

	Reading: decoding	Reading: comprehension	Writing: transcription	Writing: grammar, vocabulary and punctuation	Writing: composition	Assessment reading/writing		
Term 1 Topic: All about me	Song of Sounds Week year 1 & 2 Common exception words	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p>	<p>Daily guided reading</p> <p>weekly written comprehension tasks</p> <p><u>Key Texts</u> All about families</p> <p>Letters from around the world</p> <p>Various non fiction texts on local geography.</p> <p>The town mouse and the country mouse by Aesop's fables</p>	<p>Spell by :segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidance, as listed in English appendix 1</p>	<p>Capital letters, full stops, commas in a list. Finger spaces, Compound sentences(subordination and coordination), adventurous vocabulary (noun phrases). Questions, noun, verb, adjective</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>rereading to check that their writing makes</p>	<p>Writing to inform:Non Fiction report:All about me booklet</p> <p>Writing to entertain: Letter to pen pal in London</p> <p>Writing to inform:Recount from actual event: Recount of walk around town and country</p> <p>Writing to entertain: Narrative: Retelling of the town mouse and the country mouse</p>	<p>Story - Retelling of Town mouse and the country mouse</p>

		<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p>		<p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>		<p>sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p>		
Term 2 Topic: great Fire of London	Song of Sounds Week year 1 & 2 Common exception words	<p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p><u>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</u></p>	<p>Daily guided reading</p> <p>weekly written comprehension tasks</p> <p><u>Key Texts</u> Toby and The Great Fire of London</p> <p>Selected poems</p> <p>Ella's cookbook.</p>		<p>Suffixes, -less, -ful, -ness, -er, -est,</p> <p>Compound words (whiteboard/superman)</p> <p>Adverbs -ly</p> <p>Punctuation: full stop, exclamation mark, question mark.</p> <p>Compound sentences -subordination and coordination</p>	<p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Diary: A day in the life of Toby</p> <p>Writing to entertain:Poetry: Fire/Christmas poems 'The night before Christmas'</p> <p>Instructions: Recipe: How to make bread</p>	Diary entry
Term 3 Topic: Ice	Song of Sounds Week year 1 & 2 Common exception words		<p>Daily guided reading</p> <p>weekly written comprehension tasks</p> <p><u>Key Texts</u> John Clare - Pleasant sounds</p> <p><u>Selection of non fiction texts</u></p> <p><u>Selection of Arctic story books: nanuark, polar bear journey</u></p>		<p>Suffixes, -less, -ful, -ness, -er, -est,</p> <p>Plural s, es</p> <p>Compound words (whiteboard/superman)</p> <p>Adverbs -ly</p> <p>full stop, commas in a list, exclamation mark, question mark. Contractions, possessive apostrophe.</p> <p>Write in the past and present tense</p> <p>Identify sentences that are questions, statements, and exclamations.</p> <p>Compound sentences -subordination and coordination</p>		<p>Writing to entertain:Poetry: Woodland senses poem</p> <p>Non chronological report: Fact file about Arctic animals</p> <p>Setting descriptions: Antarctic explorer</p>	Fact file on Arctic animals

			<u>Emperors Egg/The last polar bear</u>				Writing to entertain:Narrative: Own story based on class text	
Term 4 Topic: Castles	Song of Sounds Week year 1 & 2 Common exception words		3x weekly guided reading sessions - Comprehension tasks <u>Key Texts:</u> Dragonology The Dragon sitter Reading for pleasure: The Egg, The Great dragon escape, The great dragon rescue		Commas for lists Apostrophes for contracted forms and possessive (singular) Sentences with different forms: statement, question, exclamation, command Subordination and coordination Progressive present and past tense		Writing to inform: Advert: Dragon finding invention Writing to entertain: Treatment plan: Writing to inform: Non-Chron report: Dragonpedia Writing to entertain: Recount actual event: Recount of castle trip Writing to inform: Email: Dragon troubles Writing to inform: Instructions: How to care for a dragon	Email to CT about what they like, dislike and best moment at school
Term 5 Topic: Superheroes	Song of Sounds Week year 1 & 2 Common exception words		Daily guided reading weekly written comprehension tasks <u>Key Texts:</u> The secret of Awesome Man Go Mo!/Malala Elliot the midnight super hero		Suffixes, -less, -ful, -ness, -er, -est, Plural s, es Compound words (whiteboard/superman) Adverbs -ly full stop, commas in a list, exclamation mark, question mark. Contractions, possessive apostrophe. Write in the past and present tense Identify sentences that are questions, statements, and exclamations. Compound sentences -subordination and coordination		Writing to entertain:Recount from actual event: Recount of Super Hero day Non Chronological report: Mo Farrah/Malala fact file Writing to entertain:Narrative: Super hero story	Non chronological report
Term 6 Topic: Mythical Creatures	Song of Sounds Week year 1 & 2 Common exception words		Daily guided reading weekly written comprehension tasks		Suffixes, -less, -ful, -ness, -er, -est, Plural s, es			

			<p><u>Key Texts:</u> Midnight Unicorn</p> <p>Unicorn dreams</p> <p>Monstersaurus By Claire Freedman</p>		<p>Compound words (whiteboard/superman) Adverbs -ly full stop, commas in a list, exclamation mark, question mark. Contractions, possessive apostrophe. Write in the past and present tense Identify sentences that are questions, statements, and exclamations. Compound sentences -subordination and coordination</p>		<p>Writing to entertain: Recount from superhero car race day.</p>	
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