under / over Consolidation	Suffix - ness Suffix ed Suffix ing Suffix ment Matrix application Consolidation week

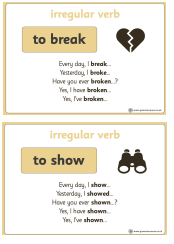
Year 1 Handwriting Transcription	Sit at a table correctly to write. Write using a tripod grip. Begin at the correct place to form each letter. Begin to write a sentence with letters sitting on the line and including finger spaces.	Correct letter formation for letter families c, a, o,q, d, g,e, s, f	Correct letter formation for letter families r, b, n, h, m, k, p	Correct letter formation for letter families l, i, t, u, j, y	Correct letter formation for letter families v, w, x, z,	Write sentences using the correct pencil grip. Form the letters correctly and sit them on the line when required. Build up the resilience to write more.
Year 2 Handwriting Transcription **No joins until good letter formation** **(Child Specific)**	Alphabet Correcting - AFL Curly letters Long ladders HFW Dictation - Sentence	Alphabet - upper and lowercase Curly letters Correcting - AFL HFW Dictation - Sentence	Numbers Robots HFW Dictation - Numbers Dictation - Poem Dictation - Sentence The first join - ar	Ladder letters HFW Dictation - Sentence Letter f, k, b and d, Letter w Dictation - Poem Dictation - Sentence The second Join - ch The third join - no	Sequencing Zig Zags Letter s HFW Word Spacing Letter Z Dictation - sentence The fourth join - vi	Sequencing Break letters Capital letters Application Dictation The fifth join ob The sixth join - ao Joining to e
Year 1 Spoken Language	**Physical** • Look at who is talking to you and you are talking to Speak clearly and confidently in a range of contexts Use appropriate tone of voice for context (projecting voice for large audience) Use hand gestures to support delivery in presentational talk (pointing to something being discussed) **Linguistic** • Speak in sentences using joining phrases to link ideas Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller Take opportunities to try out new language, even if it is not always correctly used Use stem sentences to link to other's ideas in group discussion e.g. 'I agree with… because...' 'linking to…' Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally **Cognitive** • Use 'because' to develop their ideas Make relevant contributions that match what has been asked Ask simple questions Describe events that have happened to them in detail **Social and Emotional** Listen and respond appropriately to others Be willing to change their mind based on what they have heard					
Year 2 Spoken Language	**Physical** Look at who is talking to you and you are talking to Use body language to show active listening (nodding along, facial expressions) Speak clearly and confidently with appropriate volume and pace Hand gestures when speaking become increasingly natural (such as pointing as someone when referencing their idea.) **Linguistic** Speaking in sentences using joining phrases to create longer sentences Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom *Use sentence stems to signal when they are building or challenging others' ideas in group' **Cognitive** Offer reasons for their opinions Recognise when they haven't understood something and ask a question Disagree with someone else's opinion politely Explain ideas and events in chronological order **Social/Emotional** Start to develop an awareness of audience e.g. what might interest a certain group Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them Recite/deliver short pre-prepared material to an audience					

Every piece, every time						
Year 1 Reading	**Three read groups** Pupils will reinforce key reading skills such as applying phonics to decode words and reading words with suffixes. They will answer simple retrieval, vocabulary and inference questions based on a variety of texts. Pupils will practise and reinforce reading the Year 1 Common Exception Words and discuss and compare a range of stories.	**Three read groups** Pupils will explore alternate sounds for graphemes and find these in a text. They will read compound words and words with more than one syllable in a range of more complex texts. Pupils will continue to build on knowledge of the Year 1 Common Exception Words and answer a range of questions on a variety of texts, including questions on prediction and summarising, and sequencing.	**Three read groups** Pupils will explore common suffixes and identify these, and their root words, within a text. They will explore nonfiction texts to link with the non-chronological report writing and gain ideas for their work. Pupils will answer questions based on inference, as well as other key reading skills.	**Comprehension Ninja Weekly** **Three read groups** Pupils will continue to answer a range of comprehension questions on a range of texts, building on prior knowledge.	**Comprehension Ninja Weekly** **Three read groups** Pupils will continue to answer a range of comprehension questions on a range of texts, building on prior knowledge.	**Comprehension Ninja Weekly** **Three read groups** Pupils will continue to answer a range of comprehension questions on a range of texts and text types
Year 2 Reading	**Comprehension Ninja Weekly** Pupils will reinforce key reading skills such as applying phonics to decode words and reading words with suffixes. They will answer retrieval, vocabulary and inference questions based on a variety of texts. Pupils will practise and reinforce reading the Year 1 and 2 Common Exception Words and discuss and compare a range of stories. **Three 3 read groups**	**Comprehension Ninja Weekly** Pupils will explore alternate sounds for graphemes and find these in a text. They will read compound words and words with more than one syllable, continuing to build on knowledge of the Year 2 Common Exception Words. Pupils will answer a range of questions on a variety of texts, including questions on prediction and summarising, and sequencing. **Three 3 read groups**	**Comprehension Ninja Twice Weekly** Pupils will explore common suffixes and identify these, and their root words, within a text. They will explore nonfiction texts to link with the non-chronological report writing and to gain ideas for their work. Pupils will answer questions based on inference, as well as other key reading skills. **Three 3 read groups**	**Comprehension Ninja Twice Weekly** Pupils will continue to answer a range of comprehension questions on a range of texts, building on prior knowledge and adapting to suit the question stems found in formal assessments. **Three 3 read groups**	**Comprehension Ninja Twice Weekly** Pupils will continue to answer a range of comprehension questions on a range of texts, building on prior knowledge and adapting to suit the question stems found in formal assessments. To read with fluency - 90 wpm	**Comprehension Ninja Twice Weekly** Pupils will continue to answer a range of comprehension questions on a range of texts and text types, building on prior knowledge and adapting to suit the question stems found in formal assessments To read with fluency - 90 wpm **Reading Plus - Introduced**

Year 2 (Completed)

Year 2	Autumn 1 - Our Town	Autumn 2 - Changes over time	Spring 1 - The UK	Spring 2 - King and Queens	Summer 1 - The Seaside	Summer 2
Reading Key Texts	 Ready for Place value. Punctuation and grammar	 (Year 1 - Year B) Reading stories for pleasure to the children	 Application units  			
Additional Text			 *Optional (Time dependant)*	 PRR WORLD BOOK DAY	 PRR	 GS
Writing (Skill)						
	Narrative / recount (First week) AFL - Week - Strong Foundations					
		Holiday Writing **Year 1** Talk about a real event that has happened in the past tense. To begin to use fronted adverbials orally. To plan using pictures. To label and write a simple caption. **Year 2** To sequence 3 events and write 3 simple sentences. To use some fronted adverbials.	**Christmas holiday recount** **Year 1** Talk about a real event that has happened in the past tense. To plan and write a recount. To use senses to enhance descriptive writing. To use conjunctions to join sentences together - and. **Year 2** To sequence 5 events and write 5 simple sentences. To use some fronted adverbials.	**Holiday recount** To plan, talk about and write about a real event that has happened using the past tense. **Year 1 & Year 2** Sequence events using adverbials of time to sequence. To use verbs. To do this with more independence. Year 1 - 3 events Year 2 - 5 events	**Easter holiday write** Talk about a real event that has happened in the past tense, using fronted adverbials. (Easter holidays). To ask the reader a question using the correct punctuation. Year 1 - 3 events Year 2 - 5 events	**Half term holiday writing** Talk about a real event that has happened in the past tense. **Year 1** Regular and some irregular verbs Use some fronted adverbials Year 1 - 3 events to begin to edit work with support of a teacher. **Year 2** Regular and irregular verbs Use some fronted adverbials Year 2 - 5 events to edit work with support of a teacher. Apply spelling rules with more consistency.

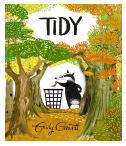
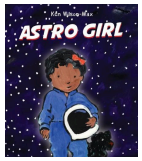
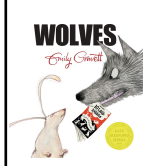
	Strong Foundations **Transcription**	**Wow Week - ??** **Creative writing**	**Non Chron Report - information text** **(Application unit)**	**Narrative - Recount** **Diary entry**	**Narrative** **Setting Description**	**Non Chron - Biography** **Information text** **Fact file**
	Year 1 & Year 2 **RPVPG** **Pupil will focus on lists, labels and captions** Pupils will reinforce basic sentence writing skills such as spelling using phonics skills. (Phase 2 & 3). To use some common exception words. They will practise leaving appropriate finger spaces. Pupils will write dictated sentences to reinforce basic skills. (I can, we can, you can) They will learn alphabetical order, and learn to write capital letters, focusing on the correct letter height. Pencil grip and letter formation  **Year 2** Heavy focus on accurately punctuated simple cations. Using and to join sentences. Adjectives to describe.	 **Year 1** **To begin to know the features of a letter.** Who it is to Main text Who it is from **Year 2** Who it is to Main text Who it is from Address on envelope	**Tell me a Dragon - Non chron)** **Application unit**  To write an accurate and complete sentence. To create a booklet. Differentiate by outcome. To include a subject and a verb. Punctuation Basic sentence structure Coordinating conjunctions Modify nouns Modify verbs - adverbs Subordinating conjunctions (and, because) Spelling - s and es **Year 1 - 3 facts - 2 animals** **Year 2 - 3 facts - 4 animals** To begin to group information using a subheading. Presentation Double page spread	To write a diary entry in the first person. To write in the past tense. Include a setting description **Year 1** er and est ing s and es Noun phrases Begin to use exclamation marks **Year 2** ly s and es Plural s Expanded noun phrases To use exclamation marks	To describe the setting in Africa. To use new vocabulary. **Year 1** Nouns Adjectives Noun phrases **Year 2** Adverbs to describe ly Suffixes ful ness Present tense	To write facts about a historical person. **Year 1 & Year 2** To read and retrieve facts about a significant person. To write simple facts about her life. Past tense Irregular verbs flew To begin to use question marks. Make a fact file using simple sentences. **Year 2** To use question marks to engage a read Group ideas together Use sub headings To begin to group information into paragraphs
	Narrative **(Topic Link)**	**PVPG - Year A**	**Recount - Letter** **Little Red**	**Instructions** **Plants**	**Non-chron report** **A short factual report about an animal**	**Narrative** **Plot weave** **(Grammarsaurus with slides)**
	To say and write a simple caption. To write a sequence of events in order. **Year 1** Sequence a story in chronological order. Combine words to make simple sentences. Focus on foundations for writing - dictation. (3 events) **Year 2** To write simple sentences. To use conjunctions - and To use adjectives.	**PVPG** **Year 1** **Noun Focus** Common nouns Proper nouns **Verb Focus** Being verbs & Regular Verbs Irregular action verbs **Subject Focus** Subject / Verb focus Subject / Verb & pronoun focus Application 4 Week block (Minimum of 20 lessons)	Application unit - Recount  To write a letter Year 1 To sequence events in order.	To write instructions on how to plant a seed. Year 1 Er Noun phrases Conjunction and Year 2 Er and est Expanded noun phrases Conjunction and so because	**Reading** Predict from the text. Make simple inferences. Explain understanding of what is read. Retell main events. **Year 1** Conjunction 'and'. Adjectives to describe nouns. Year 2 Conjunction 'when' 'so' 'because' Expanded noun phrases to describe	

	More independence (5 events)	Extension Tasks - Year 2				
	Assessment for learning **(Class specific - own planning)**					
	Class specific - Consolidate half terms learning No new skills - opportunity to address any misconceptions. SVO structure					
	Poetry	**Poetry**	**Poetry**	**Poetry**	**Poetry**	**Poetry**
	Learn and recite poetry Poetry basket	Learn and recite poetry Poetry basket	Learn and recite poetry Poetry basket.	Learn and recite poetry Poetry basket	Learn and recite poetry Poetry basket	Learn and recite poetry Great Fire of London poetry recital
Year 2 **Punctuation and Grammar** **(Skills)**	**<u>Strong Foundations - Foundation skills ready to write Year 2</u>** To use with accuracy: Finger spaces Full stops Capital letter for personal pronoun I Combining words to make simple sentences. 	**<u>PVPG</u>** **<u>Year 1</u>** **Noun Focus** Common nouns Proper nouns **Verb Focus** Being verbs & Regular Verbs Irregular action verbs **Subject Focus** Subject / Verb focus Subject / Verb & pronoun focus Application	Present and past tense with consistency. . Subordinating conjunctions 'because' 'when' 'if' & 'that'. Commas in a list.	Ly suffix Regular and irregular - s and es Apostrophes for contractions and possession. Exclamation sentences. Commas in a list. Expanded noun phrases To use exclamation marks To ask questions using correct punctuation. Imperative verbs (bossy verbs / Commands) To write command sentences. To proofread and check for spellings, full stops and capital letters.	Expanded noun phrases. Coordinating conjunction - and or but To use capital letters, full stops, question marks, exclamation marks to demarcate sentences. Mostly and consistently. To use apostrophes for omission and possession. To proofread and check for spellings, full stops and capital letters.	To use verbs, adverbs and fronted adverbials. To recognise and use coordinating and subordinate conjunctions (and, because, but so). To proofread and check for spellings, full stops and capital letters.
Year 2 **GPS** **Irregular verbs** **Oracy**						
<u>Year 2</u> Spelling **Grammarsaurus**	**<u>Little Wandle - Phase 5 review Alternatives</u>** ai / ee / igh / oa / oo / zh / ch / sh / j s / u / e / i /o / u / oo Schwa ie / y / ea / a	Compound words Introduction to morphology Suffix s and es	Suffix est Suffix er Suffix ly	Prefix - un Suffix or Suffix ful	Suffix ful Suffix less Suffix ly	Suffix - ness Suffix ed Suffix ing

	Common misspelled words (Spelt a before I or ll) Consonants and vowels	Suffix y Suffix ed Suffix ing Consolidation	Suffix er Prefix -re Prefix - un	Suffix ly Consolidation	Prefix - super / sur Preview under / over Consolidation	Suffix ment Matrix application Consolidation week
Year 2 Handwriting Transcription	Alphabet Correcting - AFL Curly letters Long ladders HFW Dictation - Sentence	Alphabet - upper and lowercase Curly letters Correcting - AFL HFW Dictation - Sentence	Numbers Robots HFW The first join - ar Dictation - Numbers Dictation - Poem Dictation - Sentence	Ladder letters HFW The second Join - ch The third join - no Dictation - Sentence Letter f, k, b and d, Letter w Dictation - Poem Dictation - Sentence	Sequencing Zig Zags Letter s The fourth join - vi HFW Word Spacing Letter Z Dictation - sentence	Sequencing The fifth join ob The sixth join - ao Joining to e Break letters Capital letters Application Dictation
Year 2 Spoken Language	**Physical** • Look at who is talking to you and you are talking to • Use body language to show active listening (nodding along, facial expressions) • Speak clearly and confidently with appropriate volume and pace • Hand gestures when speaking become increasingly natural (such as pointing as • someone when referencing their idea.) **Linguistic** • Speaking in sentences using joining phrases to create longer sentences • Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom • *Use sentence stems to signal when they are building or challenging others' ideas in group' **Cognitive** • Offer reasons for their opinions • Recognise when they haven't understood something and ask a question • Disagree with someone else's opinion politely • Explain ideas and events in chronological order **Social/Emotional** • Start to develop an awareness of audience e.g. what might interest a certain group • Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them • Recite/deliver short pre-prepared material to an audience					
Every piece, every time						
Year 2 Reading	**Comprehension Ninja Weekly** Pupils will reinforce key reading skills such as applying phonics to decode words and reading words with suffixes.	**Comprehension Ninja Weekly** Pupils will explore alternate sounds for graphemes and find these in a text.	**Comprehension Ninja Twice Weekly** Pupils will explore common suffixes and identify these, and their root words, within a text.	**Comprehension Ninja Twice Weekly** Pupils will continue to answer a range of comprehension questions on a range of texts,	**Comprehension Ninja Twice Weekly** Pupils will continue to answer a range of comprehension questions on a range of texts,	**Comprehension Ninja Twice Weekly** Pupils will continue to answer a range of comprehension questions on a range of texts and text types,

	They will answer retrieval, vocabulary and inference questions based on a variety of texts. Pupils will practise and reinforce reading the Year 1 and 2 Common Exception Words and discuss and compare a range of stories. **Three 3 read groups**	They will read compound words and words with more than one syllable, continuing to build on knowledge of the Year 2 Common Exception Words. Pupils will answer a range of questions on a variety of texts, including questions on prediction and summarising, and sequencing. **Three 3 read groups**	They will explore nonfiction texts to link with the non-chronological report writing and to gain ideas for their work. Pupils will answer questions based on inference, as well as other key reading skills. **Three 3 read groups**	building on prior knowledge and adapting to suit the question stems found in formal assessments. **Three 3 read groups**	building on prior knowledge and adapting to suit the question stems found in formal assessments. To read with fluency - 90 wpm **Reading Plus - Introduced**	building on prior knowledge and adapting to suit the question stems found in formal assessments To read with fluency - 90 wpm **Reading Plus - Introduced**

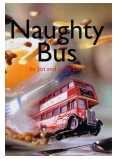
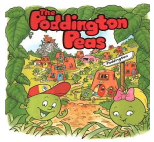
Woodlands - Internal Provision - The Hive

	Autumn 1 - Celebrating ourselves	Autumn 2 - Friendship & Kindness	Spring 1 - Fantasy Journeys	Spring 2 - Space & our world	Summer 1 - Heroes & villains	Summer 2 - Dreams & curiosity
Key Texts	  	 	 	 	 	 
Phonics	**Phase 3** ai, ee. igh, oa, oo, oo,ar, or, ow, oi, ear, air, er. Double letters bb, rr, gg, dd, pp, tt	**Phase 3** Constant review of the phonemes we've learnt in phase 2 and 3. Reading longer words with suffixes -ing	**Phase 4** Constant review of phonemes in phase 2 and 3 The suffix '-es' /iz/ suffix est Multi- syllable words broken up into chunks. Words with 4 sounds	**Phase 5** ai/ ay, /ow/ ou, /oi/ oy, /ee/ ea	**Phase 5** /ur/ ir bird, /igh/ ie pie, /oo/ /yoo/ ue blue rescue, /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a e sha e /igh/ i-e time /oa/ o e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield	**Phase 5** /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey don ey /oo/ ui ou fruit soup
Writing	**Main outcome:** Instructional leaflet on being yourself and accepting others PKSS 2 - **Composition** The pupil can: Say a clause to complete a sentence that is said aloud (e.g. I am an individual because…) PKSS 3 - **Composition** The pupil can: • Make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • Write a caption or short phrase using the graphemes that they already know. - **Transcription:** Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).	**Main outcome:** Own version friendship / gifting narrative **Main outcome:** Own version 'losing/finding' narrative PKSS 3 - **Composition** The pupil can: • Make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • Write a caption or short phrase using the graphemes that they already know. - **Transcription:** Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). PKSS 4 - **Composition** The pupil can:	**Main outcome:** 'How to be a pirate' guide **Main outcome:** Fact file about being an astronaut PKSS 4 - **Composition** The pupil can: • Make up their own sentences and say them aloud, after discussion with the teacher • Write down one of the sentences that they have rehearsed. - **Transcription**: Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of). PKSS 5 - **Composition:** The pupil can,	**Main outcome:** Own version fantasy world narrative **Main outcome:** A whole class information book PKSS 5 - Composition The pupil can, after discussion with the teacher: • Write sentences that are sequenced to form a short narrative (real or fictional) • Demarcate some sentences with capital letters and full stops. - **Transcription** The pupil can: • Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically-plausible attempts at others • Spelling some common exception words use spacing between words.	**Main outcome:** Non-chronological leaflet **Main outcome:** Own version superhero narrative PKSS 6 - **Composition** The pupil can, after discussion with the teacher: • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use coordination (e.g. or / and / but) and some subordination	**Main outcome:** **Main outcome:**

	PKSS 4 - **Composition** The pupil can: • Make up their own sentences and say them aloud, after discussion with the teacher • Write down one of the sentences that they have rehearsed. - **Transcription**: Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of). PKSS 5 – **Composition:** The pupil can, after discussion with the teacher: • Demarcate some sentences with capital letters and full stops.	• Make up their own sentences and say them aloud, after discussion with the teacher • Write down one of the sentences that they have rehearsed. - **Transcription**: Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of). PKSS 5 – **Composition:** The pupil can, after discussion with the teacher: • Demarcate some sentences with capital letters and full stops. Using subheadings to organise information	after discussion with the teacher: • Demarcate some sentences with capital letters and full stops. PKSS 6 – **Composition** The pupil can, after discussion with the teacher: • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. - **Transcription** The pupil can: • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others • Spell many common exception words • Use spacing between words that reflects the size of the letters Writing a fact file: - Title - Subheading - Caption - Blurb - Contents - Glossary	PKSS 6 – **Composition** The pupil can, after discussion with the teacher: • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. - **Transcription** The pupil can: • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others • Spell many common exception words • Use spacing between words that reflects the size of the letters	(e.g. when / if / that / because) to join clauses. - **Transcription** The pupil can: • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others • Spell many common exception words • Use spacing between words that reflects the size of the letters Identifying difference between fiction and non-fiction Writing a fact file: - Title - Subheading - Labels - Caption - Blurb - Contents - Glossary - Facts - Paragraphs	
Punctuation and Grammar (Skills)	Command sentences Capital letters Full stops Finger spaces	Capital letters (For names) 'And', 'but', 'so' to join Adjectives (-ing/-un/-ful) Past tense (-ed) Commas in a list Question mark Verbs - Compound - Imperative Present tense Contractions Simile Apostrophe	Past, present, future Question marks Exclamation marks Using and to join Subordination Coordination Statements Adjectives	Subordination and coordination Questions, exclamations, commands, statements Questions marks Exclamation marks Adjectives Noun phrases Nouns Adverbs Past, present, future Prepositions Modal verbs	Adjectives (-ful/-less/-y) Sentence openers Nouns Questions Question marks Paragraphs Present tense Cause & effect vocabulary - Conjunctions - Adverbs - Prepositions Subordinate clauses 'And', 'but', 'or', 'because' to join	

				Use -ing words as adjectives Commas in a list	Plural (s/es) Verbs (-ing/-ed)	
Spoken Language	**Physical** • To speak audibly so they can be heard and understood • To use gestures to support meaning in play **Linguistic** • To use talk in play to practice new vocabulary • To join phrases with words such as 'if', 'because' 'so' 'could' 'but' **Cognitive** • To use 'because' to develop their ideas • To make relevant contributions and asks questions • To describe events that have happened to them in detail **Social and Emotional** • To look at someone who is speaking to them • To take turns to speak when working in a group					
Reading	Comprehension Ninja x4 week (Alternate weeks) Reading plus	Comprehension Ninja x4 week (Alternate weeks) Reading plus	Reading plus x2 weekly Comprehension Ninja x2 weekly	Reading plus x2 weekly Comprehension Ninja x2 weekly	Reading plus x2 weekly Comprehension Ninja x2 weekly	Reading plus x2 weekly Comprehension Ninja x2 weekly

Woodlands - Internal Provision - The Den

	Autumn 1 - Celebrating ourselves	Autumn 2 - Friendship & Kindness	Spring 1 - Fantasy Journeys	Spring 2 - Space & our world	Summer 1 - Heroes & villains	Summer 2 - Dreams & curiosity
Drawing Club Key Texts		 	 	 	 	
Drawing Club Animations						
Phonics/Reading through precision teaching/alphabet arc/multi-sensory approach following little wandle sound order	**Phase 2** s, a, t, p, i, n, m, d, g, o	**Phase 2** o, c, k, ck, e, u, r, h, b, f, l Constant review of the phonemes we've learnt	**Phase 2** ff, ll, ss, j, v, w, x, y, z Constant review of the phonemes we've learnt	**Phase 2** qu, ch, sh, th, ng, nk Constant review of the phonemes we've learnt	**Phase 3** ai, ee. igh, oa, oo, oo, Constant review of the phonemes we've learnt	**Phase 3** ar, or, ow, oi, ear, air, er. Constant review of the phonemes we've learnt
Writing	B-Squared Progression steps 2 - 3 PKSS 2 - **Composition** The pupil can: Say a clause to complete a sentence that is said aloud (e.g. I am an individual because…) PKSS 3 - **Composition** The pupil can: • Make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • Write a caption or short phrase using the graphemes that they already know. - **Transcription:** Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat,	B-Squared Progression steps 2-3 PKSS 2 - **Composition** The pupil can: Say a clause to complete a sentence that is said aloud (e.g. I am an individual because…) PKSS 3 - **Composition** The pupil can: • Make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • Write a caption or short phrase using the graphemes that they already know. - **Transcription:** Spell words (with known	B-Squared Progression steps 3-4 PKSS 3 - **Composition** The pupil can: • Make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • Write a caption or short phrase using the graphemes that they already know. - **Transcription:** Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). PKSS 4 - **Composition** The pupil can: • Make up their own sentences and say them aloud, after discussion with the teacher	B-Squared Progression steps 3-4 PKSS 3 - **Composition** The pupil can: • Make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • Write a caption or short phrase using the graphemes that they already know. - **Transcription:** Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). PKSS 4	B-Squared Progression steps 4-5 PKSS 4 - **Composition** The pupil can: • Make up their own sentences and say them aloud, after discussion with the teacher • Write down one of the sentences that they have rehearsed. - **Transcription**: Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of) PKSS 5 - Composition The pupil can,	B-Squared Progression steps 4-5 PKSS 4 - **Composition** The pupil can: • Make up their own sentences and say them aloud, after discussion with the teacher • Write down one of the sentences that they have rehearsed. - **Transcription**: Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of).

	pot).	graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).	• Write down one of the sentences that they have rehearsed. - **Transcription**: Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of).	- **Composition** The pupil can: • Make up their own sentences and say them aloud, after discussion with the teacher • Write down one of the sentences that they have rehearsed. - **Transcription**: Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of).	after discussion with the teacher: • Write sentences that are sequenced to form a short narrative (real or fictional) • Demarcate some sentences with capital letters and full stops. - **Transcription** The pupil can: • Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically-plausible attempts at others • Spelling some common exception words • Use spacing between words. .	PKSS 5 - Composition The pupil can, after discussion with the teacher: • Write sentences that are sequenced to form a short narrative (real or fictional) • Demarcate some sentences with capital letters and full stops. - **Transcription** The pupil can: • Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically-plausible attempts at others • Spelling some common exception words • Use spacing between words.
Punctuation and Grammar (Skills)	Write own name To name and then label pictures with initial sounds. To write cvc words containing taught graphemes Form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading	To name and then label pictures with initial sounds and some attempts to write words. To write cvc words containing taught graphemes Form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading	To write cvc words containing taught graphemes To begin to write a short sentence using a sentence stem. I can He is/She is It is Form most lower-case letters correctly	Form most lower-case letters correctly To begin to compose short sentences and write them using taught graphemes	Form most lower-case letters correctly Form lower-case letters in the correct direction, starting and finishing in the right place Form lower-case letters of the correct size relative to one another in some of their writing Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	Form lower-case letters in the correct direction, starting and finishing in the right place Form lower-case letters of the correct size relative to one another in some of their writing Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.

Spoken Language	**Physical** • To speak audibly so they can be heard and understood • To use gestures to support meaning in play **Linguistic** • To use talk in play to practice new vocabulary • To join phrases with words such as 'if', 'because' 'so' 'could' 'but' **Cognitive** • To use 'because' to develop their ideas • To make relevant contributions and asks questions • To describe events that have happened to them in detail **Social and Emotional** • To look at someone who is speaking to them • To take turns to speak when working in a group					
Reading						

Oracy

EYFS Early Learning Goals:

• Communication and Language: Listening and Attention- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

• Communication and Language: Understanding- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

• Communication and Language: Speaking- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

National Curriculum Objectives Spoken Language

Year 1-6:

• listen and respond appropriately to adults and their peers
• ask relevant questions to extend their understanding and knowledge
• use relevant strategies to build their vocabulary
• articulate and justify answers, arguments and opinions
• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
• speak audibly and fluently with an increasing command of Standard English
• participate in discussions, presentations, performances, role play/improvisations and debates
• gain, maintain and monitor the interest of the listener(s)
• consider and evaluate different viewpoints, attending to and building on the contributions of others
• select and use appropriate registers for effective communication