

	Texts	Active English - Grammar	Writing outcomes	Writing	Vocabulary	Reading outcomes	Spelling / Phonics
Autumn Term 1	<b>Families around the world</b>						
EYFS	<p>Yeti and the bird*LT (fiction)</p> <p><b>The Magic Paintbrush*LT (story from another culture)</b></p> <p>Masai and I (story from another culture - Kenya))</p> <p>Dear Komono Dragon (letter writing story)</p> <p>The Oak Tree (explanation text - lifecycles)</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</p>	<p>Phase 1 - Environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, voice sounds and oral segmenting and blending</p> <p>Start LW L and S Revised Phase 2 Autumn Term 1 in Week 3</p>
Yr1	<p>Read to read aloud poems (performance poems)</p> <p>A place like home (non fiction text)</p> <p><b>Homes (non fiction text)</b></p> <p>Brazil (information text)</p> <p>Kenya (Information text)</p> <p><b>Tomto the Fox (story from another culture - Sweden)</b></p> <p><b>Dancing Turtle (story from another culture - Brazil)</b></p> <p><b>Flying Kites (story from another culture - China)</b></p> <p><b>The Three Little Pigs (Traditional texts)</b></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>Drawing Club</p> <p>Adapted to age group with magic codes being sounds and diagraphs learnt and tricky word spellings that week and term</p> <p>DC quests are grammar and punctuation taught in active English sessions</p> <p>Vocabulary given each week related to text and to help enhance understanding of the text and vocabulary used in the discussion and modelled drawing</p> <p>Highlighted texts are texts used in DC</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>Revise Phase 3 and 4 start LW Land S Revised Phase 2 Autumn Term 1</p> <p>Assess LA Yr1s and start where assessments show need</p> <p>Keep up sessions for those falling behind</p>

Autumn Term 2	Birds! Birds! Birds!						
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics
	<p>Birds of Prey (Non fiction text)</p> <p>Owl and Owlets (non fiction book)</p> <p>Pigeons (non fiction information book)</p>	<p>Noun, adjectives and verbs</p> <p>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</p> <p>Starting Letter formation</p> <p>Starting to recognise initial sounds in words and use sounds in writing</p> <p>Writing names</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>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>LW Land S Revised Continue Phase 2 Autumn Term 2</p> <p>Keep up sessions for those falling behind</p>
Yr 1	<p>Don't let the pigeon drive the bus! (rhyme story)</p> <p>100 birds Micheal Waite (poem book)</p> <p>Stanley's stick*LT John Hegley (story with a familiar setting)</p> <p>Animals in the war (Non fiction text - link to History)</p> <p>The Last War horse ( non fiction book- Link to History)</p> <p>Whoever heard of a flying bird? David Cunliffe (Story with a familiar setting)</p> <p>Garden Birds (Non fiction text)</p> <p>Owl Babies (stories set in a familiar setting)</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>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 between words</p> <p>Writing captions and simple sentences spalling Some HF words correctly</p> <p>Starting to read writing back to teacher</p> <p>Some HF words spelt correctly</p> <p>Starting to use full stops for end of sentences</p> <p>Write capital letters for names and starting to for start of sentences</p>	<p>Drawing Club</p> <p>Adapted to age group with magic codes being sounds and diagraphs learnt and tricky word spellings that week and term</p> <p>DC quests are grammar and punctuation taught in active English sessions</p> <p>Vocabulary given each week related to text and to help enhance understanding of the text and vocabulary used in the discussion and modelled drawing</p> <p>Highlighted texts are texts used in DC</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>Continue LW Land S Revised Phase 5 Autumn Term 2</p> <p>Keep up sessions for those falling behind</p> <p>Assess LA Yr1s and start where assessments show need</p>

Spring Term 1	Traditional Tales						
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose	Vocabulary	Reading outcomes	Spelling / Phonics
EYFS	<p>The three Billy Goats Gruff (Traditional Tale)</p> <p>Goldilocks and the Three Bears (Traditional Tale)</p> <p>You and me Anthony Browne (Twist on a traditional tale)</p>	Noun, adjectives and verbs Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers	fine motor skills taught as appropriate including pencil grip Continue Letter formation practise in continuous provision and taught activities Starting to recognise some sounds in words and use sounds in writing Starting to write for purpose in continuous provision	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	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	Learning Nursery Rhymes Listening to stories with increasing attention Retelling stories as part of a group Answering questions about a text	Start LW Land S Revised Phase 3 Spring Term 1  Keep up sessions for those falling behind
Yr1	<p>Goldilocks and 1 bear Leigh Hodgekinson (Twist on a traditional tale)</p> <p>Little Red Reading Hood Lucy Rowland (Twist on a traditional tale)</p> <p>Safari Readers Bears (Information Non fiction book)</p> <p>Jack and the Beanstalk (Traditional tale)</p> <p>Jim and the Beanstalk*LT (Twist on a traditional tale) Jack and the beanstalk (Traditional Tale)</p> <p>Goldilocks a Cautionary Tale (alternative traditional tale)</p> <p>Revolting rhymes (Raold Dahl poems)</p>	Noun, adjectives and verbs - simple sentences Finger spaces between words Capital letters at the start of sentences and for names Questions and exclamations Using vocabulary learnt in their writing Pronouns prepositions	Rehearsing and composing sentences before writing sentences Starting to use finger spaces more consistently between words in writing Writing captions and simple sentences spelling some HF words correctly Reading writing back to teacher Using some adjectives in writing Some HF words spelt correctly Use full stops at end of sentences Write capital letters for names and starting to for start of sentences Starting to write simple questions and exclamations	Drawing Club Adapted to age group with magic codes being sounds and diagraphs learnt and tricky word spellings that week and term DC quests are grammar and punctuation taught in active English sessions Vocabulary given each week related to text and to help enhance understanding of the text and vocabulary used in the discussion and modelled drawing Highlighted texts are texts used in DC	Revisit words from previous texts	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	Start LW L and S Revised Phase 4 Spring Term 1 (alternative diagraphs)  Keep up sessions for those falling behind  Assess LA Yr1s and start where assessments show need



Spring Term 2							
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics
EYFS	<p>Wolf Emily Gravett (story with a familiar setting)</p> <p>Little Red (Story based on a traditional tale)</p> <p>The true story of the 3 little pigs by John Scieszka (alternative version of a traditional tale)</p>	Noun, adjectives and verbs Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers	<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 labels and captions in writing activities</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>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>Continue LW Land 5</p> <p>Revised Phase 3</p> <p>Spring Term 2</p>
Yr1	<p>Gingerbread man (Traditional tale)</p> <p>How to catch a Gingerbread man by Adam Wallace (Explanation text)</p> <p>The three little pigs by Axel Schiffer (Traditional tale)</p> <p>Learn about Pigs Goss Castle (Non fiction text)</p> <p>Safari Readers Wolves (Information non fiction book)</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>Drawing Club</p> <p>Adapted to age group with magic codes being sounds and diagraphs learnt and tricky word spellings that week and term</p> <p>DC quests are grammar and punctuation taught in active English sessions</p> <p>Vocabulary given each week related to text and to help enhance understanding of the text and vocabulary used in the discussion and modelled drawing</p> <p>Highlighted texts are texts used in DC</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>Continue LW Land 5</p> <p>Revised Phase 5</p> <p>Spring Term 2</p> <p>Keep up sessions for those falling behind</p> <p>Assess LA Yr1s and continue where assessments show need</p>

Summer Term 1	Dragons, Kings, Queens and castles						
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics
EYFS	<p>The Dragon machine (story from a different culture)</p> <p>The Queens Knickers (rhyming story)</p> <p>A crown for a Lion (rhyming story)</p>	<p>Noun, adjectives and verbs 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 Continue Letter formation practise in continuous provision and taught activities Starting to recognise some sounds in words and use sounds in writing Starting to write for purpose in continuous provision Starting to write captions and labels and some simple sentences</p>	<p>Role play opportunities to write Activities to develop and enrich understanding of new vocabulary in provision Opportunities to write labels and captions in writing activities TA and Teacher modelling writing Guided writing/demo writing activities 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 Reinforced through role play, multisensory experiences and</p> <p>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>Start LW Land S Revised Phase 4 Spring Term 1</p> <p>Keep up sessions for those falling behind</p>
Yr1	<p>Anna in London (Story set in a familiar setting)</p> <p>The Pop Up crown Jewels (Information book)</p> <p>Rex and the Crown Jewels robbery (story set in a familiar setting)</p> <p>Castles and How they work (Information text)</p> <p>Royal Rap (Poem book)</p>	<p>Noun, expanded noun phrases and verbs - simple sentences Finger spaces between words Capital letters at the start of sentences and for names Read writing back to teacher to check for sense and make simple changes to redraft Questions and exclamations Coordinating conjunction 'and' Using vocabulary learnt in their writing -un as a prefix Tenses -ed, -ing, going to</p>	<p>Rehearsing and composing sentences before writing sentences Starting to use finger spaces more consistently between words in writing Writing captions and simple sentences spelling more HF words correctly Reading writing back to teacher and making simple changes - spelling, capital letters at start of sentences. Using some adjectives in writing Start to use coordinating conjunction 'and' in writing More HF words spelt correctly Use full stops at end of sentences consistently Write capital letters for names and sometimes for start of sentences Write simple questions and exclamations with correct mark</p>	<p>Drawing Club Adapted to age group with magic codes being sounds and diagraphs learnt and tricky word spellings that week and term DC quests are grammar and punctuation taught in active English sessions Vocabulary given each week related to text and to help enhance understanding of the text and vocabulary used in the discussion and modelled drawing Highlighted texts are texts used in DC</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>Continue LW Land S Revised Phase 5 Spring Term 2</p> <p>Keep up sessions for those falling behind</p> <p>Assess LA Yr1s and continue where assessments show need</p>

Summer Term 2	The UK						
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics
EYFS		Noun, adjectives and verbs Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers	fine motor skills taught as appropriate including pencil grip Continue Letter formation practise in continuous provision and taught activities Starting to recognise some sounds in words and use sounds in writing Starting to write for purpose in continuous provision Starting to write captions and labels and some simple sentences	Role play opportunities to write Activities to develop and enrich understanding of new vocabulary in provision Opportunities for daily writing activities TA and Teacher modelling writing Guided writing/demo writing activities Opportunities to read simple sentences in continuous provision and practise blending to read cvc and read hf words	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	Learning Nursery Rhymes Listening to stories with increasing attention Retelling stories as part of a group Answering questions about a text	Start LW Land S Revised Phase 4  Keep up sessions for those falling behind
Yr1		Noun, expanded noun phrases and verbs - simple sentences Finger spaces between words Capital letters at the start of sentences and for names Read writing back to teacher to check for sense and make simple changes to redraft Questions and exclamations Coordinating conjunction 'and' Using vocabulary learnt in their writing -un as a prefix Tenses -ed, -ing, going to	Rehearsing and composing sentences before writing sentences Starting to use finger spaces more consistently between words in writing Writing captions and simple sentences spelling more HF words correctly Reading writing back to teacher and making simple changes - spelling, capital letters at start of sentences. Using some adjectives in writing Start to use coordinating conjunction 'and' in writing More HF words spelt correctly Use full stops at end of sentences consistently Write capital letters for names and sometimes for start of sentences Write simple questions and exclamations with correct mark	Drawing Club Adapted to age group with magic codes being sounds and diagraphs learnt and tricky word spellings that week and term DC quests are grammar and punctuation taught in active English sessions Vocabulary given each week related to text and to help enhance understanding of the text and vocabulary used in the discussion and modelled drawing Highlighted texts are texts used in DC	Revisit words from previous texts	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	Phonics Test and assess gaps for those that don't pass and use to plan intervention  revise phase 5 sounds that need revising then teach alternative sounds for a i e o and ch ea ie g and y