

	Great Fire of London	Protect Our Planet	Nurturing Nurses	How does your Garden Grow?	Africa	Perry Wood Past and Present
Texts studied	The Baker's Boy and The Great Fire of London Katie in London	Caterpillar shoes (film clip) The Journey Home George saves the world by lunchtime Somebody Swallowed Stanley Great and The Giants	Florence Nightingale (Non-fiction) Non-fiction posters and leaflets. Zog	Jim and the Beanstalk Jack and the Beanstalk Tin forest Growing Good	Lila and the secret of the rain The Obvious Elephant	The Window
Reading Themes to be explored	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognising simple recurring literary language in stories and poetry	Being introduced to non-fiction books that are structured in different ways	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.		
Continuous Reading skills	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent <ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading. • Discussing the sequencing of events in stories and real-life events. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 					
Writing Genres	Retelling Character description Narrative	Retelling (Caterpillar shoes) Recount (Hanbury Hall) In-character role Non-chronological report Poetry	Postcard (Writing in-role) Instructions Letter to nurses	Character description Narrative Letter to Giant Recount (Ralph Court Gardens)	Character description Narrative Non-chronological report	Postcard Narrative Story setting
Punctuation /Grammar focus	Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses Use expanded noun phrases for description and	Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses Use expanded noun phrases for description and	Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g.	Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses Use expanded noun phrases for description and	Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Use expanded noun phrases for description and	Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Use expanded noun phrases for description and



	<p>specification e.g. the blue butterfly, plain flour, the man in the moon</p> <p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</p> <p>Use question marks and exclamation marks appropriately.</p> <p>Use commas to separate items in a list</p>	<p>specification e.g. the blue butterfly, plain flour, the man in the moon</p> <p>Commas in a list</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name</p>	<p>smoothly, softly, bigger, biggest</p> <p>Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use question marks and exclamation marks appropriately</p>	<p>specification e.g. the blue butterfly, plain flour, the man in the moon.</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</p> <p>Use question marks and exclamation marks appropriately</p>	<p>specification e.g. the blue butterfly, plain flour, the man in the moon.</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma</p>	<p>specification e.g. the blue butterfly, plain flour, the man in the moon.</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use question marks and exclamation marks appropriately</p> <p>Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma</p>
Spelling focus	<p>Homophones</p> <p>Common exception words with 'i'</p> <p>Question words</p> <p>SPAG terms</p> <p>The sound /n/ spelt 'kn' or 'gn'</p> <p>The sound /r/ spelt 'wr' at the beginning of words</p>	<p>The /s/ spelt 'c' before I, e and y</p> <p>The /j/ spelt 'dge' and 'ge' at the end of words</p> <p>Sound /j/ spelt with g before I, e and y</p> <p>The sound /j/ always spelt with 'j' when before a, o and u.</p> <p>Common exception words</p> <p>The /ee/ sound spelt 'ey' at the end of words</p> <p>Homophones</p>	<p>Suffixes ment, ness and full</p> <p>Suffixes -less, -ly</p> <p>Words ending in -tion</p> <p>Contractions</p> <p>Possessive apostrophe</p> <p>Common exception words</p>	<p>Months of the year</p> <p>Time</p> <p>Adding -ed -er and -est to a word ending in y with a consonant before it</p> <p>Adding -ing to a word ending in 'y' with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y ending in an -e with a consonant before it</p>	<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel</p> <p>The sound /or/ spelt 'a' before I or ll</p> <p>The sound /u/ spelt with a 'o'</p> <p>The sound 'o' sprlt with a 'a' after w and qu</p> <p>The stressed 'er' spelt 'or' after w</p> <p>The sound /o/ spelt 'ar' after w</p> <p>The /zh/ spelt with an 's'</p>	<p>The sound /l/ spelt 'le' at the end of words</p> <p>The sound /l/ spelt 'el' at the end of words</p> <p>The /l/ spelt 'il' and 'al' at the end of words</p> <p>The sound /igh/ spelt with a 'y' at the end of words</p> <p>Adding -ies' to nouns and verbs ending in -y</p> <p>Common exception words</p>