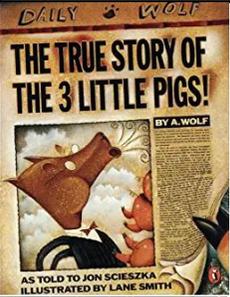
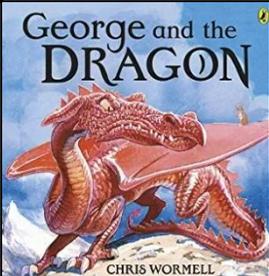
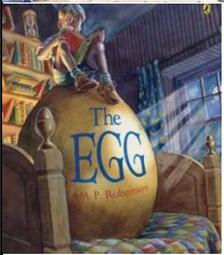
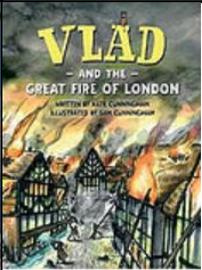
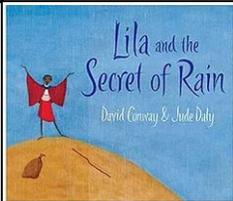
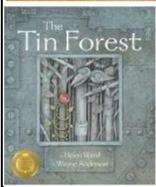
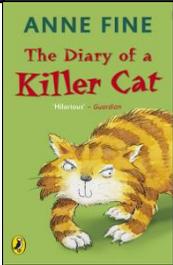
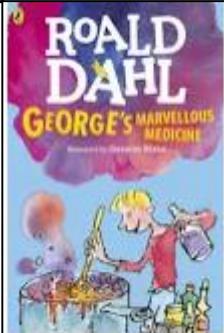


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reader-Taken from reading spine	 	 	 	  		
Unit/Book	The True Story of the Three Little Pigs (recount) The Building Boy (narrative)	George and the Dragon (character description) The Egg (letter)	Videos of the Great Fire of London (setting description)			
Publish		History essay	History essay			
Spelling-Following SCODE	Segment words into phonemes and represent these by graphemes Spell some words correctly	SCODE focus sound /oo/ coded oo, ue, ew, o including curriculum words; move, prove, improve, who	SCODE /s/ coded s, ss, c including; class, grass, pass, steak, most, fast, last, parents, past, Mrs, Christmas. Superb Suffixes; -ness, -less,	SCODE /er/ coded ur, er, or, ir including; every, everybody, after, father, water, Mr Superb Suffixes -er, -est, -ed, -y	SCODE /i/ coded i, y, -y including; money, busy, any, many, every, everybody, pretty, improve, Christmas, children, beautiful. Apostrophe Academy including Plurals	SCODE /sh/ coded sh, ch, ti including; Code breakers— sure, sugar /n/ coded n, kn, gn including; find, kind, mind, behind, children, only, even, plant, any, many, again, money, parents.

	<p>Make phonically plausible attempts at spelling unknown words.</p> <p>Spell tricky words correctly (relevant to phonics phase)</p> <p>Spell common exception words correctly (relevant to phonics phase)</p> <p>SCODE- Ch, tch, Th U, o, ou Homophones won, one Sun, son</p> <p>Homophones, there, their, they're</p>	<p>Homophones to/too/two, blue/blew</p> <p>focus sound /ul/ coded -le, -el, -al, -il, i</p> <p>curriculum words; beautiful, people,</p> <p>Superb suffixes -ful and ness.</p> <p>Code breakers; child, wild</p> <p>focus sound /j/ coded j, -ge, g, -dge</p>	<p>plurals changing y to an i + es,</p> <p>/o/ coded o, a including because, everybody</p>	<p>/igh/ coded i_e, i, igh, ie, -y including; find, kind, mind, behind, child, wild, climb, eye</p> <p>Hip homophones; quite/quiet, here/hear</p> <p>/h/ coded h, wh including; who, whole, half, hold, behind, hour</p>	<p>/r/ coded r including; great, break, pretty, grass, prove, improve</p> <p>/or/ coded or, ar, aw, al including code breakers, warm, war, towards, talk, walk</p>	<p>Hip homophones night/knight</p>
Punctuation and Grammar	<p>Demarcate some sentences using capital letters and full stops</p> <p>Use a comma between two adjectives (expanded noun phrases)</p> <p>Use a commas in a list.</p> <p>Use capital letters and for names of people, places, days of the week and personal pronoun I.</p>	<p>Demarcate some sentences using capital letters and full stops</p> <p>Use a comma between two adjectives (expanded noun phrases)</p> <p>Use a commas in a list.</p> <p>Use capital letters and for names of people, places, days of the week and personal pronoun I.</p>	<p>Begin to distinguish between common homophones.</p> <p>Begin to use adverbial openers.</p> <p>Use alliteration to make writing more interesting.</p> <p>Use sentences with different forms (statements, exclamations, questions and commands)</p>	<p>Demarcate most sentences using capital letters and full stops</p> <p>Use sentences with different forms (statements, exclamations, questions and commands)</p> <p>Use past and present tense mostly correctly and consistently.</p> <p>Use or/and/but (co-ordination) and when/because/if/that (sub-</p>	<p>Demarcate most sentences using capital letters and full stops</p> <p>Use question marks mostly correctly.</p> <p>Use exclamation marks mostly correctly.</p> <p>Spell some words with contracted forms</p> <p>Use sentences with different forms (statements,</p>	<p>Demarcate most sentences using capital letters and full stops</p> <p>Use question marks mostly correctly.</p> <p>Use exclamation marks mostly correctly.</p> <p>Spell some words with contracted forms</p> <p>Use sentences with different forms (statements, exclamations, questions and commands)</p>

	<p>Use adjectives and verbs to make my sentences interesting.</p> <p>Begin to use question marks</p> <p>Begin to use exclamation marks</p> <p>Begin to use past and present tense correctly.</p> <p>Use and/but (co-ordination) and because (sub-ordination) to join clauses.</p>	<p>Use adjectives and verbs to make my sentences interesting.</p> <p>Begin to use question marks</p> <p>Begin to use exclamation marks</p> <p>Begin to use past and present tense correctly.</p> <p>Use and/but (co-ordination) and because (sub-ordination) to join clauses.</p>	<p>Use past and present tense mostly correctly and consistently.</p> <p>Use and/but (co-ordination) and when/because (sub-ordination) to join clauses.</p>	<p>ordination) to join clauses.</p>	<p>exclamations, questions and commands)</p> <p>Use past and present tense correctly and consistently.</p> <p>Use or/and/but (co-ordination) and when/because/if/that (sub-ordination) to join clauses.</p>	<p>Use past and present tense correctly and consistently.</p> <p>Use or/and/but (co-ordination) and when/because/if/that (sub-ordination) to join clauses.</p>
<p>Handwriting- Following Letter- join-see link below</p>	<p>Form lower case letters in the correct direction, starting and finishing in the correct place.</p> <p>Use finger spaces between words.</p>	<p>Use finger spaces between words.</p>	<p>Form lower case letters of the correct size, relative to one another in some writing.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use spacing between words that reflects the size of the letters.</p>	<p>Write capital letters and digits to the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use the horizontal and diagonal strokes needed to join some letters.</p>	<p>Write capital letters and digits to the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use the horizontal and diagonal strokes needed to join some letters.</p>
<p>Text Structure and Organisation</p>	<p>Communicate ideas and meaning in a series of sentences.</p> <p>Begin to write under headings and subheadings.</p>				<p>Match organisation to its purpose. (e.g awareness of structure of a letter, openings and endings, importance of reader)</p> <p>Sustain narrative and non-narrative forms (write at length, stay on task)</p>	

<p>Composition and Effect</p>	<p>Write sentences that are sequenced to form a short narrative.</p> <p>Re-read what has been written to ensure it makes sense.</p> <p>Read my writing aloud to others.</p> <p>Consider the content of my writing before writing. (Planning)</p> <p>Write for a range of purposes.</p> <p>Make simple additions, revisions and corrections to my writing.</p>	<p>Write for a range of purposes.</p> <p>Make simple additions, revisions and corrections to my writing.</p>	<p>Write fact and fiction pieces.</p> <p>Provide enough detail to interest the reader.</p> <p>Write for a range of purposes.</p> <p>Make simple additions, revisions and corrections to my writing.</p>	<p>Write about real events, recording these simply and clearly.</p> <p>Write for a range of purposes.</p> <p>Make simple additions, revisions and corrections to my writing.</p>	<p>To write simple, coherent narratives about personal experiences and those of others (fiction and non-fiction)</p> <p>Write for a range of purposes.</p> <p>Make simple additions, revisions and corrections to my writing.</p>	<p>To write simple, coherent narratives about personal experiences and those of others (fiction and non-fiction)</p> <p>Write about real events, recording these simply and clearly.</p> <p>Write for a range of purposes.</p> <p>Make simple additions, revisions and corrections to my writing.</p>
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