

Autumn Term

	Unit	Objectives
Week 1	Stories with familiar settings	<ul style="list-style-type: none"> Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Listen to a range of texts at a level beyond that at which they can read independently including stories. Sequence and discuss the main events in stories. Identify, discuss and collect favourite words and phrases. Make predictions using evidence from the text. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.
Week 2		<ul style="list-style-type: none"> Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? Use subordination for time using the word 'when'. Select, generate and effectively use nouns.
Week 3		<ul style="list-style-type: none"> Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> Use specific text type features to write for a range of audiences and purposes e.g. letters and narrative. Learn new ways of spelling phonemes for which one or more spellings are already known. <p>Form lower-case letters of the correct size relative to one another.</p>
Week 4	Non-chronological reports	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read a range of non-fiction texts including information, explanations, instructions, recounts, reports. Discussing how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Activating prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned?
Week 5		<ul style="list-style-type: none"> Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how. Use sentences with different forms: statement, question, exclamation. Use subordination for reason with 'because/so'. Plan and discuss what to write about e.g. <i>text mapping, collecting new vocabulary, key words and ideas.</i> Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform.</i> Proofread to check for errors in spelling, grammar and punctuation.
Week 6	Poems on a theme	<ul style="list-style-type: none"> Listen to a range of poems at a level beyond that at which they can read independently. Learn and recite poems using appropriate intonation. Use tone and intonation when reading aloud. Participate in discussion about what is read to them, take turns and listen to what others say. Make contributions in whole class and group discussion. Listen and respond to contributions from others. Make personal reading choices and explain reasons for choices. Select, generate and effectively use adjectives. Write simple poems based on models. Edit and improve their own writing in relation to audience and purpose.
Half term		
Week 7	Traditional tales with a twist	<ul style="list-style-type: none"> Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Listen to a range of texts at a level beyond that at which they can read independently including stories.

		<ul style="list-style-type: none"> ■ Activate prior knowledge and raising questions e.g. <i>what do we know?</i> What do we want to know? What have we learned? ■ Make contributions in whole class and group discussion. ■ Give opinions and supporting with reasons e.g. <i>was the Prince / Goldilocks / Jack a good or a bad character?</i> ■ Make personal reading choices and give reasons for choices. ■ Make inferences about characters and events using evidence from the text.
Week 8		<ul style="list-style-type: none"> ■ Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. ■ Select, generate and effectively use verbs. ■ Use past tense for narrative.
Week 9		<ul style="list-style-type: none"> ■ Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. ■ Select, generate and effectively use verbs. ■ Use past tense for narrative. ■ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.
Week 10		<ul style="list-style-type: none"> ■ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ■ Use specific text type features to write for a range of audiences and Write about fictional events. ■ purposes e.g. <i>to entertain</i>. ■ Proofread to check for errors in spelling, grammar and punctuation
Week 11	Instructions	<ul style="list-style-type: none"> ■ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ■ Sequence and discuss the main events in instructions.
Week 12		<ul style="list-style-type: none"> ■ Read a range of non-fiction texts including instructions. ■ Make contributions in whole class and group discussion. ■ Listen and responding to contributions from others. <p>Consider other points of view.</p>
Week 13		<ul style="list-style-type: none"> ■ Use commas to separate items in a list. ■ Select, generate and effectively use verbs. ■ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct</i>.
Week 14		<ul style="list-style-type: none"> ■ Plan and discuss what to write about e.g. <i>key words and ideas</i>. ■ Edit and improve their own writing in relation to audience and purpose. ■ Evaluate their writing with adults and peers. ■ Proofread to check for errors in spelling, grammar and punctuation.



	Unit	Objectives
Week 1	Stories by the same author	<ul style="list-style-type: none">Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.Read further common exception words, noting tricky parts.Use tone and intonation when reading aloud.Listen to a range of texts at a level beyond that at which they can read independently including stories.Sequence and discuss the main events in stories.Introduce and discuss key vocabulary within the context of a text.Identify, discuss and collect favourite words and phrases.Make predictions using evidence from the text.
Week 2		<ul style="list-style-type: none">Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i>Make contributions in whole class and group discussion.Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>.Use subordination for time, e.g. build on <i>when</i> (autumn term), and extend to other time connectives: <i>while, as, before, after</i>.Use past tense for narrative.
Week 3		<ul style="list-style-type: none">Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.Write about fictional events.Proofread to check for errors in spelling, grammar and punctuation.Read aloud their writing with intonation to make their meaning clear.
Week 4	Non-chronological reports	<ul style="list-style-type: none">Read frequently encountered words quickly and accurately without overt sounding and blending.Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.Discuss how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i>Check that texts make sense while reading and self-correct.Make contributions in whole class and group discussion.
Week 5		<ul style="list-style-type: none">Listen and respond to contributions from others.Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.Use subordination for reason, e.g. build on <i>because</i> and <i>so</i> (autumn term), extend to other reason connectives; <i>if, then, for, unless</i>.Use present tense for non-chronological reports.
Week 6		<ul style="list-style-type: none">Plan and discuss what to write about e.g. <i>text mapping, collect new vocabulary, key words</i>.Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform</i>.Write about real events.Edit and improve their own writing in relation to audience and purpose.Proofread to check for errors in spelling, grammar and punctuation.
Half term		
Week 7		<ul style="list-style-type: none">Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.Read words containing common suffixes e.g.

	Stories with familiar settings	<p><i>-ness, -ment, -ful, -ly.</i></p> <ul style="list-style-type: none"> Read frequently encountered words quickly and accurately without overt sounding and blending. Listen to a range of texts at a level beyond that at which they can read independently. Retell a wider range of stories. Identify, discuss and collect favourite words and phrases.
Week 8		<ul style="list-style-type: none"> Make predictions using evidence from the text. Make inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> Give opinions and support with reasons. Consider other points of view. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.
Week 9		<ul style="list-style-type: none"> Use sentences with different forms: statement, question, command, exclamation. Use past tense for narrative. Select, generate and effectively use adjectives. Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless.</i> Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> Write about fictional events. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation.
Week 10	Persuasion	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read further common exception words, noting tricky parts. Use tone and intonation when reading aloud. Listen to a range of texts at a level beyond that at which they can read independently, including non-fiction. Read a range of non-fiction texts. Discuss how specific information is organised within a non-fiction text. Identify, discuss and collect favourite words and phrases. Make personal reading choices and explain reasons for choices. Consider other points of view. Introduce and discuss key vocabulary within the context of a text. Check that texts make sense while reading and self-correct. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. Use sentences with different forms: statement, question, command, exclamation. Use commas to separate items in a list. Use present tense for persuasive adverts. Select, generate and effectively use adjectives. Use suffixes <i>-er</i> and <i>-est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest.</i> Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> Use specific text type features to write for a range of audiences and purposes, e.g. to persuade. Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Read aloud their writing with intonation to make the meaning clear.

Summer Term

	Unit	Objectives
Week 1	Animal adventure stories	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. <i>shoulder, roundabout, grouping</i>. Read longer and less familiar texts independently. Listen to a range of texts at a level beyond that at which they can read independently including stories. Sequence and discuss the main events in stories. Introduce and discuss key vocabulary within the context of a text. Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.
Week 2		<ul style="list-style-type: none"> Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? Give opinions and support with reasons e.g. Was Goldilocks a good or bad character? Use subordination for time, e.g. <i>when, while, as, before, after</i>. Use subordination for reason, e.g. <i>because, if, unless</i>. Use the suffix <i>-ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. Select, generate and effectively use adjectives.
Week 3		<ul style="list-style-type: none"> Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Use specific text type features to write for a range of audiences and purposes e.g. entertain. Write about fictional events. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation.
Week 4	Recount: letters	<ul style="list-style-type: none"> Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. <i>shoulder, roundabout, grouping</i>. Listen to a range of texts at a level beyond that at which they can read independently. Read longer and less familiar texts independently. Read a range of non-fiction texts including recounts. Discuss how specific information is organised within a non-fiction text. Introduce and discuss key vocabulary within the context of a text. Use morphology to work out the meaning of unfamiliar words, e.g. <i>terror, terrorised</i>. Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling? Give opinions and support with reasons, e.g. <i>Was Goldilocks a good or bad character?</i> Consider other points of view.
Week 5		<ul style="list-style-type: none"> Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll</i>. Use past tense for recounts. Select, generate and effectively use nouns. Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>. Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Use specific text type features to write for a range of audiences and purposes. Write about real and fictional events. Evaluate their writing with adults and peers. Read loud their writing with intonation to make the meaning clear.

Week 6	Classic poems	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read frequently encountered words quickly without overt sounding and blending. Use tone and intonation when reading aloud. Listen to a range of texts at a level beyond that at which they can read independently, including classic poetry. Learn and recite a range of poems using appropriate intonation. Recognise use of repetitive language within a text or poem. Introduce and discuss key vocabulary within the context of a text. Make contributions in whole class and group discussion. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. Use sentences with different forms: statement; question; command; exclamation.
Week 7		<ul style="list-style-type: none"> Select, generate and effectively use adjectives. Select, generate and effectively use verbs. Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Write simple poems based on models. Evaluate their writing with adults and peers. Read aloud their writing with intonation to make the meaning clear.
Half Term		
Week 8	Story as a theme	<ul style="list-style-type: none"> Read further common exception words, noting tricky parts. Reread books to build up their fluency and confidence in word reading. Read longer and less familiar texts independently. Sequence and discuss the main events in stories. Retell a wider range of stories, fairy tales and traditional tales. Recognise use of repetitive language within a text or poem. Introduce and discuss key vocabulary within the context of a text. Use morphology to work out the meaning of unfamiliar words, e.g. terror, terrorised. Make predictions using evidence from the text. Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i> Give opinions and support with reasons, e.g. <i>Was Goldilocks a good or bad character?</i>
Week 9		<ul style="list-style-type: none"> Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll.</i> Select, generate and effectively use nouns. Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker.</i> Use subordination for time and reason. Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Use specific text type features to write for a range of audiences and purposes, e.g. <i>to entertain.</i> Write about real and fictional events. Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers.
Week 10	Explanations	<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread these books to build up their fluency and confidence in word reading. Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly.</i> Use tone and intonation when reading aloud. Learn and recite a range of poems using appropriate intonation. Identify, discuss and collect favourite words and phrases. Recognise use of repetitive language within a text or poem. Make personal reading choices and explain reasons for choices. Make contributions in whole class and group discussion.

		<ul style="list-style-type: none"> ■ Listen and respond to contributions from others. ■ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.
Week 11		<ul style="list-style-type: none"> ■ Use commas to separate items in a list. ■ Select, generate and effectively use adjectives. ■ Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives, <i>e.g. playful, careful, careless, hopeless.</i> ■ Use suffixes <i>-er</i> and <i>-est</i> to create adjectives, <i>e.g. faster, fastest, smaller, smallest.</i> ■ Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. ■ Use specific text type features to write for a range of audiences and purposes. ■ Write simple poems based on models. ■ Evaluate their writing with adults and peers. ■ Read aloud their writing with intonation to make the meaning clear.
Week 12	Poems on a theme	<ul style="list-style-type: none"> ■ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ■ Reread these books to build up their fluency and confidence in word reading. ■ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly.</i> ■ Use tone and intonation when reading aloud. ■ Learn and recite a range of poems using appropriate intonation. ■ Identify, discuss and collect favourite words and phrases. ■ Recognise use of repetitive language within a text or poem. ■ Make personal reading choices and explain reasons for choices. ■ Make contributions in whole class and group discussion. ■ Listen and respond to contributions from others. ■ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. ■ Use commas to separate items in a list. ■ Select, generate and effectively use adjectives. ■ Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives, <i>e.g. playful, careful, careless, hopeless.</i> ■ Use suffixes <i>-er</i> and <i>-est</i> to create adjectives, <i>e.g. faster, fastest, smaller, smallest.</i> ■ Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. ■ Use specific text type features to write for a range of audiences and purposes. ■ Write simple poems based on models. ■ Evaluate their writing with adults and peers. ■ Read aloud their writing with intonation to make the meaning clear.