

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Text/Topic</u>	<u>Marvellous Me</u>	Hot and Cold	<u>Pirates</u>	<u>Wonderful</u> <u>Weather</u>	<u>Our Green</u> <u>World</u>	<u>Castles</u>
	Texts - What Makes Me a Me / Weirdo / Marmalade the Orange Panda / Sulwe / Dinosaur Duckling / Silly Jack.	Texts - Who's Hiding in the Desert? / Across the Desert / Arctic Animals / Finn and Fred's Arctic Adventure.	Texts - Pirate Party / How to be a Pirate / Pirate Adventure / I wish I were a Pirate.	Texts – The Weather Girls / Seasons and Weather / Ready for Weather.	Texts - Nature Trail / Sam Plants a Sunflower / Tilly Plants a Tree / Lift and Look Flowers and Plants.	Texts - Castles / Look Inside a Castle / See Inside Castles.
<u>Writing</u> <u>Genres</u> <u>covered</u>	3 weeks of Grammar Revision (see Grammarsaurus Unit Plan). Fact file on themselves including labels and lists.	Postcard writing as if in a hot region. Setting descriptions of a cold region.	Story writing about Pirates. Diary entry of the day in the life of a Pirate.	Poetry: Acrostic poems for Winter. Rhyming poems for Summer.	Instructions for growing plants / flowers. Persuasive poster about saving our green world.	Traditional story writing about Castles. Fact files / explanation about Castles and their features.
<u>Vocabulary,</u> grammar and	Using capital letters, full	Using capital letters, full	Using capital letters, full	Using capital letters, full	Using capital letters, full	Using capital letters, full



<u>punctuation</u> opportunities	stops, finger spaces and ? & ! Combine words to make a sentence. Use capital letters for their name and the use	stops, finger spaces and ? & ! Use capital letters for places, days of the week in the date and the use	stops, finger spaces and ? & ! Write sequenced sentences to form short narratives. Begin to use a	stops, finger spaces and ? & ! Use conventional poetry structure, i.e. starting a new line. Begin to use	stops, finger spaces and ? & ! Use bullet points in lists and numbers for instructions. Use instruction	stops, finger spaces and ? & ! Sequence sentences in chronological order to recount the event.
	name and the use of 'I'. Use bullet points in lists. Use basic adjectives to describe themselves.	of 'I'. Begin to join two sentences using 'and'. Use basic adjectives to describe setting.	variety of sentence starters, e.g. next, suddenly, then. Join sentences using more conjunctions, e.g. but, because. Use adjectives for greater descriptions.	rhyming words. Use suffixes 's', 'es', 'ed', and 'ing' in writing. Use the prefix 'un' to change word meanings. Use adjectives for description.	sentence starters, e.g. first, next, finally. Use suffixes 's', 'es', 'ed', and 'ing' in writing. Use the prefix 'un' to change word meanings.	Use sequence sentence starters, e.g. first, then, next. Begin to organise themes and ideas into paragraphs. Use suffixes 's', 'es', 'ed', and 'ing' in writing.
<u>Spellings rules</u> <u>covered</u>	<u>Children follow</u> <u>Letters and</u> <u>Sounds and</u> <u>school Aut 2</u> <u>words.</u>	<u>Children follow</u> <u>Letters and</u> <u>Sounds and</u> <u>school Aut 1</u> <u>words.</u>	<u>Children follow</u> <u>Letters and</u> <u>Sounds and</u> <u>school Spring 1</u> <u>words.</u>	<u>Children follow</u> <u>Letters and</u> <u>Sounds and</u> <u>school Spring 2</u> <u>words.</u>	<u>Children follow</u> <u>Letters and</u> <u>Sounds and</u> <u>school Spring 2</u> <u>words.</u>	<u>Children follow</u> <u>Letters and</u> <u>Sounds and</u> <u>school Spring 2</u> <u>words.</u>



Phase 4	Revise Phases 2.3 & 4	Begin Phase 5	Continue Phase 5	Continue Phase 5	Complete Phase 5
Recap all pro- sounds. Teach readi and spelling tricky words said, so, he, me, be, have some, come, you, were, li one, they, al , do, when, y what, my, he Read and wr words with i and/or final blends: st, r mp, nt, nk, f lt, lp, tr, dr, cr, br, fr, bl gl, pl, cl, sl, st tw, sm, nch, str, thr.	Recap all previous sounds. Ing Teach reading and spelling we, tricky words: and, so, he, we, was, me, be, have, like, some, come, was, II, are out, one, they, all, are , do, when, out, what, my, her. Trite initial nd, it, sk, , gr, I, fl, sp, st,	Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i- e, o-e, u-e. Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. Teach spelling words said, so, have, like, some, were, there, oh,	Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i- e, o-e, u-e. Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. Teach spelling words said, so, have, like, some, were, there, oh,	Learn new phoneme zh. Teach new graphemes for reading ay, ou , ie, ea , oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i- e, o-e, u-e. Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.	Learn new phoneme zh Teach new graphemes for reading ay, ou , ie, ea , oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i- e, o-e, u-e. Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.



		their, people, Mr, Mrs, looked, called, asked. Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or,	their, people, Mr, Mrs, looked, called, asked. Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or,	Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked.	Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked.	
			ur, oo, ai, ee, igh, oa, y/oo, oo, sh.	ur, oo, ai, ee, igh, oa, y/oo, oo, sh.	Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh.	Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh.
<u>Learning to</u> <u>Read Texts</u> <u>Covered</u>	Children use guided reading books following the school Book Banding sets at their appropriate book band level.	Children use guided reading books following the school Book Banding sets at their appropriate book band level.	Children use guided reading books following the school Book Banding sets at their appropriate book band level.	Children use guided reading books following the school Book Banding sets at their appropriate book band level.	Children use guided reading books following the school Book Banding sets at their appropriate book band level.	Children use guided reading books following the school Book Banding sets at their appropriate book band level.