



Term	Step	Reading Coverage	Writing Coverage	Grammar and Punctuation
Autumn	33	<p>Shared Story: On the Train to Troon Star Story: What the Ladybird Heard (GAT)</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • To discuss the main themes in a story. • To record the key events in a story in sequence. • Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher. • Read CCCVCC words and sentences including Yr1 CEWs <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • To recall the beginning, middle and end of a story. • To give my opinion about a story 	<p>Writing skills:</p> <ul style="list-style-type: none"> • To repeat a simple sentence modelled and replicate it in writing so it can be read by themselves and others. • To orally compose a sentence before writing. • To use full stops to demarcate simple sentences. • To separate words with spaces. (with adult prompt if needed) 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Orally rehearse simple sentences • Say sentences clearly before writing • Use spacing between words. • To use full stops to demarcate sentences • To introduce nouns



	<p>34</p>	<p>Shared Story: Star Story: Superworm</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • To discuss the main themes in a story. • To record the key events in a story in sequence. • Read words with prefix un- • Read nonsense words • Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • To discuss the main events of a story. • To recall the beginning, middle and end of a story 	<p>Writing Skills:</p> <ul style="list-style-type: none"> • To repeat a simple sentence modelled and replicate it in writing so it can be read by themselves and others. • To orally compose sentences to describe Superworm. • To write simple sentences to describe Superworm. • To use full stops to demarcate simple sentences. • To separate words with spaces (with adult prompt if needed) • With adult support, re-read every sentence to check it makes sense. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Orally rehearse simple sentences • Say sentences clearly before writing • Use spacing between words. • To use full stops to demarcate sentences • To introduce nouns
	<p>36</p>	<p>Shared Story: Let's Sort it Out Star Story: Superworm</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • Read and spell words with ie / igh. • Check that the text makes sense to them as they read and correct inaccurate reading 	<p>Writing Skills:</p> <ul style="list-style-type: none"> • To orally plan and sequence ideas to retell a story. • To write simple sentences to retell a story. • To use full stops to demarcate simple sentences. • To separate words with spaces. (with adult prompt if needed) 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Capital letters at the start of sentences. • Full stops at the end. • Capital "I" • Understand common nouns



		<p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To recall the beginning, middle and end of a story. To make reference to characters. 	<ul style="list-style-type: none"> With adult support, re-read every sentence to check it makes sense. 	
	37	<p>Shared Story: Little Peach Star Story: Supertato</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To locate and explain important information in a text using some features of a non-fiction text Read and spell words with ea / ee / e. Check that the text makes sense to them as they read and correct inaccurate reading. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To make reference to characters 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To orally rehearse sentences before writing. To write sentences to describe Supertato. To use full stops to demarcate simple sentences. To separate words with spaces (with adult prompt if needed) To use the joining word 'and' to link words in sentences. To read their writing to an adult. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Capital letters at the start of sentences. Full stops at the end. Capital "I" Understand common nouns To begin to use 'and' to link sentences
	38	<p>Shared Story: Oysters Ahoy Star Story: Supertato Veggie's Assemble</p>	<p>Writing Skills:</p> <ul style="list-style-type: none"> Capital letter for names of people and personal pronoun I. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Write basic sentences (e.g. <i>I run.</i>)



		<p>Reading Skills:</p> <ul style="list-style-type: none"> To recall and explain the main events in a story. To discuss the setting in a story and how it affects the characters. Read and spell words with oy / oi. Discuss the significance of the title and events <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To make reference to characters. 	<ul style="list-style-type: none"> Recognise and form from memory capital letters 	<ul style="list-style-type: none"> Introduce pronouns: I, you, he, she Begin understanding 'to be' verb (I am, you are, he is)
	39	<p>Shared Story: Hunt the Specs Star Story: Autumn Poems</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To show my understanding using evidence from the text. To discuss the main events of a story. Read and spell words with oy / oi. Discuss the significance of the title and events. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To recall events from the story. To make reference to characters 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Orally compose every sentence before writing. With adult prompting, separate words with spaces. With adult support, re-read every sentence to check it makes sense. Discuss their writing with peers and adults Read their writing to an adult 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Write basic sentences (e.g. <i>I run.</i>) Introduce pronouns: I, you, he, she Begin understanding 'to be' verb (I am, you are, he is)
	40	<p>Shared Story: Highland Summer Star Story: Spiders</p>	<p>Writing Skills:</p>	<p>Grammar and Punctuation:</p>



		<p>Reading Skills:</p> <ul style="list-style-type: none"> To show my understanding using evidence from the text. To locate and explain important information in a text using some features of a non-fiction text. Read and spell words with ir / ur / er. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. To explain how a character is feeling using evidence from the text. 	<ul style="list-style-type: none"> To ask questions, using questioning words what, where, when, why and how. To begin to punctuate sentences using a question mark. To orally rehearse ideas linked to non-fiction. To write a short non-fiction text about Spiders. 	<ul style="list-style-type: none"> Understand and use questions Secure: I am / you are / we are / he/she is Build simple sentences orally and in writing Introduce question marks
41	<p>Shared Story: What's For Lunch? Star Story: Paddington</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> To give and justify an opinion of a text. Read and spell words with ue /oo Discuss the significance of the title and events <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To orally compose every sentence before writing. Join words and clauses using the conjunction 'and' Use adjectives to describe nouns. With adult support, re-read every sentence to check it makes sense. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Understand and use questions Secure: I am / you are / we are / he/she is Build simple sentences orally and in writing Introduce adjectives to describe nouns



		<ul style="list-style-type: none"> To explain how a character is feeling using evidence from the text. 		
	42	<p>Shared Story: A Garland for the Door Star Story: Paddington</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To identify the main characters and the order in which they appear in the story. To identify the sequence of events in a story. Read and spell words with aw / or / ore /au Make inferences on the basis of what is being said and done <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To explain the key events of a story and why they happened. To retell the main events of a story through performance. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To orally plan and sequence ideas to retell a story. To write simple sentences to retell a story. To join words and clauses using the conjunction 'and'. With adult support, re-read every sentence to check it makes sense. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Understand and use questions Link sentences with 'and' Use simple past tense Adjectives to describe common nouns
	43	<p>Shared Story: Just the One Moon Star Story: Gingerbread Man</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To identify the main characters and the order in which they appear in the story. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To orally compose every sentence before writing. To use adjectives to describe nouns. To use the joining word 'and' to link words in a sentence. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Understand and use questions Link sentences with 'and' Use simple past tense Adjectives to describe common nouns



		<ul style="list-style-type: none"> To identify the sequence of events in a story. Read and spell words with ew / ue / oo. Make inferences on the basis of what is being said and done <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. To explain how a character is feeling using evidence from the text. 		
	44	<p>Shared Story: The Night Before Christmas Star Story: Gingerbread Man</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recall the main events of a story. To discuss why the author chose the order of the sequence of events in a story. Read and spell words with ew / ue / oo. Make inferences on the basis of what is being said and done <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. To explain how a character is feeling using evidence from the text 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To orally plan and sequence ideas to retell a story. To write simple sentences to retell a story. To join words and clauses using the conjunction 'and' With adult support, re-read every sentence to check it makes sense. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Verbs "to do" I/you/we do, He/she does Write sentences using correct verb forms Link sentences with 'and' Use simple past tense Adjectives to describe common nouns



<p>Spring</p>	<p>45</p>	<p>Shared Story: The Turning of the Year Star Story: Pumpkin Soup (GAT)</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • To give my opinion based on evidence from the text. • To show my understanding using evidence from the text. • Read endings on split digraph words • Read and spell words with a_e / ay / ai / a / ey / ei / eigh. Predict what might happen on the basis of what has been read so far <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • To discuss the main events of a story. • To explain how a character is feeling using evidence from the text 	<p>Writing Skills:</p> <ul style="list-style-type: none"> • Say and hold in memory whilst writing, sentences that can be read by themselves and others. • Separate words with spaces. • Use capital letters and full stops to demarcate simple sentences. • Re-read every sentence to check it makes sense. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Verbs “to do” I/you/we do, He/she does • Write sentences using correct verb forms • Link sentences with ‘and’ • Use simple past tense • Adjectives to describe common nouns
	<p>46</p>	<p>Shared Story: Every Good Thing Star Story: Lost and Found</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • To give my opinion based on evidence from the text. • To show my understanding using evidence from the text. • Read endings on split digraph words 	<p>Writing Skills:</p> <ul style="list-style-type: none"> • Say and hold in memory whilst writing, sentences that can be read by themselves and others. • Separate words with spaces. • Use capital letters and full stops to demarcate simple sentences. • Use the joining word ‘and’ to link clauses. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Common nouns (dog, table, book) • Proper nouns (names, days of the week) • Capital letters for names and days • To use and to link sentences



		<ul style="list-style-type: none"> • Read and spell words with e_e / ea / ee / e / ie. • Predict what might happen on the basis of what has been read so far <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • To discuss the main events of a story. • To explain how a character is feeling using evidence from the 	<ul style="list-style-type: none"> • Re-read every sentence to check it makes sense. 	
	47	<p>Shared Story: I am a Caver Star Story: Paddington’s Post</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • Read and spell words with i_e / ie / igh / i • Participate in discussion about what is read to them, taking turns and listening to what others say. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • To discuss the main events of a story. • To explain how a character is feeling using evidence from the text. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> • Orally compose every sentence before writing. • Separate words with spaces. • Use capital letters and full stops to demarcate simple sentences. • Use capital letters for the names of people, places and days of the week. • Use the joining word ‘and’ to link clauses. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Common nouns (dog, table, book) • Proper nouns (names, days of the week) • Capital letters for names and days • To use and to link sentences
	48	<p>Shared Story: Yig’s Trombone Star Story: Paddington’s Post</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • To describe the characters in a story. 	<p>Writing skills:</p> <ul style="list-style-type: none"> • Orally compose every sentence before writing • Sequence ideas and events in a narrative. • Separate words with spaces. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Add one adjective (e.g. <i>big dog</i>) • Focus on colour, size, age • Build noun phrases • To use capital letters and full stops to demarcate sentences accurately



	<ul style="list-style-type: none"> To give my opinion based on evidence from the text. Read and spell words with o_e / oa / o /ou Participate in discussion about what is read to them, taking turns and listening to what others say. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. To explain how a character is feeling using evidence from the text 	<ul style="list-style-type: none"> Use capital letters and full stops to demarcate sentences. Use capital letters for names of people, places and days of the week 	<ul style="list-style-type: none"> To use 'and' and begin to use 'but' to join sentences
<p>49</p>	<p>Shared Story: The Music of the Sea Star Story: Clem and Crab</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To describe setting in a story. To give my opinion based on evidence from the text. Read and spell words with u_e / ew / ue / oo / ui / ou Explain clearly their understanding of what is read to them. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. To explain how a character is feeling using evidence from the text 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Use capital letters and full stops to demarcate simple sentences. Use the joining word 'but' to link words and clauses. Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'. Re read every sentence to check it makes sense 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Add one adjective (e.g. <i>big dog</i>) Focus on colour, size, age Build noun phrases To use capital letters and full stops to demarcate sentences accurately To use 'and' and begin to use 'but' to join sentences



	<p>50</p>	<p>Shared Story: The Sock Dispute Star Story: Clem and Crab</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To identify the sequence of events in a story. To discuss why the author has sequenced the story events in this order. Read and spell words with u_e / ew / ue / oo / ui / ou Explain clearly their understanding of what is read to them. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. To explain how a character is feeling using evidence from the text 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Sequence ideas and events in narrative. Orally compose and sequence their own sentences to write short narratives. Read their writing audibly to a small 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Adjective + noun (<i>red ball</i>) Determiner + noun (<i>the dog</i>) Determiner + adjective + noun (<i>a big dog</i>) To use capital letters and full stops to demarcate sentences accurately To use 'and', 'but' to join sentences.
	<p>51</p>	<p>Shared Story: Pets Star Story: Little Red Riding Hood</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recognise the features of a fairy story. To recognise the features of a fairy story in the order in which they occur. To give my opinion based on evidence from the text. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Use capital letters and full stops to demarcate simple sentences. To identify and use exclamation marks. Use the joining word 'and' to link clauses. Use the joining word 'but' to link words and clauses. Discuss their writing with adults. Saying what they like about 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Adjective + noun (<i>red ball</i>) Determiner + noun (<i>the dog</i>) Determiner + adjective + noun (<i>a big dog</i>) To use capital letters and full stops to demarcate sentences accurately To use 'and', 'but' to join sentences



		<ul style="list-style-type: none"> To explain the importance of question words to understand a story. Read and spell words with -y / e_e / ea / ee / ie / e / ey Explain clearly their understanding of what is read to them. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. To explain how a character is feeling using evidence from the text. 		
	52	<p>Shared Story: An Extra Pudding Star Story: Little Red Riding Hood</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recognise the features of a fairy story. To recognise the features of a fairy story in the order in which they occur. To give my opinion based on evidence from the text. To discuss the sequence of events in a story. Read and spell words with -y / i_e / ie / igh / i Discuss word meanings, linking new meanings to those already known. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Sequence ideas and events in narrative. Orally compose and sequence their own sentences to write short narratives 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> To use capital letters and full stops to demarcate sentences accurately To use 'and', 'but' to join sentences Adjective + noun (<i>red ball</i>)



		<ul style="list-style-type: none"> To explain how a character is feeling using evidence from the text 		
	53	<p>Shared Story: Clever Crows Star Story: The Gruffalo</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recall the main events in a story. To give my opinion based on evidence from the text. Read and spell words with ow / o_e / oa / ou / o Discuss word meanings, linking new meanings to those already known. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. To explain how a character is feeling using evidence from the text 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Identify and use exclamation marks. Orally compose every sentence before writing , including compound sentences using the jining words 'and', and 'but'. Re-read every sentence to check it makes sense 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> To use capital letters and full stops to demarcate sentences accurately To use 'and', 'but' to join sentences Adjective + noun (<i>red ball</i>)
	54	<p>Shared Story: Brock Makes Art Star Story: The Gruffalo</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recognise the features of a non-fiction text. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write sentences about the Arctic using STaR words. To write about the features of the area in which you live. Use '-ly' suffix to form adverbs 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Adverbs (-ly) Add simple adverbs (<i>quickly, nicely</i>) Extend sentences (<i>I run quickly.</i>)



		<ul style="list-style-type: none"> To use and show my understanding of the features of a non-fiction text. Read words with suffix –ly Read and spell words with c / s / sc / ce Being encouraged to link what they read or hear read to their own experiences <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. To explain how a character is feeling using evidence from the text 		
	<p>55</p>	<p>Shared Story: In the Attic Star Story: From Acorn to Oak</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recognise the features of a non-fiction text. To use and show my understanding of the features of a non-fiction text. Read and spell words with g / ge / dge / j Being encouraged to link what they read or hear read to their own experiences <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. To explain how a character is feeling using evidence from the text 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Sequence events in non-fiction recounts e.g use pictures and props to create a simple timeline , adding sequencing vocabulary such as first, next, after that and finally. Use these to orally rehearse 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Adverbs (-ly) Add simple adverbs (<i>quickly, nicely</i>) Extend sentences (<i>I run quickly.</i>)



	<p>56</p>	<p>Shared Story: Playground Games Star Story: From Acorn to Oak</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recognise the features of a fairy story. To recognise the features of a fairy story in the order in which they occur. Read and spell words with g / ge / dge / j Being encouraged to link what they read or hear read to their own experiences <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. To explain how a character is feeling using evidence from the text 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Orally compose and sequence their own sentences. Re-read every sentence to check it make sense Discuss their writing with adults, saying what they like about 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Adverbs (-ly) Add simple adverbs (<i>quickly, nicely</i>) Extend sentences (<i>I run quickly.</i>)
<p>Summer</p>	<p>57</p>	<p>Shared Story: In the Spring Sunshine Star Story: The Tiger Who Came to Tea</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To retell the story in the correct sequence. To give my opinion based on evidence from the text. Read and spell words with ire Draw on what they already know or on background information and vocabulary provided by the teacher. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Identify and use question marks in independent writing. Separate words with spaces of a roughly consistent size. Use capital letters and full stops to demarcate simple sentences in independent writing Independently re-read every sentence to check it makes sense but focussing particularly on those which use joining words. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> To introduce prepositions Use: in, on, under, next to Write descriptive sentences (<i>The cat is on the mat.</i>) To use question marks independently



		<p>Comprehension Skills:</p> <ul style="list-style-type: none"> To discuss the main events of a story. To explain how a character is feeling using evidence from the text. 		
	58	<p>Shared Story: In the Spring Sunshine Star Story: The Tiger Who Came To Tea</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To retell the story in the correct sequence. To give my opinion based on evidence from the text. Read and spell words with are / air / ear / Ere Make inferences on the basis of what is being said and done <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To explain the key events of a story and why they happened. To retell the main events of a story through performance 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Use familiar plots for structuring the opening, middle and end of their stories, innovating on a known story and orally rehearse. Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. Discuss their writing with adults and peers 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> To introduce prepositions Use: in, on, under, next to Write descriptive sentences (<i>The cat is on the mat.</i>) To use question marks independently To demarcate sentences accurately
	59	<p>Shared Story: Butterflies Star Story: A Day In the Life of a Zookeeper</p> <p>Reading Skills:</p>	<p>Writing Skills:</p> <ul style="list-style-type: none"> Say and hold in memory whilst writing, sentences that can be read by 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> To introduce prepositions Use: in, on, under, next to Write descriptive sentences (<i>The cat is on the mat.</i>)



		<ul style="list-style-type: none"> To show my understanding using evidence from the text. Read words with suffix -less Read and spell words with tch / ch / t Check that the text makes sense to them as they read and correcting inaccurate reading <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To explain the key events of a story and why they happened. To retell the main events of a story through performance. 	<p>themselves and others, including those with the joining word 'and'.</p> <ul style="list-style-type: none"> Separate words with spaces of a roughly consistent size. Use the joining word 'and' to link words and clauses in independent writing. Use capital letters and full stops to demarcate simple sentences in independent writing 	<ul style="list-style-type: none"> To use question marks independently To demarcate sentences accurately
60		<p>Shared Story: Nan's Bright Idea Star Story: A Day in the Life of a Zookeeper</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To give my opinion based on evidence from the text. Read and spell words with oe / o_e / ow / oa / ou / o Discuss the significance of the title and events <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To explain the key events of a story and why they happened. To retell the main events of a story through performance 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Use capital letters for names of people, places, days of the week and personal pronoun I e.g editing and improving independent writing with support. Sequence ideas and events in non-fiction writing. Orally compose and sequence their own sentences to write short non-fiction texts. Read aloud their writing audibly to adults and peers e.g larger group or whole 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Past Tense (Regular Verbs) Add -ed (walked, played) Write simple past sentences Capital letters for names and days To use and to link sentences To introduce exclamation marks



	<p>61</p>	<p>Shared Story: A Wind Band Workshop Star Story: Handa’s Surprise</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • To retell the story in the correct sequence. • To give my opinion based on evidence from the text. • Read words with suffix –ment • Read and spell words with ph / f • Predict what might happen on the basis of what has been read so far <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • To explain the key events of a story and why they happened. • To retell the main events of a story through performance. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> • Use the joining word ‘or’ to link words and clauses. • To identify and use exclamation marks and question marks in independent writing. • Separate words with spaces of a roughly consistent size. • Use capital letters and full stops to demarcate simple sentences in independent writing 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Introduce: but, then, so, or to link sentences • Build longer sentence • Identify and use exclamation mark • To use question marks
	<p>62</p>	<p>Shared Story: A Wind Band Workshop Star Story: Handa’s Surprise</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • Read words with suffix –ment • Read and spell words with ph / f • Discuss word meanings, linking new meanings to those already known <p>Comprehension Skills:</p>	<p>Writing Skills:</p> <ul style="list-style-type: none"> • Use familiar plots for structuring the opening, middle and end of stories e.g innovating on a known story. • Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • To use: but, then, so, or to link sentences • Build longer sentence • Identify and use exclamation mark • To use question marks



		<ul style="list-style-type: none"> To explain the key events of a story and why they happened. To retell the main events of a story through performance 	<ul style="list-style-type: none"> Discuss their writing with adults and peers 	
63	<p>Shared Story: Rights of the Child Star Story: Meerkats</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recognise the features of a non-fiction text. To show my understanding using evidence from the text. Participate in discussion about what they read, taking turns and listening to what others say <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To explain the key events of a story and why they happened. To retell the main events of a story through performance 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Separate words with spaces of a roughly consistent size. Use capital letters and full stops to demarcate simple sentences in independent writing To use question marks in independent writing. Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or' Independently re-read every sentence to check it makes sense but focussing on those which use joining words 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> To use: but, then, so, or to link sentences Build longer sentence Identify and use exclamation mark To use question marks 	
64	<p>Shared Story: First Light Star Story: Meerkats</p> <p>Reading Skills:</p>	<p>Writing Skills:</p> <ul style="list-style-type: none"> Sequence ideas and events in different non-fiction texts. Orally compose and sequence their own sentences, including some which use 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Combine all skills: Capital letters Full stops, question marks, exclamation marks Noun phrases Verbs (past & present) 	



		<ul style="list-style-type: none"> To recognise the features of a non-fiction text. To show my understanding using evidence from the text. Discuss word meanings, linking new meanings to those already known <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To explain the key events of a story and why they happened. To retell the main events of a story through performance. 	<p>joining words, to write short non-fiction texts.</p> <ul style="list-style-type: none"> Read aloud their writing audibly to adults and peers e.g larger group or whole 	<ul style="list-style-type: none"> Conjunctions: but, then, so, or because Adverbs
65		<p>Shared Story: Sports Day Star Story: This Moose Belongs to Me</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To give my opinion based on evidence from the text. To give my opinion based on evidence from the text. Being encouraged to link what they read or hear read to their own experiences <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To explain the key events of a story and why they happened. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write descriptive sentences about Peter and what he did using STaR words. To write a review of 'How to Live Forever' saying why you do, or you don't like it. Write sentences using 'and' to join two noun phrases 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Write simple, clear sentences independently Use correct subject-verb agreement Add detail using adjectives and adverbs Join ideas using conjunctions Use basic punctuation correctly Begin writing short sequences of sentences



		<ul style="list-style-type: none"> To retell the main events of a story through performance. 		
	66	<p>Shared Story: The Age of the Dinosaurs Star Story: This Moose Belongs to Me</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To recall the main events of a story. To recognise and understand the features of different letters. Check that the text makes sense to them as they read and correcting inaccurate reading. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To explain the key events of a story and why they happened. To retell the main events of a story through performance. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> To write descriptive sentences about Peter and what he did using STaR words. To write a review of 'How to Live Forever' saying why you do, or you don't like it. Write sentences using 'and' to join two noun phrases 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Write simple, clear sentences independently Use correct subject-verb agreement Add detail using adjectives and adverbs Join ideas using conjunctions Use basic punctuation correctly Begin writing short sequences of sentences
	67	<p>Shared Story: Meet the Pilgrims Star Story: Harry and the Dinosaurs</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> To show my understanding using evidence from the text. To give my opinion based on evidence from the text. 	<p>Writing Skills:</p> <ul style="list-style-type: none"> Say and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and'. Separate words with spaces of a roughly consistent size. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Write simple, clear sentences independently Use correct subject-verb agreement Add detail using adjectives and adverbs Join ideas using conjunctions



	<ul style="list-style-type: none"> • Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • To explain the key events of a story and why they happened. • To retell the main events of a story through performance 	<ul style="list-style-type: none"> • Use the joining word 'and' to link words and clauses in independent writing. • Use capital letters and full stops to demarcate simple sentences in independent writing 	<ul style="list-style-type: none"> • Use basic punctuation correctly • Begin writing short sequences of sentences
68	<p>Shared Story: The Age of the Dinosaurs Star Story: Harry and the Dinosaurs</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> • To make a prediction based on evidence from the text. • To compare and contrast two stories. • Explain clearly their understanding of what is read to them. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • To explain the key events of a story and why they happened. • To retell the main events of a story through performance 	<p>Writing Skills:</p> <ul style="list-style-type: none"> • Use familiar plots for structuring the opening, middle and end of stories e.g innovating on a known story. • Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. • Discuss their writing with adults and peer • Use capital letters for names of people, places, days of the week and personal pronoun I. 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Write simple, clear sentences independently • Add detail using adjectives and adverbs • Join ideas using conjunctions • Use basic punctuation correctly • Begin writing short sequences of sentences



Reading Coverage Statements for the year	Writing Coverage Statements for the year
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) • For all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing gpcs that have been taught • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught gpcs and –s, –es, –ing, –ed, –er and –est endings • Read other words of more than one syllable that contain taught gpcs • Read words with contractions [for example, I’m, ’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Re-read these books to build up their fluency and confidence in word reading. • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear read to their own experiences • Becoming very familiar with key stories, fairy stories and traditional tales, 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word ‘and’. • Separate words with spaces of a roughly consistent size. • Use capital letters and full stops to demarcate simple sentences in independent writing. • Identify and use question marks and exclamation marks in independent writing • Use the joining word and to link words and clauses in independent writing • Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train.) • Use familiar plots for structuring the opening, middle and end of their stories, e.g. innovating on a known story and orally rehearse • Sequence ideas and events in different non-fiction texts, e.g. decide on information or events to put on each page in a simple non-fiction book • Orally compose every sentence before writing including compound sentences using the joining words ‘and’, ‘but’ and ‘or’. • Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words. • Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. • Orally compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, information texts.

- Retelling them and considering their particular characteristics
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart
- Discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - 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
 - Discussing the significance of the title and events
 - Making inferences on the basis of what is being said and done
 - Predicting what might happen on the basis of what has been read so far
 - Participate in discussion about what is read to them, taking turns and listening to what others say
 - Explain clearly their understanding of what is read to them.

- Discuss their writing with adults and peers, e.g. using speaking frames such as ‘The best word I have used is...’; ‘My handwriting is good because...’; ‘I am proud of my writing because...’
- Read aloud their writing audibly to adults and peers, e.g. larger group or whole class.
- Use capital letter for the personal pronoun I.
- Use capital letters for names of people, places and days of the week.
- Identify and use question marks and exclamation marks.
- Extend range of joining words to link words

Drafting and Writing

- Orally compose every sentence before writing.
- Re-read every sentence to check it makes sense.
- Compose and sequence their own sentences to write short narratives.
- Compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, information texts, instructions.
- Use formulaic phrases to open and close texts.
- Write in different forms with simple text type features e.g. instructions, narratives, recounts,
- Spell compound words, e.g. farmyard, bedroom.
- Spell common exception words (see below).
- Spell days of the week.
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.
- Write from memory simple sentences dictated by the teacher that include words using the GP

