

	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics
Autumn Term 1	Down on the farm						
EYFS	<p>The Odd egg (Stories with a familiar setting)</p> <p>Little Red Hen (Traditional tale/ Repetitive text)</p> <p>From egg to chicken (Explanation text)</p> <p>Giggle and Roar (poems)</p> <p>Ice Cream (Information text)</p>	<p>Nouns adjectives and verbs</p> <p>Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers</p>	<p>Gross motor skills taught and fine motor as appropriate</p> <p>Mark making</p> <p>Enjoyment of writing</p> <p>Enjoyment of reading</p> <p>Role play stories</p> <p>Develop repertoire and use new vocabulary</p> <p>Retell stories</p>	<p>Mark making</p> <p>Opportunities to write</p> <p>Activities to develop and enrich understanding of new vocabulary in provision</p> <p>Starting Drawing Club writing phonemes learnt and tricky words as codes</p>	<p>Tier 2 words from text - aim for 20 words over two weeks - see washing line of words in classroom</p> <p>Reinforced through role play, multisensory experiences</p>	<p>Learning Nursery Rhymes</p> <p>Listening to stories with increasing attention</p> <p>Retelling stories as part of a group</p> <p>Answering questions</p>	<p>Phase 1 - Environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, voice sounds and oral segmenting and blending</p> <p>Start LW Land 5</p> <p>Revised Phase 2</p> <p>Autumn Term 1</p>
Yr1	<p>Farmer Duck (Stories from a familiar setting)</p> <p>What the ladybird heard (stories with a familiar setting)</p> <p>Russell the Sheep (stories with a familiar setting)</p> <p>The Google Eyed Goats (stories from a different culture)</p> <p>Bonkers about Beetroot (fiction - story set in a familiar setting)</p> <p>The Enormous Turnip (Traditional tale)</p>	<p>Nouns, adjectives and verbs</p> <p>Using vocabulary learnt in their writing</p> <p>Orally rehearsing sentences</p> <p>Full stops, capital letters at the start of sentences and fingerspaces between words.</p>	<p>Writing labels and captions</p> <p>Rehearsing and composing sentences before writing</p> <p>Writing simple sentences starting to use capital letters to start sentences and ending with a full stop</p>	<p>Curious Quests planning using the books listed and following the Active English</p> <p>For the quest type.</p>	<p>and in the continuous provision in EYFS</p>	<p>Retelling stories</p> <p>Learn poems and rhymes from memory</p> <p>Draw on what they already know, background information</p> <p>Talk about favourite phrases and words</p> <p>Reoccurring language and phrases in stories</p> <p>discuss their own opinions and listen to others</p> <p>Relate reading to their own experiences and things they have already read</p> <p>Inference from what has been said and done</p> <p>Predict what will happen next</p> <p>Ask and answer questions about what they have read</p> <p>Explain fully their understanding of a text</p>	<p>Revise Phase 3 and 4 start LW Land 5</p> <p>Revised Phase 2</p> <p>Autumn Term 1</p> <p>Assess LA Yr1s and start where assessments show need</p> <p>Keep up sessions for those falling behind</p>

Autumn Term 2	Down on the farm							
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics	
EYFS	<p>The Princess and the Pea (Fairy Tales)</p> <p>Click Clack Moo Cows that type Doreen Cronin (Stories with a familiar setting)</p> <p>The enormous potato (Traditional tales)</p>	<p>Noun, adjectives and verbs</p> <p>Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers</p>	<p>Gross motor skill, fine motor skills taught as appropriate</p> <p>Starting Letter formation</p> <p>Starting to recognise initial sounds in words and use sounds in writing</p> <p>Writing names</p>	<p>Mark making</p> <p>Role play opportunities to write</p> <p>Activities to develop and enrich understanding of new vocabulary in provision</p> <p>Opportunities to practise letter formation</p> <p>Drawing club using phonemes and diagraphs learnt and tricky words as codes</p>	<p>Tier 2 words from text - aim for 20 words over two weeks - see washing line of words in classroom</p> <p>Reinforced through role play, multisensory experiences and in the continuous provision in EYFS</p> <p>Revisit words from previous texts</p>	<p>Learning Nursery Rhymes</p> <p>Listening to stories with increasing attention</p> <p>Retelling stories as part of a group</p> <p>Answering questions about a text</p>	<p>LW Land 5 Revised Continue Phase 2 Autumn Term 2</p> <p>Keep up sessions for those falling behind</p>	
Yr 1	<p>Farmyard Jamboree (poems) Margret McDonald</p> <p>The Farm that feeds us (Information text)</p> <p>Blackcurrant Jam (Instruction text)</p> <p>Michael Rosen poems - Orange Juice, Fast Food, Chocolate cake</p> <p>Munch Munch Crunch (Recipe/instruction text)</p>	<p>Noun, adjectives and verbs - simple sentences</p> <p>Finger spaces between words</p> <p>Capital letters at the start of sentences and for names</p> <p>Using vocabulary learnt in their writing</p> <p>Pronouns</p> <p>prepositions</p>	<p>Rehearsing and composing sentences before writing sentences</p> <p>Consistently use finger spaces between words</p> <p>Writing captions and simple sentences spelling Some HF words correctly</p> <p>Starting to read writing back to teacher</p> <p>Some HF words spelt correctly</p> <p>Starting to use full stops for end of sentences</p> <p>Starting to use capital letters for names and starting to for start of sentences</p>	<p>Curious Quests planning using the books listed and following the Active English For the quest type.</p> <p>Message Centre and Adventure Island tasks for independent writing opportunities</p>		<p>Retelling stories</p> <p>Learn poems and rhymes from memory</p> <p>Draw on what they already know, background information</p> <p>Talk about favourite phrases and words</p> <p>Talk about the events of a story and the order of events</p> <p>Talk about the title and Reoccurring language and phrases in stories</p> <p>discuss their own opinions and listen to others</p> <p>Relate reading to their own experiences and things they have already read</p> <p>Inference from what has been said and done</p> <p>Predict what will happen next</p> <p>Ask and answer questions about what they have read</p> <p>Explain fully their understanding of a text</p>	<p>Continue LW Land 5 Revised Phase 5 Autumn Term 2</p> <p>Keep up sessions for those falling behind</p> <p>Termly assessments to show where targeted support needed and Catch Up intervention</p>	

Spring Term 1	People who help us							
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics	
EYFS	<p>Thankyou letters Jane Cabarera (letters text)</p> <p>Firefighters - Popcorn People who help us (Non fiction text - information book)</p> <p>Air ambulance and ambulance crew (Non fiction text - information text)</p> <p>Police - Popcorn People who help us (Non fiction - Information text)</p>	<p>Noun, adjectives and verbs Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers</p>	<p>fine motor skills taught as appropriate including pencil grip Continue Letter formation practise in continuous provision and taught activities Starting to recognise some sounds in words and use sounds in writing Starting to write for purpose in continuous provision</p>	<p>Mark making Role play opportunities to write Activities to develop and enrich understanding of new vocabulary in provision Opportunities to practise letter formation Opportunities to read simple sentences in continuous provision and CVC and read HF words Drawing club using phonemes and diagraphs learnt and tricky words as codes Message Centre tasks</p>	<p>Tier 2 words from text - aim for 20 words over two weeks - see washing line of words in classroom Reinforced through role play, multisensory experiences and in the continuous provision in EYFS</p> <p>Revisit words from previous texts</p>	<p>Learning Nursery Rhymes Listening to stories with increasing attention Retelling stories as part of a group Answering questions about a text</p>	<p>Start LW Land 5 Revised Phase 3 Spring Term 1</p> <p>Keep up sessions for those falling behind</p>	
Yr1	<p>Guided Reading Real Superheroes Julia Seal (performance poem)</p> <p>Holidays Now and Then Lucy M George (Non fiction text - information book)</p> <p>Seaside holidays in the past (Information text)</p> <p>Bet the Vet (Diana and Christina Fox) (narrative poem)</p> <p>Rumplestiltskin (traditional tale)</p> <p>My Daddy is a Nurse (narrative Poem)</p> <p>Horses's Holiday (story - Chronological report of events)</p>	<p>Noun, adjectives and verbs - simple sentences Finger spaces between words Capital letters at the start of sentences and for names Questions and exclamations Using vocabulary learnt in their writing Pronouns prepositions</p>	<p>Rehearsing and composing sentences before writing sentences Starting to use finger spaces more consistently between words in writing Writing captions and simple sentences spelling some HF words correctly Reading writing back to teacher Using some adjectives in writing Some HF words spelt correctly Use full stops at end of sentences Write capital letters for names and starting to for start of sentences Starting to write simple questions and exclamations</p>	<p>Curious Quests planning using the books listed and following the Active English For the quest type. Message Centre and Adventure Island tasks for independent writing opportunities</p>		<p>Retelling stories Learn poems and rhymes from memory Draw on what they already know, background information Talk about favourite phrases and words Talk about the events of a story and the order of events Talk about the title and Reoccurring language and phrases in stories discuss their own opinions and listen to others Relate reading to their own experiences and things they have already read Inference from what has been said and done Predict what will happen next Ask and answer questions about what they have read Explain fully their understanding of a text</p>	<p>Start LW Land 5 Revised Phase 4 Spring Term 2</p> <p>Keep up sessions for those falling behind</p> <p>Termly assessments to show where targeted support needed and Catch Up intervention</p>	

Spring Term 2	People who help us						
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics
EYFS	<p>Going to the Dentist Osbourne first books</p> <p>Recycling officer People who help us (non fiction text - information text)</p> <p>Emergency! (poems on a theme concrete poems)</p> <p>The Great Fire Of London (non fiction - Chronological report of events)</p>	<p>Noun, adjectives and verbs Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers</p>	<p>fine motor skills taught as appropriate including pencil grip Continue Letter formation practise in continuous provision and taught activities Starting to recognise some sounds in words and use sounds in writing Starting to write for purpose in continuous provision Starting to write captions and labels</p>	<p>Mark making Role play opportunities to write Activities to develop and enrich understanding of new vocabulary in provision Opportunities to write labels and captions in writing activities TA and Teacher modelling writing Guided writing/demo writing activities Opportunities to read simple sentences in continuous provision and practise blending to read cvc and read hf words Drawing club daily using diagraphs and tricky words for codes</p>	<p>Tier 2 words from text - aim for 20 words over two weeks - see washing line of words in classroom Reinforced through role play, multisensory experiences and in the continuous provision in EYFS</p>	<p>Learning Nursery Rhymes Listening to stories with increasing attention Retelling stories as part of a group Answering questions about a text</p>	<p>Continue LW Land 5 Revised Phase 4 Spring Term 2</p>
Yr1	<p>Send for a Superhero *LT Micheal Rosen (Graphic novel)</p> <p>Heroes who help us from around the world (Non fiction text - information text)</p> <p>Until I met Dudley (Explanation text)</p> <p>My Mummy is a firefighter (Narrative poem)</p> <p>The Nurse - People who help us series</p> <p>Vets - People who help us (Information text)</p> <p>How Dinosaurs work (explanation text)</p> <p>Micheal Recycle (Fiction)</p>	<p>Noun, adjectives and verbs - simple sentences Finger spaces between words Capital letters at the start of sentences and for names Questions and exclamations Using vocabulary learnt in their writing -un as a prefix Tenses -ed, -ing, going to</p>	<p>Rehearsing and composing sentences before writing sentences Starting to use finger spaces more consistently between words in writing Writing captions and simple sentences spelling some HF words correctly Reading writing back to teacher Using some adjectives in writing More HF words spelt correctly Use full stops at end of sentences consistently Write capital letters for names and sometimes for start of sentences Write simple questions and exclamations with correct mark</p>	<p>Curious Quests planning using the books listed and following the Active English For the quest type. Message Centre tasks for independent writing opportunities</p>	<p>Revisit words from previous texts</p>	<p>Retelling stories Learn poems and rhymes from memory Draw on what they already know, background information Talk about favourite phrases and words Talk about the events of a story and the order of events Talk about the title and Reoccurring language and phrases in stories discuss their own opinions and listen to others Relate reading to their own experiences and things they have already read Inference from what has been said and done Predict what will happen next Ask and answer questions about what they have read Explain fully their understanding of a text</p>	<p>Continue LW L and S Revised Phase 5 Spring Term 2</p> <p>Keep up sessions for those falling behind</p> <p>Termly assessments to show where targeted support needed and Catch Up intervention</p>

Summer Term 1	Explorers and Pirates (History)							
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics	
EYFS	<p>Captain Scott - Journey to the South Pole (Biography text)</p> <p>Monsters from the sea CGP Monsters (Explanation text)</p>	Noun, adjectives and verbs Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers	<p>fine motor skills taught as appropriate including pencil grip</p> <p>Continue Letter formation practise in continuous provision and taught activities</p> <p>Starting to recognise some sounds in words and use sounds in writing</p> <p>Starting to write for purpose in continuous provision</p> <p>Starting to write captions and labels and some simple sentences</p>	<p>Mark making</p> <p>Role play opportunities to write</p> <p>Activities to develop and enrich understanding of new vocabulary in provision</p> <p>Opportunities to write labels and captions in writing activities</p> <p>TA and Teacher modelling writing</p> <p>Guided writing/demo writing activities</p> <p>Opportunities to read simple sentences in continuous provision and practise blending to read cvc and read hf words</p> <p>Drawing club daily using diagraphs and tricky words as codes</p>	Tier 2 words from text - aim for 20 words over two weeks - see washing line of words in classroom Reinforced through role play, multisensory experiences and in the continuous provision in EYFS	<p>Learning Nursery Rhymes</p> <p>Listening to stories with increasing attention</p> <p>Retelling stories as part of a group</p> <p>Answering questions about a text</p>	<p>Continue LW Land S Revised Phase 4</p> <p>Longer words using phase 3 sounds and compound words</p> <p>Summer Term 1</p>	
Yr1	<p>Living in the Arctic (non fiction text)</p> <p>The Jolly Rogers - The Pirates Next Door (story with a familiar setting)</p> <p>The Big Blue (Information text)</p> <p>Lost and Found *LT</p> <p>Oliver Jeffries (fiction story)</p> <p>The owl and the pussy cat *LT (poem)</p> <p>Arctic animals (non fiction text)</p>	Noun, expanded noun phrases and verbs - simple sentences Finger spaces between words Capital letters at the start of sentences and for names Read writing back to teacher to check for sense and make simple changes to redraft Questions and exclamations Coordinating conjunction 'and' Using vocabulary learnt in their writing -un as a prefix Tenses -ed, -ing, going to	<p>Rehearsing and composing sentences before writing sentences</p> <p>Starting to use finger spaces more consistently between words in writing</p> <p>Writing captions and simple sentences</p> <p>spelling more HF words correctly</p> <p>Reading writing back to teacher and making simple changes - spelling, capital letters at start of sentences.</p> <p>Using some adjectives in writing</p> <p>Start to use coordinating conjunction 'and' in writing</p> <p>More HF words spelt correctly</p> <p>Use full stops at end of sentences consistently</p> <p>Write capital letters for names and sometimes for start of sentences</p> <p>Write simple questions and exclamations with correct mark</p>	<p>Curious Quests planning using the books listed and following the Active English</p> <p>For the quest type.</p> <p>Message Centre tasks and Adventure Island tasks for independent writing opportunities</p>	<p>Revisit words from previous texts</p>	<p>Retelling stories</p> <p>Learn poems and rhymes from memory</p> <p>Draw on what they already know, background information</p> <p>Talk about favourite phrases and words</p> <p>Talk about the events of a story and the order of events</p> <p>Talk about the title and Reoccurring language and phrases in stories</p> <p>discuss their own opinions and listen to others</p> <p>Relate reading to their own experiences and things they have already read</p> <p>Inference from what has been said and done</p> <p>Predict what will happen next</p> <p>Ask and answer questions about what they have read</p> <p>Explain fully their understanding of a text</p>	<p>Continue LW L and S Phase 5 Revised Summer Term 1</p> <p>Grow the code and preparing for phonics test (revising all phase graphemes in words)</p> <p>Keep up sessions for those falling behind</p> <p>Termly assessments to show where targeted support needed and Catch Up intervention</p>	

Summer Term 2	Explorers and Pirates							
	Texts	Active English - Grammar	Writing outcomes	Writing for a purpose EYFS Provision	Vocabulary	Reading outcomes	Spelling / Phonics	
	<p>The Great Explorer Chris Judge (fiction story)</p> <p>The Journey Home *LT Frann Preston-Gannon (fiction story)</p> <p>Pirate Blunderbeard Worst pirate ever Diary (fiction story)</p>	<p>Noun, adjectives and verbs Using vocabulary learnt in their activities - modelled by Teacher and TA and parent helpers</p>	<p>fine motor skills taught as appropriate including pencil grip Continue Letter formation practise in continuous provision and taught activities Starting to recognise some sounds in words and use sounds in writing Starting to write for purpose in continuous provision Starting to write captions and labels and some simple sentences</p>	<p>Mark making Role play opportunities to write Activities to develop and enrich understanding of new vocabulary in provision Opportunities to write labels and captions in writing activities TA and Teacher modelling writing Guided writing/demo writing activities Opportunities to read simple sentences in continuous provision and practise blending to read cvc and read hf words Drawing club daily using diagraphs and tricky words as codes</p>	<p>Tier 2 words from text - aim for 20 words over two weeks - see washing line of words in classroom Reinforced through role play, multisensory experiences and in the continuous provision in EYFS</p>	<p>Learning Nursery Rhymes Listening to stories with increasing attention Retelling stories as part of a group Answering questions about a text</p>	<p>Continue LW Land 5 Revised Phase 4 Longer words and compound words Spelling HF words and writing sentences Capital letters Summer Term 2</p>	
	<p>Great Explorers Columbus and Neil Armstrong) Big Cats (Non-fiction text)</p> <p>100 Questions about pirates Simon Abbott (Questions and answers information text)</p> <p>Alistair Humphrey's Great Adventure (Graphic novel)</p> <p>Shiver me Timbers Douglas Florian (poems)</p>	<p>Noun, expanded noun phrases and verbs - simple sentences Finger spaces between words Capital letters at the start of sentences and for names Read writing back to teacher to check for sense and make simple changes to redraft Questions and exclamations Coordinating conjunction 'and' Using vocabulary learnt in their writing -un as a prefix Tenses -ed, -ing, going to</p>	<p>Rehearsing and composing sentences before writing sentences Starting to use finger spaces more consistently between words in writing Writing captions and simple sentences spelling more HF words correctly Reading writing back to teacher and making simple changes - spelling, capital letters at start of sentences. Using some adjectives in writing Start to use coordinating conjunction 'and' in writing More HF words spelt correctly Use full stops at end of sentences consistently Write capital letters for names and sometimes for start of sentences Write simple questions and exclamations with correct mark</p>	<p>Curious Quests planning using the books listed and following the Active English For the quest type. Message Centre and Adventure Island tasks for independent writing opportunities</p>	<p>Revisit words from previous texts</p>	<p>Retelling stories Learn poems and rhymes from memory Draw on what they already know, background information Talk about favourite phrases and words Talk about the events of a story and the order of events Talk about the title and Reoccurring language and phrases in stories discuss their own opinions and listen to others Relate reading to their own experiences and things they have already read Inference from what has been said and done Predict what will happen next Ask and answer questions about what they have read Explain fully their understanding of a text</p>	<p>Continue LW L and S Revised Phase 5 revision and reading longer words Summer Term 2</p> <p>Longer words and grow the code spelling</p> <p>Keep up sessions for those falling behind</p> <p>Termly assessments to show where targeted support needed and Catch Up intervention</p>	