

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Movers and Shakers</b>		<b>Brilliant Beaches</b>		<b>Magnificent Monarchs</b>	
<b>Key Texts</b>	Beegu Toys in Space The Ginger Bread Man	Tree, Seasons Come Seasons Go My First Oxford Book of Poetry Stick Man	The Snail and the Whale Lost and Found The Little Mermaid Here We Are Very Important Oceans Above and Below The Great Fire of London The Sandman and the Turtles The Lorax Where the Wild Things Are Lost Magic The Very Best Of Brian Moses		What the Lady bird Heard Little Red Riding Hood How to wash a Woolly Mammoth. Great Women who Changed the World Cockatoos Dogger Jack The Tin Forest Shake Before Opening	
<b>Supporting Texts</b>	A Piglet Called Truffle Look Inside Space Sidney Stella and the Moon Astro Girl My Hair	The B on my Thumb My First Book of Poems				
<b>Early Reading Development</b>	The Read Write Inc. Program is followed to develop early reading and teach decoding Regular opportunities for reading will promote the following: Phonics and decoding skills, reading common exception words, fluency self-correction.					

<b>Reading</b>	<p>Exposure to a wide range of diverse text to develop a love of books and reading</p> <p>To be familiar with key stories joining in with key predictable phrases</p> <p>Developing understanding by drawing on what you already know</p> <p>Predicting what might happen based on what is read so far</p> <p>Can discuss the text</p>	<p>Exposure to a wide range of diverse text to develop a love of books and reading</p> <p>To be familiar with key stories joining in with key predictable phrases</p> <p>Developing understanding by drawing on what you already know</p>	<p>Exposure to a wide range of diverse text to develop a love of books and reading</p> <p>Learning to appreciate poem and rhyme, learning some by heart</p> <p>Discussing word meanings and linking them to known words</p> <p>Discussing the importance of the title</p>	<p>Exposure to a wide range of diverse text to develop a love of books and reading</p> <p>Learning to appreciate poem and rhyme, learning some by heart</p> <p>Making inferences based upon what is being said and done</p>	<p>Exposure to a wide range of text</p> <p>To become familiar with fairy stories and traditional tales</p> <p>Developing understanding by drawing on what you already know</p> <p>Predicting what might happen based on what is read so far</p>	<p>Exposure to a wide range of diverse text to develop a love of books and reading</p> <p>Discussing word meanings and linking them to known words</p> <p>Making inferences based upon what is being said and done</p>
<b>Speaking &amp; Listening</b>	<p>Rich opportunities for speaking and listening run throughout the year</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• Compose a sentence orally before writing.</li> <li>• Say out loud what they are going to write about</li> <li>• Discuss what they have written with a teacher or peer.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and teacher.</li> <li>• Participation in discussion and performance.</li> </ul>					
<b>Phonics</b>	<p>Read Write Inc. – children grouped according to phonic assessment.</p>					
<b>Spellings</b>	<p>We follow the RWI progression document for spellings to ensure teaching of spellings builds upon prior learning sequentially</p>					

<b>Spelling</b>	Recap Year R CEW + spellings.	Recap Year R CEW +spellings. Year 1 CEW spellings.	Year 1 CEW + spellings			Year 1 CEW+ Spellings
	<ul style="list-style-type: none"> <li>Name the letters of the alphabet in order.</li> <li>Spell words containing each of the 40 phonemes taught</li> </ul>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40 phonemes taught</li> <li>Use letter names to distinguish between alternative spellings of the same sound</li> <li>Using spelling rule for adding s or es</li> <li>Using prefix un</li> </ul>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40 phonemes taught</li> <li>Spell days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40 phonemes taught</li> <li>Spell common exception words</li> <li>Using prefix un</li> </ul>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40 phonemes taught</li> <li>Spell common exception words</li> <li>Using ing, ed, er, est</li> </ul>	<ul style="list-style-type: none"> <li>Recap all YearSpelling patterns</li> </ul>
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far						
<b>Punctuation &amp; Grammar</b>	<ul style="list-style-type: none"> <li>Leaving spaces between words</li> <li>Separation of words with spaces</li> <li>Terminology – letter / word</li> <li>Intro to capitals to demarcate sentences</li> <li>Intro to full stops to demarcate sentences</li> <li>Name the letters of the alphabet in order.</li> </ul>	<ul style="list-style-type: none"> <li>Intro to capitals to demarcate sentences</li> <li>Intro to full stops to demarcate sentences</li> <li>Beginning to punctuate with full stops and capitals</li> <li>Question marks to mark questions</li> <li>Using and to join words and clauses</li> <li>How the prefix UN changes the meaning of the word</li> <li>Sequencing sentences to form a short narrative</li> </ul>	<ul style="list-style-type: none"> <li>How words combine to make sentences using nouns and verbs</li> <li>Using nouns and verbs to form sentences</li> <li>Using question marks in own writing</li> <li>Sequencing sentences to form a short narrative</li> </ul>	<ul style="list-style-type: none"> <li>Exclamation marks to demarcate sentences</li> <li>Using capitals for names of people, places, days of the week, months and the letter I</li> <li>Sequencing sentences to form a short narrative</li> </ul>	<ul style="list-style-type: none"> <li>Using exclamation marks in own writing</li> <li>How the prefix UN changes the meaning of the word</li> <li>Adding suffixes to a word where there is no change to the root word eg help – helping</li> <li>Sequencing sentences to form a short narrative</li> <li>Using capitals for names of people, places, days of the week, months and the letter I</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to form a short narrative</li> <li>Using full stops, question marks and exclamation marks</li> <li>Using capitals for names of people, places, days of the week, months and the letter I</li> <li>Sequencing sentences to form a short narrative</li> </ul>

<p><b>Writing Opportunities</b></p>	<p>A clear focus on text gives the opportunity to embed learning from grammar, speaking and listening and reading elements of the curriculum and for children to begin to see themselves as writers.  <b>Opportunities for writing are varied and include:</b></p> <p>Beegu</p> <p>Lists</p> <p>Character description</p> <p>Thoughts and feelings</p> <p>Reading through and checking writing</p> <p>Oral composing of a sentence</p> <p>Toys in Space  Writing describing sentences</p> <p>Different types of sentences</p> <p>Invitation</p> <p>Space log</p> <p>Diary</p>	<p>Poetry</p> <p>Simple poetry</p> <p>Interesting words</p> <p>Recount</p> <p>School trip to Planetarium</p> <p>Stick Man</p> <p>Settings- simple sentences</p> <p>Simple letter / post card</p> <p>Letter to Father Christmas</p>				
<p><b>Handwriting</b></p>	<p><b>X4 Practice weekly</b></p> <ul style="list-style-type: none"> <li>- Sit correctly at the table holding the pencil comfortably and correctly.</li> <li>- Begin to form lower case letters in the correct direction starting and finishing at the right place.</li> <li>- Form capital letters</li> <li>- Form digits 0-9</li> <li>- Handwriting links to the teaching of spellings</li> </ul>					

<b>Terminology we want the children to know</b>	<p>Specific vocab is associated with the RWI program</p> <p>Spelling – noun, verb,</p> <p>Phonics - phonemes, digraph, trigraph, split vowel digraph.</p> <p>Punctuation and grammar - capital letter, full stop, time adverbial.</p> <p>Writing - sentence, clause</p> <p>Handwriting – ascender (Sky letter), descender (Underground letter)</p> <p>Forest Letter</p>	<p>Spelling – syllables consonant, plural, singular.</p> <p>Punctuation and grammar – suffix, question mark exclamation mark.</p>	<p>Spelling - prefix, root word, adjectives, compound words.</p> <p>Punctuation and grammar – conjunction.</p>
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<b>Links to other subjects</b>	<p>Lost in Space and Beegu have a Space Link to driver topic and work looking at Tim Peake</p> <p>Astro Girl and My Hair are diverse texts linked to Black History Month linked to work on Rosa Parks</p>					
<b>Enrichment Opportunities</b>	<p>Crash landing in school grounds</p> <p>Black History Month</p>	<p>Trip to the planetarium</p> <p>Hunt for Stick Man</p> <p>Trip to Planetarium</p>				