Owl	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Dreams & Ambitions	Journeys Through Time	Extreme Earth	Creatures Great and Small	Around the World	Express Yourself
Topic Focus	Children who have changed the world	History of Flight	Climates - weather	Habitats	Cultures & Continents	Performing Puppeteers
Purpose of writing	Write to Inform	Write to Explain/Entertain	Write to Entertain	Write to Entertain	Write to Inform	Write to Explain/Entertain
Suggested Texts	Greta and the Giants	Emma Jane's Aeroplane	Diaries of polar explorers	Secret of Black Rock	Beegu	The One Stop Story Shop
						Because
Writing Outcomes	Simple sentences with gaps between words and some punctuation Labels and captions Fact files Instructions	Setting descriptions Simple story Stories from other lands	Letter writing Diary entry Adventure stories Polar animal fact file	Learning and performing poems Poetry	Character exploration Retelling of a tale Alternative versions of a story	Explanation texts
Phonics/	Chapter 2 & 3	Chapter 4a	Chapter 4a & 4b	Chapter 4b	Chapter 2 to 4b	Chapter 4c
Spelling	consolidation				consolidation	
	Words containing phonemes already taught	Words containing phonemes already taught	Words containing phonemes already taught	Words containing phonemes already taught	Words containing phonemes already taught	Words containing phonemes already taught
	Common exception words	Common exception words	Common exception words	Common exception words	Common exception words	Common exception words
	Naming letters in the	Naming letters in the alphabet in order	Using the spelling rule for adding –s or –es as	Using the prefix un-	Using letter names to	Using letter names to distinguish between
	alphabet in order		the plural marker for nouns and the third person singular marker	Using –ing, -ed, -er and –est where no change is needed in the spelling	distinguish between alternative spellings of the same sound	alternative spellings of the same sound
			for verbs.  Using –ing, -ed, -er and	of roots words	Using –ing, -ed, -er and –est where no change is	Days of the week

		est where no change is	I	needed in the spelling	
		needed in the spelling		of roots words	
		of roots words		or roots words	
		Of foots words		Days of the week	
Chapter 4c	Chapter 4c	Common exception	Common exception	Common exception	Common exception
		words and high-	words and high-	words and high-	words and high-
Common exception words and high-	Common exception words and high-	frequency words	frequency words	frequency words	frequency words
frequency words	frequency words	Strategies at the point of writing	Strategies at the point of writing	Proofreading	Proofreading
Strategies for learning	Strategies for learning	point of writing	point of writing	The possessive	The possessive
words	words	Contractions	Contractions	apostrophe (singular nouns)	apostrophe (singular nouns)
Homophones	Homophones	Homophones and		nouns)	11001107
Tromophones	Tromopriories	near homophones	Adding '-es' to nouns	Adding endings '-ing',	The /3:/ sound spelt
		Adding endings '-ing',	and verbs ending in	'-ed', '-er', and '-est'	'or' after 'w'
		'-ed', '-er', '-est' to	'y'	to words ending in '-	or arter w
		words ending in 'e'	,	y'	The /ɔ:/ sound spelt
		with a consonant	Adding '-ing', '-ed', '-	,	'ar 'after 'w'
		before it	er', '-est' and '-y' to	Suffixes '-ment' and	
			words of one syllable	'-ness'	/n/ sound spelt 'o'
		/dʒ/ sound spelt as	ending in a single	11033	714 Souria Speit S
		'ge' and 'dge' at the	consonant after a	The /l/ or /əl/ sound	/l/ or /əl/ sounds
		end of words, and	single vowel	spelt '-el' at the end	spelt 'il' at the end of
		sometimes as 'g'	Single vower	of words	words
		elsewhere in words	Adding suffixes '-ful',	or words	Words
		before 'e', 'i' and 'y'	'-less' and '-ly'	/ʒ/ spelt 's',	The /l/ or /əl/ sound
		before e, i una y	less and Ty	segmentation and	spelt '-al' at the end
		/s/sound spelt 'c'	Words ending '-tion'	syllable clapping	of words
		before 'e', 'i' and 'y'			
		,	/iː/ sound spelt 'ey'	/p/ spelt 'a' after 'w'	
		/n/ sound spelt 'kn'		and 'qu'	
		and 'gn' at the	/r/ sound spelt 'wr'		
		beginning of words	-		

			/aı/sound spelt 'y'	/aı/ spelt 'i' in		
			/I/ or /əI/ sound spelt '-le' at the end of words and following a	common exception words		
			consonant			
Text level features	Understand how labels and captions add to understanding.	Sequencing sentences to form short narratives.	Understand how the layout of a letter adds to understanding.	Understand how the layout of a poem is different to a story	Sequencing sentences to form short narratives.	Sequencing sentences to form short narratives.
	Layout of instructions					
	Use of lists – what is needed/lists of steps to be taken	Planning through story mapping and boxed up plans	Planning through story mapping and boxed up plans	Use of lines and verses in poetry Planning using boxed up plans	Planning through story mapping and boxed up plans	Use of lists – what is needed/lists of steps to be taken
	Bullet points for facts  Make a final comment to the	Story parts (beginning, middle and end).	Story parts (beginning, middle and end).	ар рынз	Story parts (beginning, middle and end).	Bullet points for facts  Make a final comment to the
	reader	Characters	Characters		Characters	reader
		Settings	Settings		Settings	
		Descriptive language	Descriptive language		Descriptive language	
Sentence level features (including	Leaving spaces between words.	Leaving spaces between words.	Leaving spaces between words.	Leaving spaces between words.	Beginning to punctuate sentences	Beginning to punctuate sentences
grammar and punctuation)	Beginning to	Beginning to	Beginning to	Beginning to	using a capital letter.	using a capital letter.
	punctuate sentences using a capital letter.	punctuate sentences using a capital letter.	punctuate sentences using a capital letter.	punctuate sentences using a capital letter.	Beginning to punctuate sentences	Beginning to punctuate sentences
	Beginning to	Beginning to	Beginning to	Beginning to	using a full stop, question mark or	using a full stop, question mark or

punctuate sentences	punctuate sentences	punctuate sentences	punctuate sentences	exclamation mark.	exclamation mark.
using a full stop.	using a full stop.	using a full stop,	using a full stop,		
		question mark or	question mark or	Using a capital letters	Using a capital letters
	Using a capital letters for proper nouns.	exclamation mark.	exclamation mark.	for proper nouns.	for proper nouns.
		Using a capital letters	Using a capital letters	Joining words and	Joining words and
		for proper nouns.	for proper nouns.	clauses using 'and'	clauses using 'and'
		Joining words and	Joining words and		
		clauses using 'and'	clauses using 'and'		
Demarcation of	Demarcation of	Demarcation of	Demarcation of	Demarcation of	Demarcation of
sentences	sentences	sentences	sentences	sentences	sentences
Understanding	Understanding	Understanding	Understanding	Understanding	Understanding
clauses and joining	clauses and joining	clauses and joining	clauses and joining	clauses and joining	clauses and joining
clauses using	clauses using	clauses using	clauses using	clauses using	clauses using
coordination (and, or,	coordination (and, or,	coordination (and,	coordination (and,	coordination (and,	coordination (and,
but)	but)	or, but) and	or, but) and	or, but) and	or, but) and
		subordination (when,	subordination (when,	subordination (when,	subordination (when,
Use of the continuous	Consistent use of	if, that, or, because)			
form of verbs in the	present tense and				
present and past	past tense	Use of the continuous	Commas to separate	Use of the continuous	Consistent use of
tense to mark actions	throughout work.	form of verbs in the	items in a list	form of verbs in the	present tense and
in progress e.g. she is		present and past		present and past	past tense
drumming, he was	Commas to separate	tense to mark actions	Types of sentences:	tense to mark actions	throughout work.
shouting	items in a list	in progress e.g. she is	statement, question,	in progress e.g. she is	
		drumming, he was	explanation,	drumming, he was	Commas to separate
Adjectives	Types of sentences:	shouting	command	shouting	items in a list
No. of the	statement, question,	<b>T</b>	Charles at 19	Charles at 19	Constant for the second
Noun phrases	explanation,	Two adjectives to	Similes using like	Similes using like	Generalisers for
	command	describe a noun		<b>T</b>	information e.g. Most
		A.L. de C		Two adjectives to	cats
		Adverbs for		describe a noun	
		description and for			

			information		Adverbs for description and for information	
Spoken Language	Saying out loud what they are going to write about.	Saying out loud what they are going to write about.	Saying out loud what they are going to write about.	Saying out loud what they are going to write about.	Saying out loud what they are going to write about.	Saying out loud what they are going to write about.
	Composing a sentence orally before writing it.	Composing a sentence orally before writing it.				
			Discuss what they have written with the teacher or peers.	Discuss what they have written with the teacher or peers.	Discuss what they have written with the teacher or peers.	Discuss what they have written with the teacher or peers.
	Speak audibly and clearly	Speak audibly and clearly				
	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers
	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge
	Give well-structured descriptions, explanations and narratives	Give well-structured descriptions, explanations and narratives				

	Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listeners	Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listeners	Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listeners	Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listeners	Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listeners	Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listeners  Articulate and justify answers, arguments and opinions
						Consider and evaluate different viewpoints
Reading	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.	Apply phonic knowledge and skills to decode words.
	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.
	Develop pleasure in reading.					
	Discuss word meanings, linking new meanings to	Discuss word meanings, linking new meanings to those	Discuss word meanings, linking new meanings to	Discuss word meanings, linking new meanings to	Discuss word meanings, linking new meanings to	Discuss word meanings, linking new meanings to those

those alread	dy known. already known.	those already known.	those already known.	those already known.	those already known.	already known.
understand	ing of understanding of	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.	Explain clearly their understanding of what they have read.
		Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.	Listen to and discuss a wide range of stories.
the basis of	what is the basis of what is	Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done.	Listen to and discuss a range of poems.	Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done.
based on w	hat has based on what has	Make predictions based on what has been read so far.	Make predictions based on what has been read so far.	Learning to appreciate rhymes and poems and to recite some by heart.	Make predictions based on what has been read so far.	Make predictions based on what has been read so far.
			Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their	Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular
			particular characteristics.		particular characteristics	characteristics  Read aloud their
			Read aloud their writing clearly enough to be heard		Read aloud their writing clearly enough to be heard	writing clearly enough to be heard by their peers and the
			by their peers and the teacher.		by their peers and the teacher.	Re-reading what they
					Re-reading what they have written to make	have written to make sure it makes sense.

					sure it makes sense.	
<u> </u>	Listen to, discuss and					
	express views about a					
	wide range of texts					
	and a second			and the same		and an engle or serve
	Discuss sequences of					
	events in books and					
	how information is					
l l	related	related	related	related	related	related
1	Becoming familiar					
	with and retelling a					
,	wider range of					
	stories, fairy stories					
	and traditional tales					
1	Recognise simple					
	recurring literacy					
	language in stories					
	and poems					
	5	5 1				
	Develop a repertoire of poems learnt by					
	heart	heart	heart	heart	heart	heart
	ricare	ricure	ricure	neure	Heart	ricure
	Introduced to non-					
	fiction books that are					
	structured in	structured in different	structured in	structured in	structured in	structured in different
	different ways	ways	different ways	different ways	different ways	ways
	Discuss and clarify					

| meanings of words,     |
|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| linking new meaning    |
| to know vocabulary     |
|                        |                        |                        |                        |                        |                        |
| Discuss favourite      |
| words and phrases      |
|                        |                        |                        |                        |                        |                        |
| Making inferences on   |
| the basis of what is   |
| being said and done    |
|                        |                        |                        |                        |                        |                        |
| Answering and asking   |
| questions              | questions              | questions              | questions              | questions              | questions              |
|                        |                        |                        |                        |                        |                        |
| Predicting what will   |
happen next based	happen next based on	happen next based	happen next based	happen next based	happen next based on
on what has been	what has been read	on what has been	on what has been	on what has been	what has been read
read so far	so far	read so far	read so far	read so far	so far
Participate in					
discussion about texts					
(taking turns and					
listening to others)					
,	,			,	
Explain and discuss					
their understanding					
of books and other					
material	material	material	material	material	material