

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

	<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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