

Topic	Mover and Shakers		Coastline		Magnificent Monarchs	
Key Texts and Contexts	Little People, Big Dreams: Rosa Parks by Lisbeth Kaiser	Little People, Big Dreams, Treasury by Maria Isabel Sanchez Vegara Bonfire Night poems KS1 Nativity Performance	Katy Morag and the New Pier by Maira Hedderwick	The Lighthouse Keeper's Lunch by Ronda and David Armitage Class assembly	Queen Victoria's Bathing Machine by Gloria Whelan	Paddington at the Palace by Micaheal Bond Horrible Histories School trip to Bodiam Castle
Term Focus and Genre	Term 1 (Non-Fiction and fiction) Biographies; (week 1 and 2) Newspaper reports; (week 3) Diary entry Children can...	Term 2 (Non-fiction and poetry and performance for Bonfire Night and Christmas) Persuasive posters; Speeches Children can...	Term 3 (Fiction) Descriptions; Adventure narratives Children can...	Term 4 (Non-fiction and poetry and performance for Easter and Class Assembly) Recounts; Fact files; Children can...	Term 5 (Fiction and Poetry and Performance) Kennings Poems; Diary entry Children can...	Term 6 (Fiction) Retell a story; Narrative writing; Information leaflets Children can...
Handwriting	Form and orientate lower-case letters the correct size relative to one another; and write capital letters and digits of the correct size, orientation and relationship to other letters.		Use spaces between words that reflect the size of the letters.		Use diagonal and horizontal lines to join some lower-case when ready.	
Phonics	<ul style="list-style-type: none"> • Revision of all Phases • 1:1 Tuition where appropriate - see provision map • Children still access streamed groups to consolidate learning 					
Phonics into spelling	<ul style="list-style-type: none"> • "v" sound at the end of words • Adding "-ing" to the end of a word week 3 	<ul style="list-style-type: none"> • Adding "-er" to a word • Adding "-est" to a word 	<ul style="list-style-type: none"> • Introduce the suffix "-ment" • Introduce the suffix "-ness" 	<ul style="list-style-type: none"> • Diagraph and trigraph focus • Focus on words beginning with "w" 	<ul style="list-style-type: none"> • Revisit diagraphs and trigraphs • Revisit compound words 	<ul style="list-style-type: none"> • Introduce "k" for the "k" sound • Revisit "ph" and "wh" words

	<ul style="list-style-type: none"> • Adding “-ed” to the end of a word week 4 • Words that end in “y” High frequency words. <ul style="list-style-type: none"> • Double consonant words week 2 	<ul style="list-style-type: none"> • New consonant spellings “wh” and “ph” words • Introduce the prefix “re” • Words ending in ‘nk’ 	<ul style="list-style-type: none"> • Introduce the suffix “-ful” • Introduce the suffix “-less” • Introduce the suffix “-ly” 	<ul style="list-style-type: none"> • Introduce words with: “-le”, “-el”, “-al” and “-il” at the end • Adding “-es” to verbs and nouns ending in “y” 	<ul style="list-style-type: none"> • Words ending in “-tion” • Introduce the prefix “auto” • Introduce the prefix “sub” • Introduce the prefix “super” 	<ul style="list-style-type: none"> • Words with the “k” sound spelt “ch”
Grammar/Terminology	<ul style="list-style-type: none"> • Review types of nouns • Revise four types of sentences 	<ul style="list-style-type: none"> • Identify synonyms and antonyms • Possessive pronoun Expanded noun phrases 	<ul style="list-style-type: none"> • Determiners Preposition phrases in sentences, including prepositions of place and time 	<ul style="list-style-type: none"> • Use fronted adverbial ensuring correct placement of comma • Verb forms-Active and passive • Subjunctive verb forms 	<ul style="list-style-type: none"> • Read and enjoy poetry, comparing its use of sentence structure and punctuation with that of prose Write different types of poems 	<ul style="list-style-type: none"> • Revise word class, including pronouns, prepositions and determiners • Strengthen and improve verbs in writing • Write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality Compare sentences in simple past with perfect past verb form
Sentence Building Punctuation	<ul style="list-style-type: none"> • Use a colon to introduce a list • To model where we use full stops and capital letters. Week 1 -4 • To read sentences aloud to check they make sense. Daily! • Begin to use and understand question marks. 	<ul style="list-style-type: none"> • Identify ellipsis in texts • Edit deliberate punctuation errors • To model where we use full stops and capital letters. • To read sentences aloud to check they make sense. • Begin to use and understand question marks. 	<ul style="list-style-type: none"> • Identify and model use of hyphen • Revise use of possessive apostrophe for singular plural nouns 	<ul style="list-style-type: none"> • Use commas for all its purposes • Use a single dash 	<ul style="list-style-type: none"> • Use bullet points where appropriate • Revise use of apostrophe • Make decisions about punctuation, sometimes including dash, semi-colon and colon Discuss, highlight and analyse range of punctuation in texts. 	
Sentence Building Construction	<ul style="list-style-type: none"> • Construct a varied range of sentences including parenthesis 		<ul style="list-style-type: none"> • Write dialogue accurately and independently 		<ul style="list-style-type: none"> • Maintains a range of tenses mostly successfully even when alterations in tense are required. e.g. shifts between past and present 	

Text Building	<ul style="list-style-type: none"> • Sequence sentences and ideas to form a simple, coherent narrative* (oral and written) which makes sense 	<ul style="list-style-type: none"> • Write to the purpose of the task, choosing content appropriately 	<ul style="list-style-type: none"> • In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale 	<ul style="list-style-type: none"> • Sequence ideas correctly to record a real experience or event 	<ul style="list-style-type: none"> • Use a scaffold to write poems in different ways, using other poems as models 	<ul style="list-style-type: none"> • With guidance, write information about a given topic, organising into sections; • write a title and sometimes add subheadings for different sections
Authorial Effect	Communicate coherently and effectively with increased confidence, independence and audience awareness:					
	<ul style="list-style-type: none"> • talk about who the audience will be - discussed daily at story time • plan out loud what they are going to write about 	<ul style="list-style-type: none"> • write for different purposes 	<ul style="list-style-type: none"> • use expanded noun phrases to add details for the reader 	<ul style="list-style-type: none"> • use some vocabulary to enhance their writing for the reader, including in non-rhyming poems 	<ul style="list-style-type: none"> • use punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks 	<ul style="list-style-type: none"> • sometimes use subheadings to organise information