	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reader- Taken from reading spine	THE FIVE SENSES/  STPERITO SUR Handra Str. Hondra Str.	SUPERIEROES SCARED  OR RANJ  O	SIMON JAMES  BADY  BYOLINS  The Man on the Moon!  From internal and Mile!  From internal and Mil	GRUFFALO  Julia Devalder And Scheffer  TIDY  Little Red Riding Bood  Mic Gerdon	THE GREAT KAPOK TREE  Lyme Cherry  Lyme Cherry	The Tiger Who Came to Tea  Judith Kerr  Owl Babies  MARTIN WADDELL - PATRICK BENBON  Hide a  Lion  Halas Sturkes
Unit/Book	Poetry-Voice 21 Stories based on the	The Leaf Thief- Setting description	The Man on the Moon- Diary	Little Red Riding Hood- Retell/change the characters.	From my window- comparison- Brazil and Welland	The Tiger who came to Tea – Narrative- story
	senses/superheroes	Busy People- Police- Recount of visit from	Aliens love underpants- Own	Recount- Visit to		Recount- Trip to Hammerton
	Narrative- Naughty	Police Letter to Police	character- description	Fineshade	rainforest- Poetry.	

	Bus, noticing and touch Narrative- Supertato sounds and actions Non-fiction- taste (Supetato Veggies Assemble) Narrative- Traction Man	History essay	History essay			
Spelling-Following	Use simple phonics			Spell the days of the	Snell the days of the	Spell the days of the
	spellings strategies				•	week
-	when spelling	to phonics phase)				<del></del>
	unknown words	' ' '	To spell tricky words	To spell tricky words	To spell all tricky	To spell all tricky words
		To spell common	correctly (relevant	correctly (relevant to		correctly
	To spell tricky words	exception words	to phonics phase)	phonics phase)		-
	correctly (relevant to	correctly (relevant			To spell all common	To spell all common
	phonics phase)	to phonics phase)	To spell common	To spell common	exception words	exception words
			exception words	exception words	correctly	correctly
	To spell common	Spell words	correctly (relevant	correctly (relevant to		
	exception words	containing	to phonics phase)		•	Spell words containing
	correctly (relevant to	T .			containing each of the	
	phonics phase)	_	•		•	phonemes already
		(relevant to phonics	<u> </u>	_	already taught	taught.
	Spell words	level)	phonemes that have	<b>"</b>		
	containing phonemes		_	been taught		
	that have been		•	(relevant to phonics		
	taught (relevant to		level)	level)		
	phonics level)					
Punctuation and	Write some	Use adjectives and	Use a comma	Begin to use	Add prefixes and	Add prefixes and
Grammar	sentences	verbs	between two	exclamation marks	suffixes (un/ing, ed,	suffixes (un/ing, ed,

	capital letters and		Begin to use		
	full stops.	Use 'and' to join	question marks	Demarcate most	Demarcate most
		independent		sentences with	sentences with capital
	Name the letters of	clauses, word		capital letters and	letters and full stops.
	the alphabet	classes (noun to		full stops.	
	,	noun, verb to verb)			Use capital letters for
				Use capital letters	people, places and
		Use some time		for people, places	days of the week.
		openers		and days of the	
		'		,	Use conjunctions: and,
					but, so, because
				Use conjunctions:	,,
				and, but, so, because	
				Onomatopoeia	
Handwriting-	Use ascenders and	Form lower case		Form lower case	Form lower case
Following Letter-	descenders.	letters in the		letters in the correct	letters in the correct
join-see link		correct direction		size relevant to one	size relevant to one
below	Form the letters			another.	another.
	using the correct				
	sequence of				
	movement.				
	Form capital letters				
	and numbers 0-9				
	correctly.				
Text Structure and		Sequence at least 6	Begin to write		
Organisation	demarcated		under subheadings.		
	sentences that have	short narrative.			
	been orally		Begin to write		
	rehearsed.		under headings.		
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Composition and	Read back my	Read my sentences	Read my	Re-read my	Re-read my writing	Re-read my writing to
Effect	writing to myself.	aloud.	sentences aloud.	writing to others.	to others.	others.
				makes sense.	have written to	Re-read what I have written to check it makes sense.
				Sustain a narrative and non-narrative (writing at length, staying on task)		(writing at length,
				and non-fiction, poetry)	Write for a range	Write for a range of purposes (fiction and non-fiction, poetry)