

	Advent:				Lent:				Pentecost:			
	Spag	Word reading	comprehension	Genres	Spag	Word Reading	comprehension	Genres	Spag	Word Reading	comprehension	Genres
N	Distinguishes between different marks To find a preference use dominant hand for mark making	Listens to stories and rhymes of interest To enjoy rhyming and rhythmic activities To know that print carries meaning	Repeats words or phrases from familiar stories or rhymes To begin to understand how and why questions Turn pages left to write, top to bottom	Nursery rhymes: twinkle little star Incy wincy spider Hickory dickory Hey diddle diddle Key texts: Monkey gets dressed Owl Babies Monkey goes to India Non-fiction: autumn, Diawli, christmas around the world	Gives meaning to the marks they make Explores a variety of marks like circle and lines To hold pencil between thumb and two fingers Write the initial sound in their name	Listens to stories of rhymes with increasing attention and recall Shows an interest in illustrations and print in the books and in the environment Show an awareness of rhyme and alliteration	Listens to stories of rhymes with increasing attention and recall To give explanations to questions	Nursery rhymes: Head shoulders, row row row your boat Humpty Dumpty Teddy bear Teddy bear Key text: Whatever Next Back to earth with a bump chinese new year we're going on a bear hunt Non fiction: space, chinese new year, farms Traditional tale: Gingerbread Man	Distinction between drawing and emergent writing To hold pencil between thumb and two fingers with good control Most of name writing – end of year writing name. Oral blending and segmenting Summer 2: set 1 group 1 phase 2 phonics	Joins in with repeated refrains and anticipate key events and phrases in rhymes and stories Can recognise own name Beginning to understand text carries meaning – e.g. recognises logos for shops or games.	Joins in with repeated refrains and anticipate key events and phrases in rhymes and stories To answer and ask questions who, what, when, how To understand main story events	Nursery rhymes: 5 speckled frogs Miss polly had a dolly Hokey cokey The grand old duke of York Wheels on the bus Key text: Supertato veggies assemble The very hungry caterpillar Non-fiction: growing, people that help us Minibeasts Lifecycles
R	Hear and says the initial sound in words Name writing CVC words short phrases Phonics phase 2	Looks at books independently Blend and segment CVC words	Describes main story, settings, events and main characters	Main text: rhyme and PSED – sharing a shell Stickman Traditional tale: Little Red Riding Hood Non-fiction autumn, christmas, diwali	Write captions and labels Finger spaces Cvc Phase 2 entering phase 3	Begin to read simple phrases Blend and segment to read simple phrases	Know that information can be retrieved from books and computers	Traditional tale: Goldilocks and the three bears This bear that bear Superpants Non fiction: bears around the world Author study: Julia Donaldson	Simple sentences Capital letters Finger spaces Full stops	Read and understand simple sentences De-code regular words and some irregular word	Enjoy an increasing range of books and texts Talk about what I have just read and answer simple questions	Traditional tale: Jack and the beanstalk Superworm, The very hungry caterpillar – linked with diary Non-fiction: life cycle of a butterfly Animal habitats Growing
1	Command sentences Punctuating sentences – full stops and capital letters Word classes – nouns and verbs Capital letters- names and starting sentences	Match all 40+ graphemes to their phonemes. Blend sounds in unfamiliar words. Divide words into syllables. Read compound words.	Say what I like and do not like about a text. link what I have heard or read to my own experiences. Retell key stories orally using narrative language talk about the main characters within a well known story.	Instructions – how to make a jam sandwich Repetitive stories – We're going on a bear hunt Diaries – Titanic diary	Conjunctions -but, and, so Exclamations Capital letters recap Singular and plural	Read words with contractions and understand that the apostrophe represents the missing letters. Read phonetically decodable words.	Learn some poems and rhymes by heart. Use what I already know to understand texts. Check that my reading makes sense and go back to correct when it doesn't.	Fantasy stories - The Great Dragon Rescue Information text – All about tigers Animal poetry – The Owl and the Pussycat	Questions Order of words Suffixes - un	Read words of more than one syllable that contain taught GPCs. Read words that end with 's, -ing, -ed, -est Read words which start with un-	Draw inferences from the text and/or the illustrations. (Beginning) Make predictions about the events in the text. Explain what I think a text is about	Fairytales – Goldilocks and the three bears Explanation texts- The life cycle of a frog Rhymes and Tongue Twisters – She sells sea shells
2	Commas Word classes - identifying adjectives	Decode automatically and fluently. Blend sounds in words that contain the graphemes	Talk about and give an opinion on a range of texts. Discuss the sequence of events in	Fairy Tales Information Text Poetry	Word classes - using adjectives Apostrophes	Read accurately words of two or more syllables that contain the same GPCs.	Read for meaning and check that the text makes sense and go back and re-read when it does not	Diary / Recount Letter Poetry	Suffixes - ment, er, ness Using proper nouns	Read most words quickly and accurately when I have read them before without sounding out and blending.	Answer and ask questions. make predictions based on what I have read.	Poetry Non chronological report Letter

	Conjunctions - so and but or because when if Sentence types- questions or commands	we have learnt. Recognise and read alternative sounds for graphemes	books and how they relate to each other. Use prior knowledge, including context and vocabulary, to understand texts. retell stories, including fairy stories and traditional tales.	Stories with familiar settings Stories from famous authors (Anthony Browne) Instructions	Sentence types - exclamations or commands Tenses - simple past and present, present progressive	Read words with common suffixes. read common exception words Read and comment on unusual correspondences between grapheme and phoneme.	Find recurring language in stories and poems. Talk about my favourite words and phrases in stories and poems. Recite some poems by heart, with appropriate intonation	Non chronological report Stories from other cultures Information text		Read most suitable books accurately, showing fluency and confidence.	Draw (simple) inferences	Instructions
3	Determiners- the, a, an Conjunctions – so, and, but,or,because, when, if	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	Read a range of fiction, poetry, plays, and non-fiction texts. Discuss the texts that I read. Read aloud and independently, taking turns and listening to others Explain how non-fiction books are structured in different ways and can use them effectively. •Explain some of the different types of fiction books.	Greek Myths and Legends Newspaper Reports Information Texts Persuasive Adverts	Adverbs- for time , place and cause Prepositions - identify use for time and place Speech Tenses - present perfect	•Read further exception words, noting the unusual correspondences between spelling and sound.	Ask relevant questions to get a better understanding of a text. Predict what might happen based on details from the text Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. Use a dictionary to check the meaning of unfamiliar words. Identify the main point of a text.	Adventure Stories Poetry Diaries Explanation Text	Nouns- types of noun Paragraphs Word families - using root words Prefixes - super,anti,auto,sub,inter	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	Explain how structure and presentation contribute to the meaning of texts. Use non-fiction texts to retrieve information. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Plays Recounts Traditional Tales Instructions Letters
4	Determiners - numbers, some Clauses- identifying relative clauses Expanding Sentences - compound and complex sentences Direct Speech- correct punctuation Tense - present and past progressive Paragraphs Pronouns - identifying and using Fronted Adverbials- for	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	Know which books to select for specific purposes, especially in relation to science, geography and history learning Use a dictionary to check the meaning of unfamiliar words. Discuss and record words and phrases that writers use to engage and impact on the reader. Identify some of the literary conventions in different texts.	Stories about imaginary worlds Text: Stig of the Dump Creating Imagery through poetry Text: Roald Dahl various poems Explanation Texts	Apostrophes- missing letters and belonging Speech Suffixes- sure, ture, cher,ation, tion,ssion, cian Noun Phrases	Read further exception words, noting the unusual correspondences between spelling and sound.	Identify the (simple) themes in texts. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Explain the meaning of words in context. Ask relevant questions to improve my understanding of a text. Infer meanings and begin to justify them with evidence from the text. Predict what might happen from details stated and from the information I have deduced.	Information Texts Texts: Egyptian non-fiction Stories from other cultures Text: Egyptian Cinderella Plays	Standard English - were or was Have not of I or me These, those, them	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	Identify where a writer has used precise word choices for effect to impact on the reader. Identify some text type organisational features, for example, narrative, explanation and persuasion. Retrieve information from non-fiction texts. Build on others' ideas and opinions about a text in discussion.	Persuasive Writing Text: Incredible India Stories that raise Issues and dilemmas Text: The Suitcase Kid Newspapers and Magazines

	time, place and description											
5	<p>Fronted adverbials with comma</p> <p>Pronouns</p> <p>Direct and indirect speech</p> <p>Relative clauses- recognise and move within a sentence</p> <p>Expanded Noun Phrases</p> <p>Modal verbs- recognise and use</p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound.</p>	<p>Be familiar with and can talk about a wide range of books and text types, including diaries, poetry and traditional stories and books from other cultures and traditions.</p> <p>Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.</p> <p>Identify significant ideas, events and characters; and discuss their significance.</p> <p>Recite poems by heart, e.g. narrative verse, haiku.</p>	<p>Diaries (Anne Frank)</p> <p>Letters (informal and formal)</p> <p>Performance Poetry – Black History Focus</p> <p>Report writing (NASA)</p> <p>Memoirs (Hidden Figures)</p>	<p>Parenthesis – brackets, dashes, commas</p> <p>Adverbs – degrees of possibility</p> <p>Tenses - present perfect, ,past perfect, future perfect</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Use strategies to find out the meaning of words in context.</p> <p>Use strategies to find out the meaning of idiomatic and figurative language.</p> <p>Identify and comment on writer's use of language for effect. for example, precisely chosen adjectives, similes and personification</p>	<p>Non Chronological reports about the rainforest</p> <p>Deforestation news reports</p> <p>Adventure Stories - The Explorer</p>	<p>Suffixes – ate, ise,ify</p> <p>Prefixes – de,dis,mis,re,over</p> <p>Cohesion - avoiding repetition</p>	<p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Re-read and read ahead to check for meaning.</p>	<p>Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Justify inferences with evidence from the text.</p> <p>Summarise the main ideas drawn from a text.</p>	<p>Performance Poetry – Text: Roald Dahls Revolting Rhymes looking at rhythm and expression.</p> <p>Writing to complain</p> <p>Stories with flashbacks.</p> <p>Finding Stories</p>
6	<p>Clauses and phrases- identify and use</p> <p>Antonyms and synonyms</p> <p>Word classes - subject and object</p> <p>Speech and quotes- direct and indirect</p> <p>Conjunctions- identify co ordinating and subordinating</p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Use combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.</p>	<p>Be familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions and discuss the features of each</p> <p>Read books that are structured in different ways.</p> <p>Recognise texts that contain features from more than one text type.</p> <p>Evaluate how effectively texts are structured and presented.</p>	<p>Islamic stories</p> <p>Journalism</p> <p>Poetry</p>	<p>Paragraphs - where to change, spot mistakes</p> <p>Formal and informal- using and identifying formality levels</p> <p>Active and passive</p> <p>Verb tenses - recognise and name all and change from one to another</p>	<p>Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.</p>	<p>Read non-fiction texts to help with finding information</p> <p>Read accurately and check understanding</p> <p>Recommend books to others and give reasons for recommendation.</p> <p>Identify themes in texts.</p> <p>Identify and discuss the conventions in different text types.</p> <p>Identify the key points in a text.</p>	<p>Adverbs that don't end in ly</p> <p>Personification</p> <p>Subjunctive form</p> <p>Hyphens</p>	<p>Non chronological reports</p> <p>Story openings and description</p> <p>Biographies and autobiographies</p> <p>Arguments and discussions</p>	<p>Read fluently, using punctuation to inform meaning.</p>	<p>Recite a range of poems by heart, e.g. narrative verse, sonnet</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Story with a twist and flashback- Paul Jennings</p> <p>Historical stories</p> <p>Factual writing</p> <p>Playscripts</p>