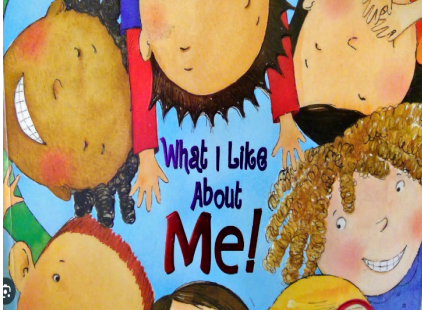




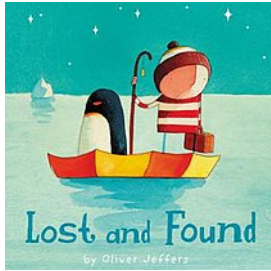
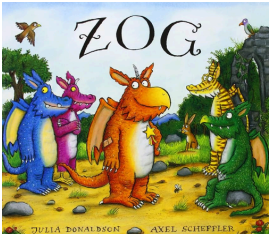
EYFS	Autumn	Spring	Summer
Themes	All About Me Celebrations 	<ul style="list-style-type: none"> • Winter Wonderland • Growing & Farming 	<ul style="list-style-type: none"> • People who help us • Around the World 
	<ul style="list-style-type: none"> • Colour Monster/ Colour Monster goes to School • 10 Little Fingers and 10 little toes • Once there were Giants • 3 little Pigs (Families/Homes) • Pumpkin Soup • CBeebies- Remembrance Video • Nursery Rhymes- Nursery Rhyme Week • Nativity/ New Year Celebration 	<ul style="list-style-type: none"> • Goldilocks (Hot and cold) • The Great Race • Stickman • Jack and the Beanstalk • Mr Wolf's Pancakes • Little Red Hen 	<ul style="list-style-type: none"> • Little Red Riding Hood (Woodcutter Helps) • Supertato • Collection of Non-Fiction People Who Help Us • We're going on a bear hunt • Handa's Surprise • Lost and Found

CLL Speaking Listening, attention and understanding	<ul style="list-style-type: none"> • Beginning to use sentences with four to six words. • Beginning to start a conversation with an adult or a friend and continuing it in turns. • Developing their communication but may struggle with using tenses accurately. 	<ul style="list-style-type: none"> • Using complete sentences more regularly. • Using new vocabulary in different contexts. • Using language to explore imaginary events, storylines and themes. • Listening to a whole story from beginning to end. 	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Showing specific interest in a non-fiction book linked to a topic or theme. • Showing interest in non-fiction books.
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	<ul style="list-style-type: none"> ● Continuing to use new vocabulary when the topic or theme has ended. ● Expanding their vocabulary to include new words related to topic or theme. ● Listening and following directions and looking at someone when they are speaking. ● Understanding why listening is important. ● Listening to and following an instruction provided they are not over-engaged in their own choice of activity. ● Following stories read to them and talk about the pictures in the book. ● Knowing many rhymes, being able to talk about familiar books, and being able to tell a long story. ● Asking questions to understand. ● Retelling a simple past event in the correct order. ● Using talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences. ● Using talk in pretending that objects stand for something else in play, e.g this ruler is a sword. ● Using prepositions when following instructions. ● Asking and responding to why questions. ● Listening to stories with increased attention and recall. ● Asking and responding to 'why' questions. 	<ul style="list-style-type: none"> ● Knowing that they need to be quiet and concentrate when listening. ● Listening and responding to ideas expressed by others in conversation and discussions. ● Asking questions to learn more about an event or a task. ● Using language to imagine and recreate roles and experiencing in play situations. ● Using talk to organise, sequence and clarify thinking, feelings and ideas. ● Linking statements and sticking to a main theme or intention. ● Remembering key points from a story without needing prompts. ● Maintaining attention, concentrating and sitting quietly during appropriate activities. ● Responding to instructions involving a two part sequence. 	<ul style="list-style-type: none"> ● Hold conversation when engaged in back and forth exchanges with their teachers and peers. <p>Express their ideas and feelings about their experiences using full sentences, including use of past and present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <ul style="list-style-type: none"> ● Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ● Make comments about what they have heard and ask questions to clarify their understanding. ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
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	<ul style="list-style-type: none"> ● Showing interest in the lives of other people or events. ● Listening to one another in one-to-one or small groups. 		
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Spelling	RWI	RWI	RWI
Handwriting	<ul style="list-style-type: none"> ● Develop fine motor control ● Using correct pencil grip ● Hand-eye coordination ● Left to right directional flow ● Producing a controlled line ● Trace, copy and complete patterns ● Individual letter formation ● Double letter formation ● Forming letters correctly to form words ● Writing labels clearly ● Trace and write capital letters ● Digit formation 		

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Read, Write, Inc	Read, Write, Inc	Read, Write, Inc	Read, Write, Inc	Penguins, Possums and Pigs 	Fire! Fire! 
Outcome	Read, Write, Inc	Read, Write, Inc	Read, Write, Inc	Read, Write, Inc	Stories by the same author	Repetitive patterned stories

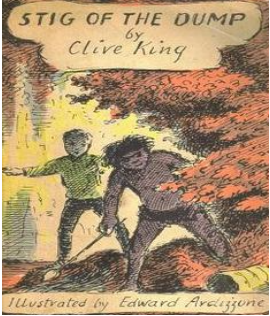
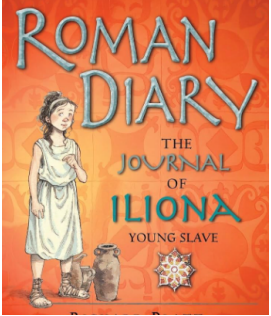
					Non-chronological reports Poems on a theme	Poems on a theme Range of non-fiction texts
Grammar:					Refer to Year one grammar focus and the unit plan	Refer to Year one grammar focus and the unit plan
Spelling	RWI	RWI	RWI	RWI	<i>Adding the prefix -un</i> <i>-Quick check:</i> <i>Pre-programme Activity 5, question 1.</i> <i>If you feel children need further practice, work through</i> <i>Pre-programme Special focus 1 (available online).</i> Year 1/2 Statutory Spellings	<i>Compound words - Quick check:</i> <i>Pre-programme Activity 5, question 1.</i> <i>If you feel children need further practice, work through</i> <i>Pre-programme Special focus 1 (available online).</i> Year 1/2 Statutory Spellings
Handwriting	<ul style="list-style-type: none"> ● <u>Nelson Handwriting: Letter Families</u> ● Set 1: c a o d g q s f e ● Set 2: i l t u j y ● Set 3: r n m h k b p ● Set 4: v w x z ● <u>Joining Group 1:</u> a c d e h i k l m n s t u ● Joining Group 2: a c d e g i j m n o p q r s u v w x y ● Joining Group 3: b f h k l t ● Joining Group 4: f o r v w ● Break letters: b g j p q x y z ● <u>First Join:</u> group 1 to group 2 ● Second Join: group 1 to group 3 ● Third Join: group 4 to group 2 ● Fourth Join: group 4 to group 3 ● Introducing and practising letter families: set 1 					

- Introducing and practising letter families: set 2
- Introducing and practising letter families: set 3
- Introducing and practising letter families: set 4
- Practising capital letters
- Practising numbers Introducing break letters
- Practising consistent height and size of small letters
- **The Four Joins**
- diagonal join to set 1 letters
- diagonal join to set 1 and set 2 letters
- diagonal join to set 3 letters
- diagonal join to set 4 letters
- diagonal join to the top of the set 1 letters
- Diagonal join to the top of the set 2 letters
- Diagonal join to the top of the set 3 letters
- To form and join from the letter w Practising the horizontal join
- Horizontal join to set 3 letters
- Practising the fourth join to set 1 letters
- Practising the fourth join to set 2 letters
- Practising break letters Revising the four handwriting joins

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Bridging Unit - The Way Home for Wolf 	The Place Where I 	Fighting Fit 	Explorers 	The Farm Shop 	Wind in the Willows 

Outcome	<ul style="list-style-type: none"> ● Wolf character poster ● Information text based on a model ● Innovated narrative based on a model 	<ul style="list-style-type: none"> ● Stories with familiar settings ● Non-chronological reports ● Poems on a theme 	<ul style="list-style-type: none"> ● Traditional tales with a twist ● Instructions 	<ul style="list-style-type: none"> ● Stories by the same author ● Non-chronological reports 	<ul style="list-style-type: none"> ● Stories with familiar settings ● Persuasion ● Riddles 	<ul style="list-style-type: none"> ● Animal adventure stories ● Recount: letters ● Classic poems
Grammar	Refer to Previous year group grammar focus. See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses
Spellings	Unit 1 - The or sound spelt a before l and ll. Unit 2 - Soft c. Unit 3 - Adding the suffix -y Year 1/2 Statutory Spellings	Unit 4 - Adding the suffix -y Unit 5 - Adding the suffix -ly Unit 6 - The n sound spelt kn and gn. Year 1/2 Statutory Spellings	Unit 7 - The igh sound spelt y. Unit 8 - Adding the suffix -ing Unit 9 - Adding the suffix -ing Year 1/2 Statutory Spellings	Unit 10 - The j sound Unit 11 - The o sound spelt a after w and qu. Unit 12 - Adding the suffix -ed Year 1/2 Statutory Spellings	Unit 13 - Adding the suffix -ed Unit 14 - Adding the suffix -ed Unit 15 - Adding the suffix -es. Year 1/2 Statutory Spellings	consolidation spelling files https://cdn.oxfordowl.co.uk/2023/03/08/14/37/53/8cf19aab-a28e-4686-8655-9bed301f939b/RWISp_index_of_files.pdf Year 1/2 Statutory Spellings
Handwriting	<ul style="list-style-type: none"> ● The Four Joins diagonal join to set 1 letters ● diagonal join to set 1 and set 2 letters ● diagonal join to set 3 letters diagonal join to set 4 letters ● Diagonal join to the top of the set 1 letters ● Diagonal join to the top of the set 2 letters ● Diagonal join to the top of the set 3 letters 					

- To form and join from the letter w
- Practising the horizontal join
- Horizontal join to set 3 letters
- Practising the fourth join to set 1 letters
- Practising the fourth join to set 2 letters
- Practising break letters
- Revising the four handwriting joins

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Bridging Unit - A Bear Called Paddington 	There's No Place Like Home 	Healthy Humans 	Rock and Roll! 	The Iron Man 	What the Romans Did For Us 
Outcome	Narrative based on a model text with innovated plot structure. Non-fiction – a newcomer's information leaflet/guide to London (or to your local area)	<ul style="list-style-type: none"> ● Folk tales ● Recount: biographies 	<ul style="list-style-type: none"> ● Fables ● Poems with a structure ● Persuasion: letters 	<ul style="list-style-type: none"> ● Story as a theme ● Poems on a theme ● Discussion 	<ul style="list-style-type: none"> ● Novel as a theme ● Recount: diaries 	<ul style="list-style-type: none"> ● Playscripts ● Non-chronological report

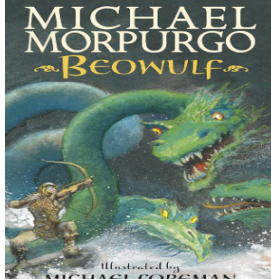
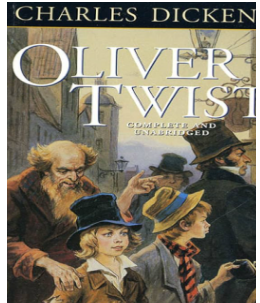

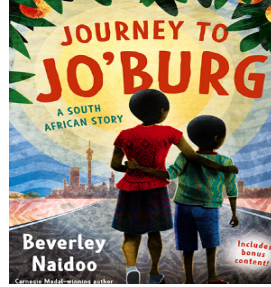
Grammar	Refer to Previous year group grammar focus. See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses
Spellings	<p>Unit 1 - Adding the prefixes dis- and in-. Unit 2 - Adding im- to root words Unit 3 - Adding the suffix -ous. Year 3/4 Statutory Spellings</p>	<p>Unit 4 - Adding the suffix -ly. Unit 5 - Words ending in -ture. Unit 6 - Adding -ation to verbs to form nouns. Year 3/4 Statutory Spellings</p>	<p>Unit 7 -The igh sound spelt y. Unit 8 - Adding the suffix -ing Unit 9 - Adding the suffix -ing Year 3/4 Statutory Spellings</p>	<p>Unit 10 - The j sound Unit 11 - The o sound spelt a after w and qu. Unit 12 - Adding the suffix -ed Year 3/4 Statutory Spellings</p>	<p>Unit 13 - Adding the suffix -ed Unit 14 - Adding the suffix -ed Unit 15 - Adding the suffix -es Year 3/4 Statutory Spellings</p>	<p>consolidation spelling files https://cdn.oxfordowl.co.uk/2023/03/08/14/37/53/8cf19aab-a28e-4686-8655-9bed301f939b/RWISp_index_of_files.pdf Year 3/4 Statutory Spellings</p>
Handwriting	<ul style="list-style-type: none"> Continue to revise and implement the four handwriting joins 					

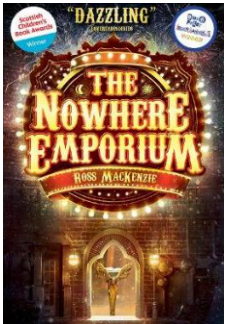
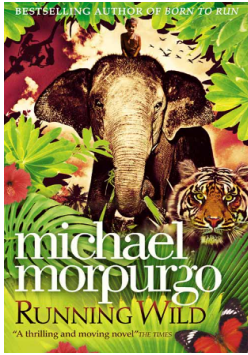

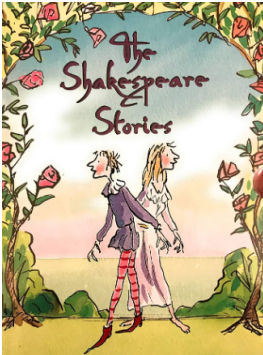
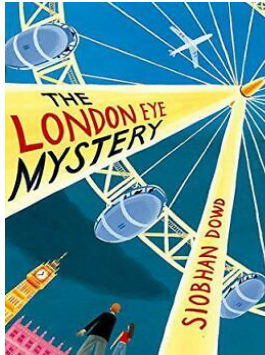
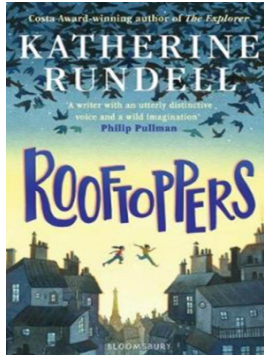
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Bridging Unit - The Loch Ness Monster</p> 	<p>Sparks Might Fly!</p> 	<p>The Great Plague</p> 	<p>The Art of Food</p> 	<p>Summer 1</p> <p>Passport to Europe</p> 	<p>Summer 2</p> <p>Water, Water, Everywhere</p> 

Outcome	<ul style="list-style-type: none"> ● Information text: article for a children's magazine ● Information text: infographic for a children's magazine ● Story based on a plot pattern linked to the Loch Ness Monster theme 	<ul style="list-style-type: none"> ● Stories with fantasy settings ● Explanations ● Film and playscripts 	<ul style="list-style-type: none"> ● Fairy tales ● Classic Poetry ● Recount: newspapers 	<ul style="list-style-type: none"> ● Stories with issues and dilemmas ● Persuasion 	<ul style="list-style-type: none"> ● Novel as a theme ● Non-chronological report 	<ul style="list-style-type: none"> ● Stories with a theme ● Poems with a structure ● Information booklets
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Grammar	Refer to Previous year group grammar focus. See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses	See Unit plan for suggested grammar focuses
Spellings	<p>Unit 1 - Adding the prefix mis- and revising un-, in-, dis</p> <p>Unit 2 - Words ending in zhuh spelt -sure.</p> <p>Unit 3 - Adding the prefix auto -.</p>	<p>Unit 4 - Adding the suffix -ly.</p> <p>Unit 5 - Adding the prefix inter-.</p> <p>Unit 6 - Words with the ay sound spelt eigh, ei, ey.</p>	<p>Unit 7 - Words ending in out -ous.</p> <p>Unit 8 - Words with the s sound spelt sc.</p> <p>Unit 9 - Words ending in zhun spelt -sion.</p>	<p>Unit 10 - Adding il- and revising un-, in-, mis-, dis-.</p> <p>Unit 11 -The c sound spelt -que and the g sound spelt -gue.</p> <p>Unit 12 - Adding the ir- to words beginning with r.</p>	<p>Unit 13 - Adding the suffix -ion</p> <p>Unit 14 - Adding the suffix -ion</p> <p>Year 3/4 Statutory Spellings</p>	<p>consolidation spelling files</p> <p>https://cdn.oxfordowl.co.uk/2023/03/08/14/37/53/8cf19aab-a28e-4686-8655-9bed301f939b/RWISp_index_of_files.pdf</p>

	Year 3/4 Statutory Spellings	Year 3/4 Statutory Spellings	Year 3/4 Statutory Spellings	Year 3/4 Statutory Spellings	Year 3/4 Statutory Spellings
Handwriting	<ul style="list-style-type: none"> Continue to revise and implement the four handwriting joins 				

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Bridging Unit - The Lion, the Witch and the Wardrobe 	A Kingdom United 	Food, Glorious Food! 	Earthlings 	Inventors and Inventions 	Amazon Adventure 
Outcome	<ul style="list-style-type: none"> Narrative based on a model text with innovated plot structure Non-Chronological report based upon mythical creatures in literature 	<ul style="list-style-type: none"> Legends Persuasion 	<ul style="list-style-type: none"> Stories with historical settings Film and playscripts Classic narrative poetry 	<ul style="list-style-type: none"> Science fiction stories Information booklets Poems on a structure 	<ul style="list-style-type: none"> Novel as a theme Magazine: information text hybrid 	<ul style="list-style-type: none"> Stories from other cultures Debate

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Bridging Unit -The Nowhere Emporium</p> 	<p>Survival</p> 	<p>Britten's got Talent</p> 	<p>Heroes and Villains</p> 	<p>Super Sleuth</p> 	<p>Oh! I do like to be beside the seaside</p> 
<p>Outcome</p>	<ul style="list-style-type: none"> • Narrative based on a model text with an innovated plot structure • List Poem • Free verse poem 	<ul style="list-style-type: none"> • Novel as a theme • Biography 	<ul style="list-style-type: none"> • Classic fiction • Poetry - songs and lyrics • Persuasion - a formal review 	<ul style="list-style-type: none"> • Older literature • Information text hybrid • Poems with imagery 	<ul style="list-style-type: none"> • Detective/ crime fiction • Explanations 	<ul style="list-style-type: none"> • Novel as a theme • Recount:auto biography • Poems on a theme • Short stories with flashbacks • Discussions and debates • Classic narrative poetry
<p>Grammar</p>	<p>Refer to Previous year group grammar focus. See Unit plan for suggested grammar focuses</p>	<p>See Unit plan for suggested grammar focuses</p>	<ul style="list-style-type: none"> • See Unit plan for suggested grammar focuses 	<ul style="list-style-type: none"> • See Unit plan for suggested grammar focuses 	<p>See Unit plan for suggested grammar focuses</p>	<p>See Unit plan for suggested grammar focuses</p>
<p>Spellings</p>	<p>Oxford Owl – Unit 1 – suffixes (1) Unit 2 – suffixes (2)</p>	<p>Oxford Owl – Unit 4 – suffixes (4) Unit 5 – suffixes (5)</p>	<p>Fast Forward Spelling</p>	<p>Fast Forward Spelling</p>	<p>Oxford Owl – Unit 7 - The sh sound spelt si or ssi.</p>	<p>Oxford Owl –</p>

	Unit 3 – suffixes (3) Year 5/6 Statutory Spellings	Unit 6 - The sh sound spelt ti or ci (cont) Year 5/6 Statutory Spellings	Year 5/6 Statutory Spellings	Year 5/6 Statutory Spellings	Unit 8 - Silent letters Unit 9- ei and ie Year 5/6 Statutory Spellings	UNIT 10 - Words ending in -ible and -able. Unit 11 - Plural nouns Unit 12 - Plural nouns Year 5/6 Statutory Spellings
Handwriting	<ul style="list-style-type: none"> Carried out through spelling lessons ; Develop a personal style of handwriting 					