

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Listening to and discussing stories, listening to and joining in with rhymes. Fiction and non-fiction books. Mark-making and writing opportunities.					
	<b>All About Me</b> <b>Phonics:</b> Listening skills Recognising labels and signs i.e. own names  <b>Books:</b> Starting school and/or nursery We are all different You choose Funny Bones Part of the Party The Large family collection My Hair	<b>Winter Festivals</b> <b>Phonics:</b> Making different sounds Making story maps. Drawing lines and circles Tracing/copying names for cards  <b>Books:</b> The Billy Goats Gruff Sparks in the Sky The Nativity Non-fiction books	<b>Opposites</b> <b>Phonics:</b> Initial sounds, Writing letter shapes, initial sounds.  <b>Books:</b> Elmer’s Opposites Cleversticks Dragon in the City How to catch a star Whatever Next The Train Ride My Mum is fantastic (linked to Mother’s Day)	<b>Down on the Farm</b> <b>Phonics:</b> Matching objects to letters Writing names: Easter cards, on own completed work  <b>Books:</b> Dora’s eggs Dora’s Chicks Farmyard Hullabaloo Rosie’s Walk What the Ladybird heard The Ugly Duckling	<b>Food, Glorious, Food!</b> <b>Phonics:</b> Identifying initial sounds Writing own names Recognising signs and labels  <b>Books:</b> Handa’s Surprise Oliver’s Vegetables Oliver’s Milkshake The Tiger who came to tea The Very Hungry Caterpillar Don’t Forget the Bacon The Gingerbread Man My Dad is brilliant (linked to Father’s Day) <b>Speaking and Listening Event – showing all the things we can do now.</b>	
	<b>Fine Motor Skills:</b> Fine motor devices including but not limited to pegs, playdough tools, scissors, pencils, pens, chalk, zips. Safety awareness to equipment outside - climbing, balancing, ball skills and various outside resources for gross motor skills. FMS linked to self-care e.g. zips/buttons.					
	<b>Communication and Language:</b> Listening to stories, instructions, re-telling stories and past events, use language purposefully within child initiated play (CIP).					
	<b>Role play:</b> home corner <b>Small world:</b> park <b>Developing vocabulary:</b> like, dislike, family, friends, home, myself, map, street, park, job, grow up	<b>Role play:</b> Home corner (decorated for each festival) <b>Small world:</b> children of the world <b>Developing vocabulary:</b> Diwali, Divas, Hindu, Festival of light, fireworks, bonfire, safety, advent, gift, nativity, Jesus, Nativity	<b>Role play:</b> Space <b>Outside Role Play:</b> sand pit and blue hut <b>Small world:</b> Airport <b>Developing vocabulary:</b> travel, fast, slow, up, down, hot, cold, float, sink, PE, Chinese New Year dragon, lantern, ribbon, animals, emperor	<b>Role play:</b> Vet <b>Small world:</b> Old MacDonald’s Farm <b>Developing vocabulary:</b> farm, barn, field, pen, sty, foal, chick, piglet, calf, kid, tractor, farmer, Easter, egg	<b>Role play:</b> Supermarket <b>Outside Role Play:</b> Cafe <b>Small world:</b> café and shop <b>Developing vocabulary:</b> food, crops, supermarket, grow, package, shop, baker, chef, cook, seed	

Reception	Use language purposefully, introducing vocabulary, mark making opportunities e.g. word wall, model and begin using recognisable and correctly formed letters, using sound and word mats, writing for different purposes, listening and commenting on stories/poems/rhymes, continuing rhyming strings, re-enacting stories, Pie Corbett style oral stories and using decodable books to read words consistent with phonic knowledge.					
	<b>Into the Woods</b> <b>Phonics:</b> Bug Club Scheme <b>Writing for different purposes:</b> name writing and learnt graphemes formation, using phoneme frames, telling a story  <b>Books:</b> Bear Hunt Gruffalo Gruffalo's Child Goldilocks Little Red Riding Hood Peace At Last Whatever Next Brown Bear, Brown Bear	<b>Winter Festivals</b> <b>Phonics:</b> Bug Club Scheme <b>Writing for different purposes:</b> name writing continued, grapheme formation, Christmas and birthday lists, Diwali cards, firework words, Rangoli patterns (mark making)  <b>Books:</b> Non-fiction Tidy by Emily Gravett The Fox in the Dark	<b>People who help us</b> <b>Phonics:</b> Bug Club Scheme <b>Writing for different purposes:</b> grapheme formation, Thank you cards, labelling pictures and captions, writing simple instructions (teeth brushing)  <b>Books:</b> Non-Fiction texts Farmer Duck Don't Forget the Bacon Emergency by Margaret Mayo Twinkl originals Mog and the Vet The Enormous Turnip	<b>Animals of the World</b> <b>Phonics:</b> Bug Club Scheme <b>Writing for different purposes:</b> grapheme formation labelling pictures and captions, 'I can see' describing sentences (Unaided Writing)  <b>Books:</b> Non-Fiction texts One Day on our Blue Planet Owl Babies Rosie's Walk Mog the Forgetful cat Monkey Puzzle, Giraffes Can't Dance Tiger Who Came to Tea Dear Zoo	<b>Mini-beasts</b> <b>Phonics:</b> Bug Club Scheme <b>Writing for different purposes:</b> grapheme formation, beginning to write simple sentences- life cycles, Hungry caterpillar story maps and writing (Unaided Writing), favourite animal sentences  <b>Books:</b> Non-Fiction texts Yucky Worms by Vivian French Walking through the jungle The Busy Spider What the Ladybird heard series Superworm <b>School Trip - Theatre</b>	<b>Fantasy and Adventure</b> <b>Phonics:</b> Bug Club Scheme <b>Writing for different purposes:</b> grapheme formation, labels and captions, simple sentences, alien sentences, sentence retellings  <b>Books:</b> Non-Fiction texts Zog, Zog and the Flying Doctors Jack and the Beanstalk Winnie the Witch The Troll Room on the Broom Stickman Smeds and the Smoos The Singing Mermaid Sugarlump and the Unicorn The Princess and the Wizard Aliens in Underpants
	<b>Fine Motor Skills:</b> Cutting skills, pencil control activities, playdough, junk modelling, threading, stencils, mark making opportunities, fine motor resources linked to topics, keeping healthy, independent self-help skills e.g. getting dressed, personal hygiene					
	<b>Communication and Language:</b> Use language purposefully, sharing news, sharing CIP choices, listening to stories/instructions, story discussions, story retellings, questions and answers related to topics, social stories regarding issues that arise, role-play and small world, deconstructed role play with linked resources used sometimes, listen to stories, poems and rhymes and join in with repeated language.					
	<b>Role play:</b> Child led roleplay	<b>Role play:</b> Child led roleplay	<b>Role play:</b> Child led roleplay	<b>Role play:</b> Child led roleplay	<b>Role play:</b> Child led roleplay	<b>Role play:</b> Child led roleplay

	<p><b>Outside hut:</b> Bear hut</p> <p><b>Small world:</b> 3 bears' cottage, teddy bears' picnic, a Gruffalo scene.</p> <p><b>Developing vocabulary:</b> traditional stories, habitat, character, setting, story maps/tales toolkits, harvest, portrait, facial features, porridge textures, tales toolkits, senses</p>	<p><b>Small world:</b> Arctic world. Learning words and symbols from other languages.</p> <p><b>Developing vocabulary:</b> Festival words, colour words, firework describing words, Remembrance, Poppy flower parts, cookery language, winter, season</p>	<p><b>Outside hut:</b> hospital, burning building</p> <p><b>Small world:</b> recycle and refuse collectors and/or fire station</p> <p>Preparing questions for visitors</p> <p>Listening to talks from special visitors</p> <p><b>Developing vocabulary:</b> Classroom routines, body part names, list, instructions, teeth, helpful, emergency, uniforms, vehicles</p>	<p><b>Outside hut:</b> Bird hide</p> <p><b>Small world:</b> Vets, farm, Dinosaur land</p> <p><b>Developing vocabulary:</b> Habitat, ocean/sea, land, map, globe, endangered, extinct, carnivore, herbivore, omnivore, wild, pet, baby animal names, favourite, sorting, grouping, similar, different, volcano, erupt</p>	<p><b>Outside hut:</b> Bug Hut</p> <p><b>Small world:</b> Incy Wincy Spider, Mini-beast world</p> <p><b>Developing vocabulary:</b> Insect, antennae, thorax, abdomen, pupae, chrysalis, lifecycle, order, retell, healthy, unhealthy, labelling</p>	<p><b>Outside hut:</b> Castle, Pirate ship</p> <p><b>Small world:</b> Fairy tale castle and/or Pirate ship. How are they feeling?</p> <p>Confidence to re-tell/ recreate own stories.</p> <p><b>Developing vocabulary:</b> Fantasy, make believe, characters, fiction/non-fiction, space, castles, planets, aliens, mermaids, knight</p>
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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Narrative</b>	<p><b>Stories with predictable phrasing</b> Using story language and joining in with repetitive phrases (The Three Little Pigs). Create a story map and innovate ending of 'The Three Little Pigs'. Write sentences about the story.</p> <p><b>Labels, lists and captions</b> To create a wanted poster using adjectives. Sentences about a dream home using adjectives.</p>	<p><b>Retelling a story</b> Writing sentences to retell Lost in the Toy Museum using verbs.</p>	<p><b>Retelling and innovating a story</b> Making a Superhero comic strip about Traction Man.</p> <p>Using conjunctions and exclamation marks in sentences about superheroes.</p>	<p><b>Diary</b> Diary writing based on Percy the Park Keeper. Create a story map to retell Percy the Park Keeper. Write Percy the Park Keeper diary about the storm.</p>	<p><b>Sequence sentences based on personal experiences</b> Writing a postcard about a seaside trip in the past.</p>	<p><b>Retelling and innovating a story</b> Re-telling 'The Lighthouse Keeper's Lunch'. Design a disgusting sandwich.</p>
<b>Non-Fiction</b>	<p><b>Labels, lists and captions</b> Sentences about our school and local area. Transition activities – sentences about ourselves and activities.</p>	<p><b>Recount and Report</b> Re-telling the story of the Gunpowder plot. Creating an information book about old toys. Writing sentences about old and new toys.</p>	<p><b>Instructions</b> Using sequencing language based on making and writing instructions for a 'fruit salad'.</p>	<p><b>Report</b> Writing sentences about parts of a plant, wild and garden plants.</p> <p><b>Explanation</b> Measuring the growth of a sunflower</p>	<p><b>Recount</b> Writing a recount about the school trip.</p>	<p><b>Report</b> Writing a report about a sea creature. Write sentences about lighthouses.</p> <p><b>Letter</b> Thank you letter to Grace Darling</p>
<b>Poetry</b>		<p>Retelling rhyming poems and understand rhyming words. Free Verse Firework Poems using onomatopoeias and exclamation marks.</p>			<p>Seaside Senses Poem Retelling rhyming poems and understand rhyming words.</p>	<p>Oral rehearsal/ presenting – reciting poems</p>
<b>Spoken Language</b>	<p>Oral Rehearsal – retelling familiar stories Listening and responding to stories.</p>	<p>Listening and responding to stories. Asking questions</p>	<p>Listening and Responding – conjunctions and adverbs.</p>	<p>Questioning – plants Oral Rehearsal/Presenting</p>	<p>Vocabulary – Comparative language about the</p>	<p>Oral rehearsal/ presenting – reciting poems</p>

	Discussing own interests, wishes and activities.	Oral Rehearsal – retelling familiar stories	Vocabulary – sequencing language. Using hot seating based on Traction man.	Hot seating and freeze frames.	seaside from the past and present. Questioning Role play Acting out the story of Grace Darling.	
<b>Spelling, Punctuation and Grammar</b>	Sequencing words to form a narrative. To use adjectives. To form a sentence. To write lists, labels and captions.	To use question marks and exclamation marks. To use the conjunction ‘and’. To use onomatopoeias to describe fireworks. To use verbs	To use onomatopoeias, exclamation marks and speech bubbles. Continue to develop the use of conjunctions. To use adjectives.	Sequencing sentences to form short narrative. Use question marks and exclamation marks to demarcate sentences. Use ‘I’ and past tense	Writing for a range of purposes and using a variety of conjunctions. Use adjectives Use suffixes – er and est.	Writing for a range of purposes and using a variety of conjunctions.
	Capital letters for names and for the personal pronoun I. How words can combine to make sentences. Separation of words with spaces. Adjectives Terminology: letter, word, sentence, capital letter, full stop, finger spaces, adjectives and conjunctions.					

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Narrative</b>	<p><b>Letter</b> Writing an imaginative letter using the book 'Dear Teacher'.</p> <p><b>Story</b> Retelling 'Boxton the Rat' story using adjectives</p>	<p><b>Traditional Tales – Retell a familiar story</b> Retelling the story of 'Little Red Riding Hood'. Writing a description of the wolf using adjectives. Using commas in a list. Setting description of 'Jack and the Beanstalk'.</p>	<p><b>Letter</b> Explorer's Letter</p>	<p><b>Castle Story</b> Writing narratives about personal experiences and those of others (castle stories – feast at the Great Hall). Using expanded noun phrases to describe inside a castle.</p>		
<b>Non-Fiction</b>	<p><b>Diary</b> Samuel Pepys' diary – retelling events from the Great Fire of London.</p> <p><b>Letter</b> To King Charles II about rebuilding London.</p> <p><b>Explanation</b> Writing facts about the plague.</p>		<p><b>Biography</b> Writing about personal experiences of others (Neil Armstrong, Mae Jemison and Amelia Earhart). Writing a biography: Neil Armstrong.</p> <p><b>Newspaper</b> Writing an article about Amelia Earhart.</p>	<p><b>Explanation</b> Writing sentences about the Monarchy and castles (<i>extended writing next year</i>).</p>	<p><b>Recount</b> Writing narratives about personal experiences and those of others</p>	<p><b>Letter</b> Writing narratives about personal experiences and those of others (Just in Case: story and descriptions, Mexico: Pen Pal letter).</p>
<b>Poetry</b>		<p>Wizard's Pocket List Poem Firework Shape Poem</p>	<p>Free Verse Poems – Space Poem</p>	<p>Writing Riddles</p>		<p>Free Verse Carnival Poems</p>
<b>Spoken Language</b>	<p>Oral Rehearsal/Presenting – tour of London at the time of the Great Fire.</p>	<p>Questioning – material investigation. Oral Rehearsal/Presenting – retelling and acting traditional tales.</p>	<p>Oral Rehearsal/Presenting – reciting poetry by heart.</p>	<p>Listening and Responding – conjunctions and adverbs and discussing other viewpoints. Vocabulary – synonyms.</p>		<p>Vocabulary – science investigation.</p>
<b>Spelling, Punctuation</b>	<p>To use both familiar and new punctuation correctly (capital</p>	<p>To use both familiar and new punctuation correctly (capital letters, full stops, exclamation</p>	<p>To use both familiar and new punctuation correctly (capital</p>	<p>To use both familiar and new punctuation correctly (capital</p>	<p>To use both familiar and new punctuation correctly (capital</p>	<p>To use both familiar and new punctuation correctly (capital</p>

<b>and Grammar</b>	<p>letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes for contractions).</p> <p>To use the present and past tenses correctly and consistently, including the progressive form.</p>	<p>marks, questions marks, commas for lists and apostrophes for contractions).</p> <p>To use expanded noun phrases to describe and specify.</p>	<p>letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes).</p> <p>To use subordination and co-ordination (for newspaper reports and stories).</p>	<p>letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes).</p> <p>Subordination and co-ordination (for stories and riddles).</p> <p>Expanded noun phrases (for riddles).</p>	<p>letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes).</p> <p>Sentences with different forms.</p> <p>Subordination and co-ordination.</p>	<p>letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes).</p> <p>Expanded noun phrases (poetry).</p>
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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Narrative</b>	<p><b>Retelling a story</b> Expanding simple sentences and writing dialogue based on the story '5 Minutes Peace'. Using speech bubbles and speech marks.</p> <p><b>Diary</b> Writing a diary entry about 'My Stone Age Day'.</p>	<p><b>Letter</b> Write letters as Roman soldiers in Britain to home (Rome), by using the structure of letter writing.</p> <p><b>Story writing</b> Write a story with a theme - 'When the Romans invaded the Celts'.</p> <p><b>Persuasive writing</b> Plan, write and perform a Rallying Speech in the style of Boudicca's Rallying Speech.</p>		<p><b>Traditional Tales – Fables</b> Act, retell and rewrite some carefully selected Aesop's fables Writing a story with a theme (Canadian animal fables).</p> <p><b>Adventure story</b> Writing a story with a theme – 'Escaping from Pompeii'.</p>	<p><b>Persuasive Writing</b> Writing letters to the headteacher, applying for 'SPOT' jobs.</p> <p><b>Diary</b> Diary writing as an AngloSaxon travelling to Britain.</p>	<p><b>Letter</b> Focus work on 'The MinPins' by Roald Dahl; including writing a letter as Little Billy to the MinPins (ideas to escape the Gruncher).</p>
<b>Non-Fiction</b>	<p><b>Report</b> Writing a non-fiction piece of writing about our school using paragraphs.</p> <p><b>Explanation</b> Create a step-by-step guide (using pictures and labels) explaining the smelting process used in making Bronze.</p>	<p><b>Recount</b> Use research to write a non-fiction piece of writing about the Romans by using paragraphs and subheadings.</p>	<p><b>Instructions</b> Writing a set of instructions using steps - how to make a healthy, well-balanced sandwich.</p>	<p><b>Explanation</b> Create a step-by-step guide (using pictures and labels) explaining the process of how maple syrup is made.</p> <p><b>Report</b> Researching information on Canada and Italy to write a report then present their findings.</p>	<p><b>Report</b> Describing the roles of different classes within an Anglo-Saxon society.</p>	<p><b>Biography</b> Write a biography about Roald Dahl.</p>
<b>Poetry</b>		<p>Using vocabulary to build Calligrams (shape poems) based on the season Autumn and Remembrance Day (poppies)</p>	<p>Create their own poems (for example, humorous) by using the theme of food groups</p>			<p>Roald Dahl Limerick Poems</p>
<b>Spoken Language</b>		<p>Listen to a variety of sources and key information, in order to comment, build their own understanding, or ask for an</p>			<p>Listening and responding/ questioning – Research and writing</p>	<p>Listening and responding/ questioning – History topic on Anglo</p>



		<p>explanation – children to take notes on Stone Age, Bronze Age, Iron Age and The Romans. Oral rehearsing/ presenting – Boudicca/ Roman soldier rally speeches</p>			<p>reports on Canada/ Italy. Learning about nutrition/ skeletons and muscles. Oral rehearsing/ presenting – reads aloud and performs poems and reports on Canada/ Italy research.</p>	<p>Saxons (research to support diary writing) and ‘The MinPins’ topic. Give reasons for their views or choices – persuasive writing letters (SPOT jobs) Oral rehearsal/ presenting – focusing on feelings/ emotions and senses as the character Little Billy from the MinPins Oral rehearsing/ presenting – Perform a poem – selection of revolting rhymes by Roald Dahl</p>
<b>Spelling, Punctuation and Grammar</b>	<p>Use of paragraphs and subheadings Using inverted commas to punctuate direct speech</p>		<p>Use of imperative verbs to command and give instructions</p>	<p>Use of paragraphs and subheadings</p> <p>Using inverted commas to punctuate direct speech</p>	<p>Use of inverted commas to punctuate direct speech</p>	<p>Use of inverted commas to punctuate direct speech</p>
	<p><b>Sentence level</b> – adverbs (then, next, soon) and using conjunctions (for example, when, before, after, while)</p>		<p><b>Sentence level-</b> conjunctions (when, before, after) and prepositions</p>		<p><b>Text level</b> - Use of the present perfect form of verbs instead of the simple past, paragraphs, headings and subheadings.</p> <p><b>Sentence level-</b> conjunctions, adverbs, prepositions</p>	

Year 4	Autumn	Spring	Summer
<b>Narrative</b>	<b>Story Settings</b> Contrasting settings based around tribal home, rainforest and deforested area.	<b>Story with a theme</b> A Viking seaborne adventure from point of view of one of the Vikings.	<b>Traditional tales – Myths</b>  <b>Writing and performing a play</b> Writing a Greek play based around heroes.
<b>Non-Fiction</b>	<b>Discussion</b> Different sides of an argument. <b>Persuasive Writing</b> Why should we have playtime? Deforestation in rainforests. <b>Report</b> Comparing the life of Yanomami to ours.	<b>Report</b> Write a report about Viking life.	<b>Explanations</b> Science Investigations.
<b>Poetry</b>	<b>Performing Poetry</b> Harvest/Autumnal poems for Harvest Assembly. Learning about rhyming couplets. <b>Kennings, Haikus and Cinquain Poems</b>	<b>Viking sagas</b>	<b>Performing Poetry</b> Revisit poetry learnt throughout the year and perform some different styles of poetry.
<b>Spoken Language</b>	Talking with others – rainforest debating  Oral rehearsing/presenting – Youth Speaks; harvest poetry	Listening and responding – Digestion work; Viking research and newspaper reporting  Oral rehearsal/presenting – Viking sagas / poetry	Questioning – science units based around sound and electricity; ‘What if’ work - based around the Ancient Greeks (democracy, Olympics, etc) Talking with others – democracy debating
<b>Spelling, Punctuation and Grammar</b>	Use of paragraphs to organise ideas around a theme  Fronted adverbials e.g. Later that day, the bulldozer was still there	Apostrophes to mark plural possession – the girl’s name; the girls’ names  Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas – Thor shouted, “Give me back my hammer!”]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the skeleton expanded to the fearsome skeleton with sharp teeth)  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (e.g. Jason stepped off

			the ship and he marched purposefully up the beach.)