

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reader-Taken from reading spine	 	 	  	  	  	  
Unit/Book	<p>Poetry-Voice 21</p> <p>Stories based on the senses/superheroes</p> <p>Narrative- Naughty</p>	<p>The Leaf Thief- Setting description</p> <p>Busy People- Police- Recount of visit from Police</p> <p>Letter to Police</p>	<p>The Man on the Moon- Diary</p> <p>Aliens love underpants- Own character- description</p>	<p>Little Red Riding Hood- Retell/change the characters.</p> <p>Recount- Visit to Fineshade</p>	<p>From my window- comparison- Brazil and Welland</p> <p>We're roaming in the rainforest- Poetry.</p>	<p>The Tiger who came to Tea – Narrative- story</p> <p>Recount- Trip to Hammerton</p>

	Bus, noticing and touch Narrative- Supertato sounds and actions Non-fiction- taste (Supetato Veggies Assemble) Narrative- Traction Man					
Publish		History essay	History essay			
Spelling-Following NC objectives	Use simple phonics spellings strategies when spelling unknown words To spell tricky words correctly (relevant to phonics phase) To spell common exception words correctly (relevant to phonics phase) Spell words containing phonemes that have been taught (relevant to phonics level)	To spell tricky words correctly (relevant to phonics phase) To spell common exception words correctly (relevant to phonics phase) Spell words containing phonemes that have been taught (relevant to phonics level)	Spell the days of the week To spell tricky words correctly (relevant to phonics phase) To spell common exception words correctly (relevant to phonics phase) Spell words containing phonemes that have been taught (relevant to phonics level)	Spell the days of the week To spell tricky words correctly (relevant to phonics phase) To spell common exception words correctly (relevant to phonics phase) Spell words containing phonemes that have been taught (relevant to phonics level)	Spell the days of the week To spell all tricky words correctly To spell all common exception words correctly Spell words containing each of the 40+ phonemes already taught	Spell the days of the week To spell all tricky words correctly To spell all common exception words correctly Spell words containing each of the 40+ phonemes already taught.
Punctuation and Grammar	Write some sentences punctuated with	Use adjectives and verbs	Use a comma between two adjectives	Begin to use exclamation marks	Add prefixes and suffixes (un/ing, ed, er, est)	Add prefixes and suffixes (un/ing, ed, er, est)

	<p>capital letters and full stops.</p> <p>Name the letters of the alphabet</p>		<p>Use 'and' to join independent clauses, word classes (noun to noun, verb to verb)</p> <p>Use some time openers</p>	<p>Begin to use question marks</p>	<p>Demarcate most sentences with capital letters and full stops.</p> <p>Use capital letters for people, places and days of the week.</p> <p>Use conjunctions: and, but, so, because</p> <p>Onomatopoeia</p>	<p>Demarcate most sentences with capital letters and full stops.</p> <p>Use capital letters for people, places and days of the week.</p> <p>Use conjunctions: and, but, so, because</p>
<p>Handwriting- Following Letter- join-see link below</p>	<p>Use ascenders and descenders.</p> <p>Form the letters using the correct sequence of movement.</p> <p>Form capital letters and numbers 0-9 correctly.</p>		<p>Form lower case letters in the correct direction</p>		<p>Form lower case letters in the correct size relevant to one another.</p>	<p>Form lower case letters in the correct size relevant to one another.</p>
<p>Text Structure and Organisation</p>	<p>Write some demarcated sentences that have been orally rehearsed.</p>		<p>Sequence at least 6 sentences to form a short narrative.</p>	<p>Begin to write under subheadings.</p> <p>Begin to write under headings.</p>		

Composition and Effect	Read back my writing to myself.	Read my sentences aloud.	Read my sentences aloud.	Re-read my writing to others. Re-read what I have written to check it makes sense. Sustain a narrative and non-narrative (writing at length, staying on task) Write for a range of purposes (fiction and non-fiction, poetry)	Re-read my writing to others. Re-read what I have written to check it makes sense. Sustain a narrative and non-narrative (writing at length, staying on task) Write for a range of purposes (fiction and non-fiction, poetry)	Re-read my writing to others. Re-read what I have written to check it makes sense. Sustain a narrative and non-narrative (writing at length, staying on task) Write for a range of purposes (fiction and non-fiction, poetry)
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