

	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics
Autumn Term 1	Local area - Deeping St Nicholas						
EYFS	<p>Texts for Whole class Guided reading and Vocabulary development</p> <p>On the way Home - Jill Murphy (Stories with a familiar setting)</p>	<p>Nouns adjectives and verbs</p> <p>Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers</p>	<p>Gross motor skills taught and fine motor as appropriate</p> <p>Mark making</p> <p>Enjoyment of writing</p> <p>Enjoyment of reading</p> <p>Role play stories</p> <p>Develop repertoire and use new vocabulary</p> <p>Retell stories</p>	<p>Mark making</p> <p>Role play opportunities to write</p> <p>Activities to develop and enrich understanding of new vocabulary in provision</p>	<p>Tier 2 words from text - aim for 20 words over two weeks - see washing line of words in classroom</p> <p>Reinforced through role play, multisensory experiences and in the continuous provision in EYFS</p>	<p>Learning Nursery Rhymes</p> <p>Listening to stories with increasing attention</p> <p>Retelling stories as part of a group</p> <p>Answering questions about a text</p>	<p>Phase 1 - Environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, voice sounds and oral segmenting and blending</p>
Yr1	<p>Our House - Michael Rosen (stories with a familiar setting)</p> <p>Homes around the world - Claire Lewis (Information text Labels, Captions and titles)</p> <p>The Way back Home - Oliver Jeffers (Fantasy story)</p>	<p>Nouns, adjectives and verbs</p> <p>Using vocabulary learnt in their writing</p>	<p>Writing labels and captions</p> <p>Rehearsing and composing sentences before writing</p> <p>Writing simple sentences</p>	<p>Making Mind maps and writing Information text about the feature buildings of DSN</p> <p>Lists and captions for photographs of features of DSN</p> <p>Describing the spooky Wood in Dark Dark Tale using adjectives</p>	<p>Retelling the story of Dark Dark wood but about their house. Planning writing then writing then redrafting. Recording themselves reading their story with expression.</p> <p>Writing own version for a page story from 'On the way home' Story map then writing story then redrafting</p> <p>Retelling a story - The Way back Home. Sequencing events and writing story over a series of days)</p>	<p>Retelling stories</p> <p>Learn poems and rhymes from memory</p> <p>Draw on what they already know, background information</p> <p>Talk about favourite phrases and words</p> <p>Reoccurring language and phrases in stories</p> <p>discuss their own opinions and listen to others</p> <p>Relate reading to their own experiences and things they have already read</p> <p>Inference from what has been said and done</p> <p>Predict what will happen next</p> <p>Ask and answer questions about what they have read</p> <p>Explain fully their understanding of a text</p>	<p>the, a ,do, to, is, it, has, his, no, go</p> <p>Assess Phase 2 and 3 phonic knowledge and teach sounds that need revising</p> <p>revise and reteach Phase 4 to consolidate before moving onto phase 5</p> <p>Babcock No Nonsense spelling</p> <p>Homophones sea/see and bee/be and blue/blew</p> <p>Spelling strategies for on the point of writing exception words- Find, mind, kind, behind, child, climb, wild</p>
Yr2	<p>Homes - Kate Petty (Information text and Labels and captions)</p> <p>A Dark Dark tale - Ruth Brown (Stories with a predictable language)</p> <p>Cant You Sleep little Bear? - Stories with repeated language)</p> <p>Wiggle and Roar - (Silly Stuff poems to perform)</p>	<p>Noun, adjectives, expanded noun phrases and verbs</p> <p>Using vocabulary learnt in their writing</p> <p>Redrafting with teacher</p>	<p>Writing full sentences</p> <p>Reading sentences</p> <p>Redrafting writing with a teacher</p> <p>Capital letters and finger spaces consistently used or added with a reminder</p> <p>Extended pieces of writing over a few days</p>	<p>Retelling the story of Dark Dark wood but about their house. Planning writing then writing then redrafting. Recording themselves reading their story with expression.</p> <p>Writing own version for a page story from 'On the way home' Story map then writing story then redrafting</p> <p>Retelling a story - The Way back Home. Sequencing events and writing story over a series of days)</p>	<p>Retelling the story of Dark Dark wood but about their house. Planning writing then writing then redrafting. Recording themselves reading their story with expression.</p> <p>Writing own version for a page story from 'On the way home' Story map then writing story then redrafting</p> <p>Retelling a story - The Way back Home. Sequencing events and writing story over a series of days)</p>	<p>Retelling the story of Dark Dark wood but about their house. Planning writing then writing then redrafting. Recording themselves reading their story with expression.</p> <p>Writing own version for a page story from 'On the way home' Story map then writing story then redrafting</p> <p>Retelling a story - The Way back Home. Sequencing events and writing story over a series of days)</p>	<p>Retelling the story of Dark Dark wood but about their house. Planning writing then writing then redrafting. Recording themselves reading their story with expression.</p> <p>Writing own version for a page story from 'On the way home' Story map then writing story then redrafting</p> <p>Retelling a story - The Way back Home. Sequencing events and writing story over a series of days)</p>

Autumn Term 2	Toys							
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics	
EYFS	<p>Texts for Whole class guided reading and vocabulary development</p> <p>Toys around the world Joanna Brundle (Information text)</p> <p>The Wooden camel - Wanuri Kahiu (Stories from a different culture - Africa)</p> <p>Bog Baby - Jeanne Willis (stories from familiar settings)</p>	<p>Noun, adjectives and verbs Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers</p>	<p>Gross motor skill, fine motor skills taught as appropriate Starting Letter formation Starting to recognise initial sounds in words and use sounds in writing Writing names</p>	<p>Mark making Role play opportunities to write Activities to develop and enrich understanding of new vocabulary in provision Opportunities to practise letter formation Opportunities to read simple sentences in continuous provision and cvc and read hf words learnt so far</p>	<p>Tier 2 words from text - aim for 20 words over two weeks - see washing line of words in classroom Reinforced through role play, multisensory experiences and in the continuous provision in EYFS</p> <p>Revisit words from previous texts</p>	<p>Learning Nursery Rhymes Listening to stories with increasing attention Retelling stories as part of a group Answering questions about a text</p>	<p>Assess Phase 1 learning and listening, recognition of rhyme and oral blending ability skills, revise as needed and start teaching Start Phase 2 - s a t p i n m d g o c k c k e u r h b f ff l l ss and reading vc, cv and cvc words reading tricky words no, no, go, to, the into</p>	
Yr 1	<p>The Google eyed Goats - Christopher Corr (Stories from another culture - Africa)</p> <p>Tiddalik the Frog - Robert Roennfeldt (stories from a different culture - Aboriginal Dreamtime)</p> <p>The Important Book (Poems - Concrete poems-patterns on a page)</p>	<p>Noun, adjectives and verbs - simple sentences Finger spaces between words Capital letters at the start of sentences and for names Using vocabulary learnt in their writing Pronouns prepositions</p>	<p>Rehearsing and composing sentences before writing sentences Starting to use finger spaces between words Writing captions and simple sentences spelling Some HF words correctly Starting to read writing back to teacher Some HF words spelt correctly Starting to use full stops for end of sentences Write capital letters for names and starting to for start of sentences</p>	<p>Bog baby Writing a description Describing a setting Instructions how to look after a Bog Baby Letter writing - Writing a letter to Bog baby/The girls asking them to let him go and why</p> <p>Sequence events and retelling the story of The Wooden Camel</p> <p>Important Book Poem - writing a poem for an item in the classroom</p>		<p>Retelling stories Learn poems and rhymes from memory Draw on what they already know, background information Talk about favourite phrases and words Talk about the events of a story and the order of events Talk about the title and Reoccurring language and phrases in stories discuss their own opinions and listen to others Relate reading to their own experiences and things they have already read Inference from what has been said and done Predict what will happen next Ask and answer questions about what they have read Explain fully their understanding of a text</p>	<p>Spell tricky words - he, me, she, we, the, was, pull, full, are, pull, full, they, my, you</p> <p>Recap cvc word blending and reteach Phase 3 as appropriate and sounds needed to be revised, embed knowledge of blending phase 3 gpcs before moving onto phase 4</p> <p>Teach phase 5 sounds ay oy ou ie ea ir ue aw</p>	
Yr 2	<p>The Day the Crayons Quit - Oliver Jeffers) (Letters, Stories by the same author)</p> <p>Traction Man- Mini Grey (Stories by the same author and stories with a familiar setting)</p> <p>Wiggle and Roar - (Silly Stuff poems to perform)</p>	<p>Noun, adjectives, expanded noun phrases and verbs Simple sentences-main clause Coordinating conjunctions - or and but synonyms Using vocabulary learnt in their writing Redrafting with teacher Commas in a list</p>	<p>Writing full sentences Reading sentences Redrafting writing with a teacher Starting to use some conjunctions in writing Capital letters and finger spaces starting to be consistently used Spelling some HF words correctly in writing Some extended pieces of writing over a few days Starting to write commas in a list</p>	<p>Mind map of ideas follow structure of poem perform poem</p> <p>Writing instructions to play snakes and ladders- the instructions have got ripped</p> <p>The Day the crayons Quit - Letter writing from your favourite colour mind map what colour draws</p>			<p>Babcock no nonsense spelling Strategies for learning spellings - look/say/cover/write/check -dge, g makes a j sound C makes a s sound Kn and gn</p> <p>Every everybody even great steak great Pretty beautiful Christmas</p>	

Spring Term 1	Space							
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics	
EYFS	<p>Texts for Whole Class guided reading</p> <p>The Thankyou letter - Jane Cabera (Letters)</p> <p>Man on the Moon - A day in the Life of Bob Simon Series) (Fantasy story)</p>	<p>Noun, adjectives and verbs</p> <p>Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers</p>	<p>fine motor skills taught as appropriate including pencil grip</p> <p>Continue Letter formation practise in continuous provision and taught activities</p> <p>Starting to recognise some sounds in words and use sounds in writing</p> <p>Starting to write for purpose in continuous provision</p>	<p>Mark making</p> <p>Role play opportunities to write</p> <p>Activities to develop and enrich understanding of new vocabulary in provision</p> <p>Opportunities to practise letter formation</p> <p>Opportunities to read simple sentences in continuous provision and cvc and read hf words</p>	<p>Tier 2 words from text - aim for 20 words over two weeks - see washing line of words in classroom</p> <p>Reinforced through role play, multisensory experiences and in the continuous provision in EYFS</p>	<p>Learning Nursery Rhymes</p> <p>Listening to stories with increasing attention</p> <p>Retelling stories as part of a group</p> <p>Answering questions about a text</p>	<p>Assess phase 2 learning and revisit and revise sounds that need revising</p> <p>j v w x</p> <p>y z zz qu</p> <p>ch sh th ng</p> <p>ai ee igh oa</p> <p>oo ar or ur</p> <p>ow oi ear air</p> <p>ure er</p>	
Yr1	<p>Toys in Space</p> <p>Space Dog - Mini Grey (Stories by same author and stories set in fantasy world)</p> <p>Space Poems- Gaby Morgan (Poems on a Theme, Patterns on the page)</p> <p>Wiggle and Roar - (Silly Stuff poems to perform)</p>	<p>Noun, adjectives and verbs - simple sentences</p> <p>Finger spaces between words</p> <p>Capital letters at the start of sentences and for names</p> <p>Questions and exclamations</p> <p>Using vocabulary learnt in their writing</p> <p>Pronouns</p> <p>prepositions</p>	<p>Rehearsing and composing sentences before writing sentences</p> <p>Starting to use finger spaces more consistently between words in writing</p> <p>Writing captions and simple sentences</p> <p>spelling some HF words correctly</p> <p>Reading writing back to teacher</p> <p>Using some adjectives in writing</p> <p>Some HF words spelt correctly</p> <p>Use full stops at end of sentences</p> <p>Write capital letters for names and starting to for start of sentences</p> <p>Starting to write simple questions and exclamations</p>	<p>Thankyou letters - planning before writing-recap expanded noun phrases and conjunctions, mind maps of ideas, orally rehearsing sentences from mind map, layout and purpose of a letter, redrafting and writing in neat.</p> <p>Space Dog - elements of a story map - setting, problem, resolution, end, creating story maps from a story, creating and writing own story following a story map. Recap powerful verbs and using new vocabulary in writing.</p>	<p>Revisit words from previous texts</p>	<p>Retelling stories</p> <p>Learn poems and rhymes from memory</p> <p>Draw on what they already know, background information</p> <p>Talk about favourite phrases and words</p> <p>Talk about the events of a story and the order of events</p> <p>Talk about the title and Reoccurring language and phrases in stories</p> <p>discuss their own opinions and listen to others</p> <p>Relate reading to their own experiences and things they have already read</p> <p>Inference from what has been said and done</p> <p>Predict what will happen next</p> <p>Ask and answer questions about what they have read</p> <p>Explain fully their understanding of a text</p>	<p>were, where, there, here, by, said, today, love, come, one</p> <p>Less able - Phase 3 revision sounds</p> <p>Children are unsure of Phase 4</p> <p>Higher ability - assess and revise phase 5 sounds that need revising then teach</p> <p>wh ph ew oe au</p> <p>a-e e-e u-e o-e i-e</p>	
Yr2	<p>One Giant Leap - The story of Neil Armstrong (Biography)</p>	<p>Noun, adjectives, expanded noun phrases and verbs</p> <p>Simple sentences- main clause</p> <p>All Coordinate conjunctions</p> <p>Adverbs</p> <p>Questions and exclamations</p> <p>Synonyms</p> <p>Using vocabulary learnt in their writing</p> <p>Redrafting by reading aloud to peer or class</p>	<p>Writing full sentences usually in correct tense</p> <p>Using expanded noun phrases in writing</p> <p>joining handwriting with more consistency in writing</p> <p>Capital letters and finger spaces starting to be consistently used</p> <p>Spelling some HF words correctly in writing</p> <p>Starting to use more conjunctions in writing</p> <p>Some extended pieces of writing over a few days</p> <p>Start writing questions and exclamations with correct mark</p> <p>Redrafting writing with a teacher</p> <p>Teach statements, exclamations questions and punctuation.</p>	<p>Space Poems</p> <p>Writing poems following a frame - Number poem</p> <p>performing poems</p> <p>Newspaper report on the day Neil Armstrong walked on the moon</p> <p>dates, sequenced events</p> <p>First sentence- who, what, where, when</p>			<p>Babcock non nonsense spelling</p> <p>Strategies for learning spellings -</p> <p>-y at the end of words</p> <p>Contractions</p> <p>-ing, -er, -est added to words that end in e</p> <p>-ey</p> <p>Wr-</p> <p>-ing, -er, -est to the end of words ending in y</p> <p>HF words-</p> <p>Homophones - too/to/two hear/here</p> <p>One/son</p> <p>Move, prove, improve, should, would, could, cold, both, most, only old</p> <p>Because</p>	

Spring Term 2	Space							
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics	
EYFS	<p>Texts for Whole Class guided reading</p> <p>Laika the Astronaut (non fiction chronological report)</p> <p>The Marvellous Moon Map Theresa Heapy (fiction)</p> <p>Curiosity - The Story of a Mars Rover (Information text)</p>	<p>Noun, adjectives and verbs</p> <p>Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers</p>	<p>fine motor skills taught as appropriate including pencil grip</p> <p>Continue Letter formation practise in continuous provision and taught activities</p> <p>Starting to recognise some sounds in words and use sounds in writing</p> <p>Starting to write for purpose in continuous provision</p> <p>Starting to write captions and labels</p>	<p>Mark making</p> <p>Role play opportunities to write</p> <p>Activities to develop and enrich understanding of new vocabulary in provision</p> <p>Opportunities to write sentences and retell simple stories in writing activities from pictures</p> <p>TA and Teacher modelling writing</p> <p>Guided writing/demo writing activities</p> <p>Opportunities to read simple sentences in continuous provision and practise blending to read cvc and read hf words</p>	<p>Tier 2 words from text - aim for 20 words over two weeks - see washing line of words in classroom</p> <p>Reinforced through role play, multisensory experiences and in the continuous provision in EYFS</p> <p>Revisit words from previous texts</p>	<p>Learning Nursery Rhymes</p> <p>Listening to stories with increasing attention</p> <p>Retelling stories as part of a group</p> <p>Answering questions about a text</p>	<p>Assess understanding and recall of Phase 3 sounds</p> <p>Revise those sounds that need revising</p>	
Yr1	<p>A place for Pluto (Stories about Fantasy worlds)</p> <p>Billy Goats Gruff Goldilocks (traditional tales)</p> <p>A Cats guide to the night sky - Stuart Atkinson (Information text)</p> <p>Space Poems- Gaby Morgan (Poems on a Theme, Patterns on the page)</p>	<p>Noun, adjectives and verbs - simple sentences</p> <p>Finger spaces between words</p> <p>Capital letters at the start of sentences and for names</p> <p>Questions and exclamations</p> <p>Using vocabulary learnt in their writing</p> <p>-un as a prefix</p> <p>Tenses -ed, -ing, going to</p>	<p>Rehearsing and composing sentences before writing sentences</p> <p>Starting to use finger spaces more consistently between words in writing</p> <p>Writing captions and simple sentences</p> <p>spelling some HF words correctly</p> <p>Reading writing back to teacher</p> <p>Using some adjectives in writing</p> <p>More HF words spelt correctly</p> <p>Use full stops at end of sentences consistently</p> <p>Write capital letters for names and sometimes for start of sentences</p> <p>Write simple questions and exclamations with correct mark</p>	<p>My First Book of Planets- mind maps of facts on planets</p> <p>writing a non chronological report on a planet.</p> <p>Using new vocab in writing</p> <p>recap names start with a capital letter. Redrafting and improving reports writing.</p> <p>Statements.</p> <p>Space Poems - Poems about planets using information that we have found out</p> <p>Laika - writing a factual Recount of events - Biography</p>		<p>Retelling stories</p> <p>Learn poems and rhymes from memory</p> <p>Draw on what they already know, background information</p> <p>Talk about favourite phrases and words</p> <p>Talk about the events of a story and the order of events</p> <p>Talk about the title and Reoccurring language and phrases in stories</p> <p>discuss their own opinions and listen to others</p> <p>Relate reading to their own experiences and things they have already read</p> <p>Inference from what has been said and done</p> <p>Predict what will happen next</p> <p>Ask and answer questions about what they have read</p> <p>Explain fully their understanding of a text</p>	<p>House, friend, school, our, once, ask</p> <p>Less able - assess understanding of Phase 4 adjacent consonants and start phase 5 - ay oy ou ie ea ir ue aw</p> <p>More able - assess and revise phase 5 sounds that need revising</p> <p>then teach alternative sounds for a i e o and ch ea ie g and y</p>	
Yr2	<p>Wiggle and Roar - (Silly Stuff poems to perform)</p> <p>Here we are - Oliver Jeffers (Same author and Non chronological text)</p>	<p>Noun, adjectives, expanded noun phrases and verbs</p> <p>Simple sentences- main clause</p> <p>Subordinate and Coordinate conjunctions</p> <p>Subordinate Clause</p> <p>Adverbs</p> <p>Tenses</p> <p>Using vocabulary learnt in their writing</p> <p>Redrafting by reading aloud to peer or class</p> <p>Suffixes -le, -ment, -ful</p> <p>Apostrophe for possession</p> <p>Read and write contractions and understand use of apostrophe</p>	<p>Writing full sentences usually in correct tense</p> <p>Joining handwriting consistently in writing</p> <p>Using expanded noun phrases in writing</p> <p>Capital letters and finger spaces consistently used or added on redraft</p> <p>Spelling more HF words correctly in writing</p> <p>Starting to use a range of conjunctions in writing</p> <p>Starting to write subordinate clauses in writing</p> <p>Writing extended pieces of writing over a few days</p> <p>Using questions and exclamations in writing.</p> <p>Redrafting writing by reading it to a peer and checking for sense and simple grammatical mistakes</p> <p>Start using contractions and spelling some correctly in writing</p>	<p>A Place for Pluto - Writing a formal letter to Pluto explaining why she is no longer a planet</p>			<p>'a' after w and qu</p> <p>-el at end of a word suffix -ed, -er, -est to words ending in 'y'</p> <p>Words ending -all and --ar</p> <p>Suffixes -ment and -ness</p> <p>W- after or</p> <p>-al at end of words</p> <p>Homophones new/knew</p> <p>Apostrophe for possession</p> <p>Adding suffix -ly, -less, -ful</p> <p>Words ending in -tion</p> <p>Proof reading with a dictionary skill</p> <p>Fast last father pass path class grass plant after bath</p>	

Summer Term 1	Rainforests							
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics	
EYFS	<p>One day on our Blue Planet - Rainforests Ella Bailey (Information text and Chronological text)</p> <p>My first Rainforest Information book (non fiction)</p> <p>Life Size Rain forest - Anita Ganeri (Information text of animals and habitat)</p>	<p>Noun, adjectives and verbs</p> <p>Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers</p>	<p>fine motor skills taught as appropriate including pencil grip</p> <p>Continue Letter formation practise in continuous provision and taught activities</p> <p>Starting to recognise some sounds in words and use sounds in writing</p> <p>Starting to write for purpose in continuous provision</p> <p>Starting to write captions and labels and some simple sentences</p>	<p>Mark making</p> <p>Role play opportunities to write</p> <p>Activities to develop and enrich understanding of new vocabulary in provision</p> <p>Opportunities to write sentences and retell simple stories in writing activities from pictures</p> <p>TA and Teacher modelling writing</p> <p>Guided writing/demo writing activities</p>	<p>Tier 2 words from text - aim for 20 words over two weeks - see washing line of words in classroom</p> <p>Reinforced through role play, multisensory experiences and in the continuous provision in EYFS</p> <p>Revisit words from previous texts</p>	<p>Learning Nursery Rhymes</p> <p>Listening to stories with increasing attention</p> <p>Retelling stories as part of a group</p> <p>Answering questions about a text</p>	<p>Teach phase 4 letters and sounds and adjacent consonant sounds</p>	
Yr1	<p>Theres a Rang Tang in my Bedroom (Stories in a familiar setting)</p>	<p>Noun, expanded noun phrases and verbs - simple sentences</p> <p>Finger spaces between words</p> <p>Capital letters at the start of sentences and for names</p> <p>Read writing back to teacher to check for sense and make simple changes to redraft</p> <p>Questions and exclamations</p> <p>Coordinating conjunction 'and'</p> <p>Using vocabulary learnt in their writing</p> <p>-un as a prefix</p> <p>Tenses -ed, -ing, going to</p>	<p>Rehearsing and composing sentences before writing sentences</p> <p>Starting to use finger spaces more consistently between words in writing</p> <p>Writing captions and simple sentences</p> <p>spelling more HF words correctly</p> <p>Reading writing back to teacher and making simple changes - spelling, capital letters at start of sentences.</p> <p>Using some adjectives in writing</p> <p>Start to use coordinating conjunction 'and' in writing</p> <p>More HF words spelt correctly</p> <p>Use full stops at end of sentences consistently</p> <p>Write capital letters for names and sometimes for start of sentences</p> <p>Write simple questions and exclamations with correct mark</p>	<p>Non fiction text features - titles, subtitles, photos, diagrams.</p> <p>Writing about layers of the Rainforests</p> <p>Making mind maps for rainforest animal facts and organising info into categories- diet, appearance, babies, size</p> <p>Writing non fiction animal facts files using features of non fiction text</p> <p>Making a Powerpoint animal fact file, creating a mind map prior to writing and rehearsing and presenting their animal file to the class.</p> <p>Predicting characters behaviour from inference</p> <p>Character profiles</p> <p>Writing a letter to the Chocolate company asking them to stop destroying the rainforest</p>		<p>Retelling stories</p> <p>Learn poems and rhymes from memory</p> <p>Draw on what they already know, background information</p> <p>Talk about favourite phrases and words</p> <p>Talk about the events of a story and the order of events</p> <p>Talk about the title and Reoccurring language and phrases in stories</p> <p>discuss their own opinions and listen to others</p> <p>Relate reading to their own experiences and things they have already read</p> <p>Inference from what has been said and done</p> <p>Predict what will happen next</p> <p>Ask and answer questions about what they have read</p> <p>Explain fully their understanding of a text</p>	<p>Compound words</p> <p>Less able - Assess phase 5 and revisit sounds that need revising then teach - w wh ph ew oe au a-e e-e u-e o-e i-e</p> <p>More able - Start teaching Phase 6</p> <p>-ed past tense verbs endings</p> <p>-ing present tense endings</p> <p>-er -est</p> <p>Plurals adding -es or -s and rules for</p>	
Yr2		<p>Noun, adjectives, expanded noun phrases and verbs</p> <p>Simple sentences- main clause</p> <p>Subordinate and Coordinate conjunctions</p> <p>Subordinate Clause</p> <p>Adverbs</p> <p>Tenses</p> <p>Using vocabulary learnt in their writing</p> <p>Writing notes before writing</p> <p>Redrafting by reading aloud to peer or class</p> <p>Read and write contractions use of apostrophe</p> <p>Use commas in a list</p>	<p>Joining handwriting consistently in writing</p> <p>Capital letters and finger spaces consistently used or added on redraft</p> <p>Spelling more HF words correctly in writing</p> <p>Starting to use a range of conjunctions in writing</p> <p>Starting to write subordinate clauses in writing</p> <p>Writing extended pieces of writing over a few days</p> <p>Using questions and exclamations in writing.</p> <p>Redrafting writing by reading it to a peer and checking for sense and simple grammatical mistakes and simple HF word spelling mistakes and redrafting</p> <p>Start using contractions and spelling some correctly in writing</p> <p>Start using commas in a list</p>	<p>Making an information poster to tell people about the destruction of rainforests</p>			<p>Babcock no nonsense spelling</p> <p>-ing, -er, -est to words ending in y</p> <p>-ar after w</p> <p>-a before ll or l</p> <p>-or after w</p> <p>-al at the end of words</p> <p>Sugar eye who whole any many again water parents</p>	

Summer Term 2	Rainforests							
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics	
EYFS	<p>The Great Kapok Tree - Lynne Cherry (story from a different culture - South America)</p> <p>Sloths don't run - Tori McGee (story with a patterned language)</p> <p>Sleeping Beauty Cinderella (Traditional Fairy stories)</p>	<p>Noun, adjectives and verbs</p> <p>Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers</p>	<p>fine motor skills taught as appropriate including pencil grip</p> <p>Continue Letter formation practise in continuous provision and taught activities</p> <p>Starting to recognise some sounds in words and use sounds in writing</p> <p>Starting to write for purpose in continuous provision</p> <p>Starting to write captions and labels and some simple sentences</p>		<p>Tier 2 words from text - aim for 20 words over two weeks - see washing line of words in classroom</p> <p>Reinforced through role play, multisensory experiences and in the continuous provision in EYFS</p>	<p>Learning Nursery Rhymes</p> <p>Listening to stories with increasing attention</p> <p>Retelling stories as part of a group</p> <p>Answering questions about a text</p>		
Yr1	<p>Poems by Micheal Rosen - The day we had Pizza and Hot food (Silly stuff - performing poems)</p> <p>Were Roaming the Rainforest - Laurie Krebs (Poems on a theme)</p> <p>Rumble in the Jungle - Giles Andreae (Poems on a theme)</p> <p>How Dinosaurs work - Alan Snow (Explanation text)</p> <p>Slow down Monkey - Dr Jess French (story with predictable language)</p>	<p>Noun, expanded noun phrases and verbs - simple sentences</p> <p>Finger spaces between words</p> <p>Capital letters at the start of sentences and for names</p> <p>Read writing back to teacher to check for sense and make simple changes to redraft</p> <p>Questions and exclamations</p> <p>Coordinating conjunction 'and'</p> <p>Using vocabulary learnt in their writing</p> <p>-un as a prefix</p> <p>Tenses -ed, -ing, going to</p>	<p>Rehearsing and composing sentences before writing sentences</p> <p>Starting to use finger spaces more consistently between words in writing</p> <p>Writing captions and simple sentences</p> <p>spelling more HF words correctly</p> <p>Reading writing back to teacher and making simple changes - spelling, capital letters at start of sentences.</p> <p>Using some adjectives in writing</p> <p>Start to use coordinating conjunction 'and' in writing</p> <p>More HF words spelt correctly</p> <p>Use full stops at end of sentences consistently</p> <p>Write capital letters for names and sometimes for start of sentences</p> <p>Write simple questions and exclamations with correct mark</p>		<p>Revisit words from previous texts</p>	<p>Retelling stories</p> <p>Learn poems and rhymes from memory</p> <p>Draw on what they already know, background information</p> <p>Talk about favourite phrases and words</p> <p>Talk about the events of a story and the order of events</p> <p>Talk about the title and Reoccurring language and phrases in stories</p> <p>discuss their own opinions and listen to others</p> <p>Relate reading to their own experiences and things they have already read</p> <p>Inference from what has been said and done</p> <p>Predict what will happen next</p> <p>Ask and answer questions about what they have read</p> <p>Explain fully their understanding of a text</p>	<p>revise phase 5 sounds that need revising</p> <p>then teach alternative sounds for a i e o and ch ea ie g and y</p>	
Yr2	<p>Yard's Tawari Tree Yossi Lapid (Story from a different culture - South America)</p> <p>100 Rainforest facts - Camilla de la Bedoyere (Information text)</p> <p>Michael Rosen Performing poems - Chocolate Cake and The Fridge (silly stuff - performing poems)</p>	<p>Noun, adjectives, expanded noun phrases and verbs</p> <p>Simple sentences- main clause</p> <p>Subordinate and Coordinate conjunctions</p> <p>Subordinate Clause</p> <p>Adverbs</p> <p>Tenses</p> <p>Using vocabulary learnt in their writing</p> <p>Writing notes before writing</p> <p>Redrafting by reading aloud to peer or class</p> <p>Read and write contractions and use of apostrophe</p> <p>Use commas in a list</p>	<p>Joining handwriting consistently in writing</p> <p>Capital letters and finger spaces consistently used or added on redraft</p> <p>Spelling more HF words correctly in writing</p> <p>Starting to use a range of conjunctions in writing</p> <p>Starting to write subordinate clauses in writing</p> <p>Using questions and exclamations in writing.</p> <p>Redrafting writing by reading it to a peer and checking for sense and simple grammatical mistakes and simple HF word spelling mistakes and redrafting</p> <p>Start using apostrophe for possession</p> <p>Start using contractions and spelling some correctly in writing</p> <p>Start using commas in a list</p>			<p>Babcock no nonsense spelling</p> <p>Assess spelling concepts already learnt</p> <p>Applying homophones</p> <p>Suffixes -ment and -ness</p> <p>Words ending in -il</p> <p>Parents half people busy Mr Mrs parents money</p>		

