

22/23	Autumn 1					
Theme:	Establish: Me and My School (UPKS) Endeavour: Street detectives Enlighten: Liverpool Alive (LKS) Wonders of the World					
Cultural capital (Reading):	Step 1,2,3 We're Going on a Bear Hunt by Michael Rosen (Poetry/Song)	Step 4 Room on the Broom by Julia Donaldson (Poetry)	Step 5 The Iron Man by Ted Hughes (Poetry)	Step 6= Mustard Custard Grumble Belly and Gravy (Poetry)	Step 7 The Jabberwocky – Lewis Carroll (Poetry)	Step 8a Valerie Bloom (Poetry) Step8b The Highwayman by Alfred Noyes (Poetry)
Guided Reading	Step 1,2,3,4 Phonics (decoding, prosody & comprehension) – little wandle reading books – matched to phase and taught GPCs.		Step 5 The smartest giant in town by Julia Donaldson and Alex Scheffler Town mouse, country mouse by Libby Walden and Richards Jones	Step 6 The magic finger by Roald Dahl Rapunzel by Bethan Woolvin	Step 7 The queen's nose by Dick King-Smith The twits by Roald Dahl	Step 8 A bear called Paddington by Michael Bond A kind of spark by Elle McNicoll
Text Type	<u>Poems</u>		<u>Narrative</u>		<u>Non-fiction</u>	
Text Genre	List Poem Image poems/ image poem		Character/Setting Descriptive narrative Coming To England When I grow up – Tim Minchin Beegu		Instructions Newspaper / Newspaper	

	Image poem - Similes/Metaphors	Private Peaceful by Michael Morpurgo.	Letter
Writing Skills: Step 1	Uses a single word, sign, or symbol to name an object	Chooses their own name for a character in a story	Separates pictures and writing
Step 2	Suggests a phrase to include in their work	Expresses the conjunction 'and' when adding information during a discussion	Sequences two pictures of daily events, e.g. first: eat breakfast; then: go to school
Step 3	Start to use finger spaces, inconsistently, so their phrases can be read.	Orally offer a simple phrases or sentences.	Order pictures in time sequence.
Step 4	Recognise the features of some forms of writing – poems Express their ideas and feelings... using full sentences; past, present and future tenses; and making use of conjunctions.	Writes sentences which have been orally rehearsed.	Uses “next” “then”
Step 5	Write recognisable letters, most of which are correct. Consistent separation of words with spaces	Join words and clauses with “and” and other simple conjunctions	Begin to use imperative sentences in instructions. Writes sentences using different forms – questions, commands, statements.
Step 6	Form lower-case letters of the correct size relative to one another. Use expanded noun phrases to describe and specify more frequently	Use a pattern of three for description (e.g. He was old, bald and smiley). Commas to separate words in a list.	Adjust style to purpose and considering the way a piece of work is presented.
Step 7	Increase the legibility, consistency and quality of their handwriting	Use expanded noun phrases more consistently and confidently, including modifying adjectives, nouns and preposition phrases	In non-narrative material, use simple organisational devices

Step 8a	Use further organisational devices and some presentational devices to structure texts and begin to guide the reader	Use expanded noun phrases to convey complicated information concisely	Use appropriate organisational devices, such as headings or sub-headings.
Step 8b	Construct a variety of effective similes and metaphors.	Hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Ellipsis	Use further organisational and presentational devices to structure texts and to guide the reader [for example, headings, bullet points, underlining].

22/23	Autumn 2					
Theme:	Establish: Light and Dark Endeavour: Planes, trains, and automobiles Enlighten: Settlements (LKS) War of the Worlds (UPKS)					
Cultural capital:	Step 1,2,3 Very Hungry Caterpillar – Eric Carle	Step 4 The Storm Whale – Benji Davies	Step 5 The Minpins by Roald Dahl	Step 6 Charlie and the Chocolate Factory – Roald Dahl	Step 7 The witches By Roald Dahl	Step 8a Harry Potter and the Philosophers Stone – JK Rowling Step 8b Harry Potter and the Chamber of Secret – JK Rowling
Additional texts: (Guided Reading)	Step 1,2,3,4 Phonics (decoding, prosody & comprehension) – little wandle reading books – matched to phase and taught GPCs.		Step 5 The squirrels who squabbles by Rachel Bright and Jim Field Hansel and Gretel by Bethan Woollvin	Step 6 Ruby's worry by Tom Percival Superdad's day off by Phil Earle and Steve May	Step 7 Stuart Little by E B White The BFG by Roald Dahl	Step 8 Boy by Roald Dahl Buried Alive by Jacqueline Wilson
Text Type	<u>Poems</u>		<u>Narrative</u>		<u>Non-fiction</u>	
Text Genre	Image Poem List poems / List Poem Acrostic		<u>Setting/Character Descriptive narrative</u> The owl who was afraid of the dark The Jolly Postman How to Train your Dragon		Recount Letter Instructions	

		<i>Narrative with dialogue</i> Goodnight Mister Tom	Diary Entry
Writing Skills: Step 1	Uses a single word, sign, or symbol to name an object	Describes a character or object from a story using a single descriptive word, e.g. boy, red, etc.	Responds to questions about familiar events
Step 2	Suggests a phrase to include in their work Spacing varies in length	Dictates a narrative for their story Makes marks for name with some recognisable letters Uses tools with their preferred hand	Says a clause to complete a sentence that is said aloud, e.g. 'When we went to the beach today, ... we ate ice cream / I played in the
Step 3	Express their ideas and feelings... using full sentences.	Retell stories and narratives using their own words and sometimes as exact repetition.	Reports experiences and events orally
Step 4	Express their ideas and feelings... using full sentences; past, present and future tenses; and making use of conjunctions.	Compose short sentences (groups of words) independently, that can be read by others.	Recognise the features of writing – (text type)
Step 5	Handwriting is legible, un joined, correct size and when writing starts in the right places.	Say out loud what they are going to write about in advance	Recognise the features of different forms of writing
Step 6	Write from memory simple dictated sentences that include GPCs taught so far, CEW and punctuation. Develop positive attitude towards writing poetry	Use appropriate subordinating and coordinating conjunctions.	Incorporate some simple time adverbials into their compositions. Develop positive attitude towards writing for different purposes
Step 7	Construct a variety of similes using "like" and "as"	Begin to use paragraphs and understand they should be organised around a theme	Plan writing by discussing and recording ideas, including role play to develop and sequence ideas, plan to use paragraphs by grouping relevant information.
Step 8a	Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear.	Consider how writers have developed ideas in similar writing, using this writing as models of their own.	Plan their writing by identifying the audience for and purpose of the writing

Step 8b	Use deliberate vocabulary and device choices for effect.	Writes longer passages with precision.	Includes different devices to interest the reader.
---------	--	--	--

22/23	Spring 1					
Theme:	Establish: Wind In the Willows Endeavour: Rocks and Rumbles Enlighten: Extreme Weather (LKS) Extreme Earth (UPKS)					
Cultural capital:	Step 1,2,3 Busy People: Firefighter <u>(Non -fiction)</u>	Step 4 Professor Astro Cat's Solar System Dominic Walliman & Ben Newman <u>(non-fiction)</u>	Step 5 A Planet Full of Plastic: And how You Can Help Book by Neal Layton <u>(Non- Fiction)</u>	Step 6 The Great Fire of London <u>(Non- Fiction)</u>	Step 7 Alastair Humphreys' Great Adventurers Book by Alastair Humphreys <u>(Non- Fiction)</u>	Step 8 Everest: the Remarkable Story of Edmund Hillary <u>(Non – Fiction)</u> Step 8b The Lost Book of Adventure <u>(Non – Fiction)</u>
Additional texts: (Guided Reading)	Step 1,2,3,4 Phonics (decoding, prosody &comprehension) – little wandle reading books – matched to phase and taught GPCs.		Step 5 Elephant by Peter Horacek Poppy and the blooms by Fiona Woodcock	Step 6 Sir Scallywag and the Golden Underpants by Giles Andreae and Korky Paul The koala who could by Rachel Bright and Jim Field	Step 7 Goth girl and the ghost of a mouse by Chris Riddell James and the Giant Peach by Roald Dahl	Step 8a Charlotte's web by E.B white Coraline by Neil Gaiman
Text Type	<u>Poems</u>		<u>Narrative</u>		<u>Non-fiction</u>	
Text Genre	<u>Senses</u>		<u>Journey stories</u> Wind in the Willows		<u>Letter</u>	

	<u>Simile/</u> <u>Simile/personification/</u> <u>Free Verse</u>	<u>Portal Story</u> <u>Stone age Boy</u> <u>Storm by Sam Usher</u> <u>Losing Story</u> <u>Twister</u>	<u>Instructions</u> <u>Explanation text</u> <u>Non chron</u>
Writing Skills: Step 1	Shows some control of a writing implement	Asks a simple 'What ...?' question Asks a simple 'Who ... ?' question Asks a simple 'Where ... ?' question	Asks a simple 'What ...?' question Asks a simple 'Who ... ?' question Asks a simple 'Where ... ?' question Answers a simple 'Where is [+noun]?' question
Step 2	Leaves a space between groups of letters/symbols	Makes marks for name with some recognisable letters	'Reads' their writing aloud
Step 3	Write recognisable letters, mostly formed correctly. May be inconsistent.	Reads aloud words or phrases created	Write caption or short phrase using graphemes known.
Step 4	Write recognisable letters, mostly of which are correct.	Capitals for proper nouns, sometimes, after discussion. Uses capital letters for names and the start of a sentence	Compose short sentences that can be read by others
Step 5	Capital letters at the start of a sentence and for names and personal pronouns.	Composes sentences orally and writes them down, recognising some sentence boundaries in spoken sentences.	Writes sentences in different forms – statement, command, question
Step 6	Draw on and use new vocabulary from their reading or discussions around reading	Read aloud what they have written to the Teacher or small groups.	Begin to choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition
Step 7	Use an increasing range of sentence structures for effect. E.g. short sentence to increase pace	Assess and discuss the effectiveness of their own and others' writing and suggest improvements.	Begin to consider the intended effect of their writing on the reader

		Proof read for spelling and punctuation errors.	
Step 8a	Note and develop ideas initial ideas based on model texts/or classwork.	Begin to expand their range of organisational devices to build cohesion within and across paragraphs.	Use tenses accurately and consistently Proof read to identify the majority of mistakes.
Step 8b	Consider how writers have developed ideas in similar writing, using this writing as models for their own.	In narratives, describe settings, character and atmosphere and integrate dialogue to convey character and advance the action Proof read their own and others' work for spelling, grammar and punctuation errors to a high degree of accuracy.	Recognise and begin to independently choose vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

22/23	Spring 2					
Theme:	Establish: Mud, Mess and Mixtures (UPKS) Endeavour: Invasions Enlighten: Intrepid Invaders (LKS) Crime and Punishment					
Cultural capital:	Step 1,2,3 Kaya's Heart Song Diwa Tharan Sanders and Nerina Canzi <u>(Stories from Other Cultures)</u>	Step 4 Let's Celebrate!: Festival Poems from Around the World Debjani Chatterjee and Brian D'Arcy <u>(Poems from Other Cultures)</u>	Step 5 The Name Jar Yangsook Choi <u>(Stories From Other Cultures)</u>	Step 6 Kasia's Surprise Stella Gurney and Petr Horáček <u>(Stories From Other Cultures)</u>	Step 7 Gregory Cool Caroline Binch <u>(Stories from other cultures)</u>	Step 8a The Butterfly Lion Michael Morpurgo <u>(Stories from other cultures)</u> Step 8b Journey to Jo'burg Book by Beverley Naidoo <u>(Stories from other cultures)</u>
Additional texts: (Guided Reading)	Step 1,2,3,4 Phonics (decoding, prosody & comprehension) – little wandle reading books – matched to phase and taught GPCs.		Step 5 The light in the night by Marie Voigt Granddad's secret giant by David Litchfield	Step 6 The dress and the girl by Camille Andros and Julie Morstad Fairy Tale Pets by Tracey Corderoy and Jorge Martin	Step 7 Clean up! By Natah Bryon Flat Stanley by Jeff Brown	Step 8 James and the giant peach by Roald Dahl Letters from the lighthouse by Emma Carroll
Text Type	<u>Poems</u>		<u>Narrative</u>		<u>Non-fiction</u>	
Text Genre	<u>Rainbow Poem</u> <u>Kenning poems</u>		<u>Quest Stories</u> <u>The Extraordinary Gardner by Sam Broughton</u> <u>The Princess Who Hid</u>		<u>Non chronological reports</u> <u>Explanation text</u> <u>Non chronological reports</u>	

	<u>Kenning Poems</u> <u>The Highway Man</u>	<u>The Thieves of Ostia by Caroline Lawrence</u> <u>Overcoming the Monster</u> <u>The Highway Man</u>	<u>Explanation Text</u>
Writing Skills: Step 1	Imitates circular strokes Imitates horizontal strokes Imitates vertical strokes	Watches the paper as they make marks Imitates circular strokes Imitates horizontal strokes Imitates vertical strokes	Draws lines or shapes on a small or large scale, e.g. on paper or in the air or sand (PKSS)
Step 2	Writes letters of inconsistent size	Adds simple details to another person's retelling of a story	Forms correctly most of the 5+ lower-case letters in Standard 2 of English language comprehension and reading
Step 3	Begin to write/ offer simple phrases	Understand that they can have another go	Spell words by identifying sounds in them and representing the sounds with a letter or letters
Step 4	Begin to group words and ideas (orally or in simple sentences).	Attempts to use features of narrative	Upon re-reading and discussing their work, understand that they can 'have another go' at writing a word or sentence
Step 5	Begin to group related words and ideas.	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (with support).	Re-read what they have written and check it makes sense to them.
Step 6	Include new vocabulary and/or key words in their plan, perhaps drawn from their own reading or class reading of model texts.	Upon re-reading, check that verbs to indicate time are used correctly, including verbs in the continuous form and make other simple additions, revisions and corrections to writing.	Organises information when writing non fiction.
Step 7	Assess and discuss the effectiveness of their own writing, suggest improvements and begin to monitor their own writing for sense in the same way that they monitor their reading.	Fronted adverbials used with a comma.	Write for a range of real purposes and audiences, as part of their work across the curriculum, and make some decisions, based on these, about the form the writing should take.

Step 8a	Assess the effectiveness of their own and others' writing, discussing the shades of meaning created by their vocabulary and grammar choices.	Ensure the correct use of tense throughout a piece of writing.	Begin to expand their range of organisational devices to build cohesion within and across paragraphs [for example, using appropriate conjunction within a paragraph and linking ideas across paragraphs using adverbials e.g. On the other hand; In contrast).
Step 8b	Plan their writing by discussing and recording ideas, including using role play to sequence their ideas and deepen their understanding.	Consistently write my fluently, choosing an appropriate speed and standard for the task, whilst retaining legibility. Use the perfect form of verbs to mark relationships of time and cause	Plan their writing by identifying the audience for and purpose of the writing.

22/23	Summer 1					
Theme:	Establish: How can we save the penguins? Endeavour: How can I save the Whales? Enlighten: How can we save the elephants? (LKS) How can we save the Sumatran Triger? (UPKS)					
Cultural capital:	Step 1,2,3 The Gruffalo - Julia Donaldson	Step 4 Dr Seuss - Cat In a Hat	Step 5 The Firework-Maker's Daughter by Philip Pullman	Step 6 Mr Gum! – Andy Stanton	Step 7 The Bad Beginning – Lemony Snicket	Step 8a Holes by Louis Sachar Step 8b King of the Cloud Forest – Michael Morpurgo
Additional texts: (Guided Reading)	Step 1,2,3,4 Phonics (decoding, prosody & comprehension) – little wandle reading books – matched to phase and taught GPCs.		Step 5 The clockwork dragon by Joanathen Emmet Giant jelly and the pirates by Helen baugh and Ben Mantle	Step 6 The pencil by Allan Alhberg and Bruce Ingham The secret sky garden by Linda Sarah and Fiona Lumbers	Step 7 Bad nana by Sophy Henn Bill's New frock by Anne fine	Step 8 The spiderwick chronicles by Toy Diterlezzi and Holly Black Tom's midnight garden by Phillipa Pearce
Text Type	<u>Poems</u>		<u>Narrative</u>		<u>Non-fiction</u>	
Text Genre	<u>Rhyming Verse/ Rhyming Verse</u> <u>/ Rhyming Verse / Rhyming Verse</u>		<u>Lost and found</u> <u>Lost and Found</u>		<u>Non - Chronological</u> <u>Persuasive Writing letter/poster</u> <u>Persuasive Writing - letter/poster</u> <u>Persuasive writing – debate</u>	

		<p><u>Journey Story including dialogue</u> There's a Rang-Tan in my bedroom Noah and the Little Elephant</p> <p><u>Building Tension</u> Running wild Michael Murpurgo</p>	
Writing Skills: Step 1	Draws lines or shapes on a small or large scale, e.g. on paper or in the air or sand (PKSS)	Copies underneath from left to right	Writes own marks in or about a piece of work
Step 2	Forms correctly most of the 5+ lower-case letters in Standard 2 of English language comprehension and reading	Dictates a narrative for their story Creates their own narrative when reading a book	Forms correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading (PKSS)
Step 3	Use finger spaces so that phrases can be read	Write sentences in past and present tense.	Write recognisable letters that can be read – taught graphemes so far.
Step 4	Read aloud words and short sentences that they have written, discussing this in small group, class and one-to-one discussions, using recently introduced vocabulary.	Make some amendments after discussion.	Use finger spaces more consistently Position words on the line appropriately
Step 5	Read own writing aloud, clearly enough to be heard by peers and the teacher.	Discuss own writing with a friend or adult	Writes simple structures for text types
Step 6	Sentences correctly punctuated with capital letters, full stops and question marks when required.	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Apostrophes to mark common contracted forms.	writing narratives about personal experiences and those of others (real and fictional) writing about real events (e.g. describing their PE lesson or a field trip)

Step 7	Notes and uses specific vocabulary.	Displays some use of inverted commas.	Begin to use rhetorical questions (e.g. in persuasive writing: How would you like to sleep on the street?)
Step 8a	Writes and performs appropriately for a range of audiences.	Brackets, dashes or commas to indicate parenthesis. Commas to clarify meaning or avoid ambiguity.	Uses devices to aid the reader for non-fiction writing.
Step 8b	Begin to be more selective with vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning (e.g. short sentences to create tension and increase pace, rich vocabulary for description).	Use the perfect form of verbs to mark relationships of time and cause	A colon to introduce a list and use of semi-colons within lists.

22/23	Summer 2					
Theme:	Establish: Elm Tree Festival/Events Beyond Living Memory Endeavour: Elm Tree Festival/Ancient Greece (Olympics) Enlighten: Elm Tree Festival/Ancient Greece (LKS) Elm Tree Festival/Local History (UPKS)					
Cultural capital:	Step 1,2,3 But Why Can't I? - A book about rules Sue Graves and Desideria Guicciardini <u>(British Values – Rule of law)</u>	Step 4 Two Monsters David McKee <u>(British Values – mutual respect and tolerance)</u>	Step 5 Mr Creep the Crook Allan Ahlberg and Andre Amstutz <u>(British Values – rule of law)</u>	Step 6 The Accidental Prime Minister Tom McLaughlin <u>(British Values – Democracy)</u>	Step 7 The Demon Headmaster Gillian Cross <u>(British Values – individual liberty)</u>	Step 8a Opal Plumstead Jacqueline Wilson <u>(British Values – Democracy)</u> Step 8b Armin Greder – <u>(British Values – Mutual Respect)</u>
Additional texts: (Guided Reading)	Step 1,2,3,4 Phonics (decoding, prosody & comprehension) – little wandle reading books – matched to phase and taught GPCs.		Step 5 Jim and the beanstalk by Raymond Briggs The wardrobe monster by Bryony Thomson	Step 6 Little Red by Lynne and Davin Roberts Lights on cotton rock by David Litchfield	Step 7 Alice in wonderland by Lewis Carroll Amazing Grace by Mary Hoffman	Step 8 The train to impossible places by P.G Bell The wild Robot by Peter Brown
Text Type	<u>Poems</u>		<u>Narrative</u>		<u>Non-fiction</u>	
Text Genre	<u>In my Toy Box</u> <u>Haiku /Haiku/</u>		<u>Retell</u> <u>Lost in the Toy Museum</u>		<u>Newspapers</u> <u>Report</u>	

	<u>Metaphor Poem</u>	<u>Overcoming the Monster</u> Hercules Minotaur <u>Playscripts</u> – writing to entertain Shakespeare – Romeo and Juliet	<u>Report</u> <u>Biography</u>
Writing Skills: Step 1	Copies underneath from left to right	Puts marks or symbols alongside picture	Puts illustrations to their writing
Step 2	Forms correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading (PKSS)	Varies the length of written 'words'	Writes a variety of letters within groups of written 'words'
Step 3	Offer simple words or phrases.	Retell stories and narratives using their own words and sometimes as an exact repetition Understand that they can have another go	Reports experiences and events orally Read aloud words or phrases created
Step 4	Start to use finger spaces so their simple phrases and sentences... can be read by others	Say aloud what they intent to write Uses capital letters for names and the start of a sentence	Capitals for proper nouns, sometimes, after discussion. Full stops, question marks and explanations marks with support.
Step 5	Write sentences which convey ideas without support, with more than one sentence.	Capital letters for names and for the personal pronoun Capital letters at the beginning of sentences Full stops Question marks Exclamation marks	Write simple structures for non-fiction writing
Step 6	Evaluate their own writing with the teacher and/or other pupils.	Consider what they are going to write before beginning, either by oral rehearsal, a simple written plan or a combination of the two.	Re-read to check that their writing makes sense and proof-read to check for errors in spelling, grammar and punctuation [for example, end of sentences punctuated correctly].

			Organises information when writing non fiction.
Step 7	Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence structure, vocabulary and ideas. Identifies audience writing for and most suitable style.	Uses KS1 punctuations consistently and mostly correctly. Proof-read their writing for spelling and punctuation errors. Makes changes to grammar and vocabulary.	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.
Step 8a	Recognise and begin to independently choose vocabulary and structures that are appropriate	Recognise and use first, second and third person. Recognise and begin to use modal verbs and adverbs to indicate degrees of possibility.	Inverted commas and other punctuation to indicate direct speech [for example, use of a lower-case letter after a question or exclamation, where the speaker is identified after the dialogue, e.g. "Stop!" screeched Mum.] Colons to introduce speech in play scripts. Other punctuation conventions of play scripts, such as lack of inverted commas for speech and brackets/italics for stage directions.
Step 8b	Assess the effectiveness of their own and others' writing, discussing the shades of meaning created by their vocabulary and grammar choices. Use appropriate grammatical terminology in discussing writing. Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear.	Proof read their own and others' work for spelling, grammar and punctuation errors to a high degree of accuracy. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	Choosing appropriate style of handwriting for the purpose.