



	Nyong'o RECEPTION			Attenborough YEAR ONE			Johnson YEAR TWO/THREE CLASS					
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	YEAR A 2021/22			YEAR B 2022/23		
							AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Class texts	Whatever Next! Goodnight Moon Six Dinner Sid The Polar Express	Mr Grumpy's Outing The Three Little Pigs Owl Babies The Gruffalo	On the Way Home Rosie's Walk Handa's Surprise Goldilocks and the Three Bears	The Tiger Who Came To Tea Grandad's Island Lost and Found Not Now Bernard The Day the Crayons Quit	Into the Forest The Book with No Pictures The Three Little Wolves and the Big Bad Pig Where the Wild Things are	Little Red Riding Hood The Red Tree Peter Rabbit Winnie the Pooh	Jack and the Beanstalk The Trouble with Trolls The Enchanted Wood	Space Tortoise The Building Boy A Bear Called Paddington	The Wolf Story: What Really Happened to Little Red Riding Hood. Wolves Danny Champion of the World	The Colour Monster Firework Maker's Daughter	Tadpole's Promise What if? Fantastic Mr Fox	Ning Nang Nong - poem
Phonics and Spelling	Autumn 1: Phase 2 Autumn 2: Phase 2 Recap	Spring 1: Phase 3 Spring 2: Phase 3 Recap	Summer: Phase 4	Autumn 1: Phase 3 & 4 Recap Autumn 2: Phase 5	Spring: Phase 5/6	NNS Year 2						
Writing Genres				Writing to entertain - Story Description Poetry Writing to Inform - Recount Letter Instruction			Writing to entertain - Story Description Poetry Writing to Inform - Recount Letter Instruction			Writing to entertain - Narrative Description Poetry Writing to Inform - Explanation Recount Biography Newspaper Writing to Persuade - Advert Letter Poster		

Writing	<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. <p>ELG: Writing: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; <p>Write simple phrases and sentences that can be read by others.</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> ○ planning or saying out loud what they are going to write about ○ writing down ideas and/or key words, including new vocabulary ○ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: ○ evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ○ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	<p>Follow the Tier 2 word list from Vocabulary Ninja Words are assigned by month https://vocabularyninja.co.uk/shop/tier-2-words/</p>	<p>Follow the Tier 2 word list from Vocabulary Ninja Words are assigned by month https://vocabularyninja.co.uk/shop/tier-2-words/</p>	<p>Follow the Tier 2 word list from Vocabulary Ninja Words are assigned by month https://vocabularyninja.co.uk/shop/tier-2-words/</p>	<p>Follow the Tier 2 word list from Vocabulary Ninja Words are assigned by month https://vocabularyninja.co.uk/shop/tier-2-words/</p>
Spelling	<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. <p>ELG: Writing: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters; 	<p>Spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>Spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <ul style="list-style-type: none"> • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (See NC English appendix 1)

Grammar (Word Class/Sentence)		<p>Word: Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>Sentence: How words can combine to make sentences Joining words and joining clauses using and</p> <p>Text: Sequencing sentences to form short narratives</p>	<p>Word: Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Sentence: Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Text: Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Use conjunctions, adverbs, prepositions, mostly accurately, to inform time, place or cause. Use conjunctions (when, so, before after, while, because) Use adverbs (then, next, soon) Use prepositions (before, after, during, in, because of) Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact Correctly use verbs in the 1st, 2nd and 3rd person Use the perfect form of verbs to mark relationships between time and cause</p> <p>Year 3: Word: Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Text: Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation 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]</p>
Grammar (Punctuation)		<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Use capital letters, full stops, question marks, exclamation marks and commas for lists.</p> <p>Begin to use inverted commas to indicate direct speech</p> <p>Group ideas into basic paragraphs</p> <p>Write under headings and sub headings</p>
Terminology for pupils		<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	
Handwriting	<p>Children in Reception will:</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

- Form lower-case and capital letters correctly.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

ELG: Writing:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;

- use spacing between words that reflects the size of the letters.