

Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Give meaning to marks we make</p> <p>Continue a rhyming string</p> <p>Ascribe meaning to marks they see in different places</p> <p>Write own name</p>	<p>Narrative: stories with predictable phrasing and with familiar settings</p> <p>Narrative: recount</p> <p>Non-fiction: labels, lists and captions.</p> <p>Poetry: repetitive poems</p>	<p>Narrative: traditional tales</p> <p>Narrative: stories with familiar settings</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Text: use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Punctuation: use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Punctuation: commas to separate items in a list 	<p>Narrative: stories by the same author</p> <p>Narrative: myths and legends</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Sentence-expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], Sentence-prepositions [for example, before, after, during, in, because of] 	<p>Narrative: stories with a theme (Fables)</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Expanded Noun Phrases Fronted Adverbials Succinct Paragraphs organised around a theme Punctuation: Direct Speech 	<p>Narrative: short stories</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Sentence: Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun Sentence: Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] Text: Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>] 	<p>Narrative: short stories and stories from a varied viewpoint</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]
Autumn 2	<p>Hear and say the initial sound in words</p> <p>Link sounds to letters</p> <p>Use some clearly identifiable letters to communicate</p>	<p>Grammar Focus:</p> <ul style="list-style-type: none"> Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences for names and for the personal pronoun How words can combine to make sentences Joining words and joining clauses using <i>and</i> Sequencing sentences to form short narratives Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] 	<p>Non-fiction: information texts (journalistic)</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Text: correct choice and consistent use of present tense and past tense throughout writing Punctuation: apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] <p>Poetry; repetitive poems</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Text: use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Punctuation: use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<p>Non-fiction: information texts</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Paragraphs - grouping related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] Punctuation: comma and comma splice <p>Poetry: humorous poems</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Word - plurals, suffixes, prefixes 	<p>Non-fiction: non-chronological report writing</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> <i>Standard English Forms</i> <i>Succinct Paragraphs - cohesion</i> Punctuation: comma and comma splice <p>Poetry- Image poems; vocabulary buildings; structure riddles</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Vocabulary choices Succinct Paragraphs - cohesion Punctuation: apostrophes 	<p>Non-fiction: persuasive writing: writing for a specific audience and purpose (letter writing; brochure)</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Text: devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Word: converting nouns or adjectives into verbs using suffixes [for example, <i>–ate, –ise; –ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>] Punctuation: brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <p>Poetry: slam poetry</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Sentence: indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] Sentence; modal verbs [for example, <i>might, should, will, must</i>] 	<p>Non-fiction: persuasive writing (speech writing)</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Sentence: use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>eg. The window in the greenhouse was broken (by me)</i>]. Sentence: the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>] Sentence: the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] <p>Punctuation of bullet points to list information</p> <p>Poetry: slam poetry</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Word: the difference between <i>vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</i> [for example, <i>find out – discover; ask for – request; go in – enter</i>]

							<ul style="list-style-type: none"> Word: how words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
Spring 1	<p>Read words and simple sentences. Vocabulary influenced by books.</p> <p>Increasing range of books.</p> <p>Know that information can be retrieved from books and computers.</p> <p>Begin to use speech.</p> <p>Write name, labels, captions, write short sentences in context</p>	<p>Narrative: traditional tales</p> <p>Non-fiction: reports</p> <p>Non-fiction: instructions</p> <p>Poetry: vocabulary building, senses and rhyming couplets</p> <ul style="list-style-type: none"> Grammar Focus: <ul style="list-style-type: none"> Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences for names and for the personal pronoun How words can combine to make sentences Joining words and joining clauses using <i>and</i> Sequencing sentences to form short narratives Regular plural noun suffixes -s or -es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] 	<p>Narrative: traditional tales from other cultures</p> <p>Narrative: fantasy stories and imaginary settings</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Text: use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Punctuation: use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Punctuation: commas to separate items in a list <p>Non-fiction: instructions</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Text: correct choice and consistent use of present tense and past tense throughout writing Punctuation: apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] <p>Poetry: performing poetry; shape poems</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Text: use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Punctuation: use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<p>Narrative: descriptive character writing</p> <p>Narrative: stories about imaginary worlds</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Sentence-expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], Sentence-prepositions [for example, before, after, during, in, because of] <p>Non-fiction: instructional writing</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Paragraphs - grouping related material <p>Headings and sub-headings to aid presentation</p> <ul style="list-style-type: none"> Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Punctuation: comma and comma splice <p>Poetry: traditional poems; performance poetry</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Word - plurals, suffixes, prefixes 	<p>Narrative: story settings</p> <p>Play scripts: play-writing, performance</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Expanded Noun Phrases <ul style="list-style-type: none"> Fronted Adverbials Succinct Paragraphs organised around a theme Punctuation: Play script Speech <p>Poetry: narrative; vocabulary building; structure</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Vocabulary choices Succinct Paragraphs - cohesion <p>Punctuation: apostrophes</p>	<p>Narrative: classic fiction</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Sentence: relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun Sentence: indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] Text: linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] <p>Non-fiction: argument and debate</p> <p>Non-fiction: biographies; autobiographies</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Text: devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Word: converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>] Punctuation: brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <p>Poetry: classic narrative and oral poetry; poetic style + classic poems</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Sentence: indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] Sentence: modal verbs [for example, <i>might, should, will, must</i>] 	<p>Narrative: classic fiction</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>] <p>Non-fiction: argument and debate</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] <p>Non-fiction: journalistic writing</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> Sentence: use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus eg. <i>The window in the greenhouse was broken (by me)</i>]. Sentence: the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>]
Spring 2	<p>Continue a rhyming string</p> <p>Use vocab/ forms of speech influenced by their experiences of books</p> <p>Write short sentences in meaningful contexts.</p> <p>Use phonic knowledge to decode regular words, read / write them.</p> <p>Read and write irregular words.</p>						

							<ul style="list-style-type: none"> • Sentence: the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] <p>Poetry: classic narrative and oral poetry; poetic style + classic poems</p> <p>Grammar Focus: Word: the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>] Word: how words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>
Summer 1	<p>Read and understand simple sentences Demonstrate understanding about what they have read. Write simple sentences which can be read by themselves and others.</p>	<p>Narrative: fantasy stories.</p> <p>Non-fiction: explanations</p> <p>Narrative: letters and diaries</p> <p>Poetry: vocabulary building and one poet, poetry appreciation.</p> <p>Grammar Punctuation Spelling</p>	<p>Narrative: quest stories</p> <p>Narrative: stories by the same author (Anthony Browne)</p> <p>Narrative: recounts</p> <p>Non-fiction: explanations</p> <p>Poetry: free verse poems</p> <p>Grammar Punctuation Spelling</p>	<p>Narrative: adventure stories</p> <p>Non-fiction: persuasive writing</p> <p>Poetry: shape poems; playing with form</p> <p>Grammar Punctuation Spelling</p>	<p>Narrative: diary; letters</p> <p>Non-fiction: explanation</p> <p>Poetry: the works of a significant poet</p> <p>Grammar Punctuation Spelling</p>	<p>Narrative: classic novels Narrative: science fiction</p> <p>Non-fiction: non-chronological reports Non-fiction: explanation</p> <p>Poetry: power of imagery; debate poetry and poetry that tells a story</p> <p>Grammar Punctuation Spelling</p>	<p>Narrative: classical literature</p> <p>Non-fiction: reviews (theatre/event/item)</p> <p>Grammar Punctuation Spelling</p>
Summer 2	<p>Read and understand simple sentences, some common irregular words and demonstrate understanding Write simple sentences which can be read by themselves and others. Write irregular common words.</p>						