

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5 and 6</b>						
<b>Topic</b>	<b>WWI</b>	<b>WWII</b>	<b>The Americas</b>		<b>Titanic</b>	
<b>Text types</b>						
<b>Fiction</b>	Narrative Diary entry Letter	Diary entry Narrative	Narrative	Playscript narrative	Letter	Letter
<b>Non-fiction</b>	Balanced argument Newspaper report	Biography Persuasive writing (information leaflet)	Explanation text Non-chronological report	Newspaper report debate	Persuasive writing (travel brochure)	Newspaper report
<b>Poetry</b>			Narrative poetry	Imitation poetry		
<b>Texts</b>	War Horse by Michael Morpurgo <i>Storytime: The Fib and Other Stories</i> by George Layton	<i>Storytime: Goodnight Mister Tom</i> by Michelle Magorian	Yonder Mountain by Robert Bushyhead	Mr William Shakespeare's Plays by Marcia Williams	Spirit of the Titanic by Nicola Pierce	
<b>Activities</b>	<b>Fiction - War Horse</b> <ul style="list-style-type: none"> <li>Letter to Captain Nicholls</li> <li>narrative (Capt. Nicholls' death)</li> <li>diary entry (reunion)</li> </ul> <b>Non-fiction:</b> <ul style="list-style-type: none"> <li>balanced argument (horses in WWI)</li> <li>Character profile</li> <li>Newspaper report (ceasefire)</li> <li>Letter to parents</li> </ul>	<b>Fiction:</b> <ul style="list-style-type: none"> <li>Diary entry – a night in an air-raid shelter</li> <li>Supernatural Narrative (Alma)</li> </ul> <b>Non-fiction</b> <ul style="list-style-type: none"> <li>Biography/Autobiography (Churchill/Ann Frank)</li> <li>Persuasive Writing (Robinwood)</li> </ul>	<b>Fiction - Modern Quest</b> Blodden's quest and Yonder Mountain  <b>Poetry:</b> <ul style="list-style-type: none"> <li>Narrative poetry: Jabberwocky, The Highwayman, The Raven, Chocolate Cake (Michael Rosen); imitation poetry</li> </ul> <b>Non-Fiction:</b> <ul style="list-style-type: none"> <li>Explanation text (weird inventions)</li> <li>Non-Chronological Report (Americas Information text: California)</li> </ul>	<b>Fiction - Macbeth</b> <ul style="list-style-type: none"> <li>Macbeth diary entry, playscript</li> <li>Titanium (story from a video)</li> </ul> <b>Non-Fiction:</b> <ul style="list-style-type: none"> <li>Macbeth's death newspaper article</li> <li>trial of Macbeth debate</li> </ul> <b>Poetry:</b> <ul style="list-style-type: none"> <li>The Witches' Spell</li> </ul>	<b>Fiction - Spirit of the Titanic</b> Letter (Samuel's death)  <b>Non-fiction: Titanic</b> Travel brochure –1st class accommodation	<b>Fiction - Spirit of the Titanic</b> Letter from a passenger  <b>Non-fiction: Titanic</b> newspaper report (maiden voyage)
<b>Spelling and Phonics</b>	<b>Year 6:</b> suffixes <b>Year 5:</b> silent letters b and t -ible -able	<b>Year 6:</b> sh sound (ti, ci, si, ssi) silent letters <b>Year 5:</b> -ibly, -ably -ent -ence  Ee sound (ei)	<b>Year 6:</b> spelling ei and ie -ible, -able Plural nouns <b>Year 5:</b> -ant, -ance, -ancy Shus spelt -cious Shus spelt – tious Shul spelt -cial, -tial	<b>Year 6:</b> letter string ough Homophones Hyphens Common mistakes <b>Year 5:</b> letter string ough Homophones	National Curriculum word list year 5/6	National Curriculum word list year 3/4
<b>Grammar</b>	Fronted adverbials Clause types Commas for clauses Word class Subject, verb, object Speech punctuation Headings/subheadings	Passive voice Imperative Expanded noun phrases Relative clauses Modal verbs Bullet point and colon Formality	Synonym/antonym Hyphen Cohesion and ambiguity Passive voice Topic sentences	Subjunctive Commas, dashes, brackets Semi-colon and colon for division Prepositional phrases	Revision and application of previously-taught features	Revision and application of previously-taught features
<b>Year 3 and 4</b>						
<b>Topic</b>						
<b>Text types</b>						
<b>Fiction</b>	Setting description	Letter	Adventure Story	narrative	Descriptive writing	

	Diary entry	Play-script	Diary Entry		Story writing	
<b>Non-fiction</b>	Persuasive writing Newspaper report	Non-chronological report	Survival Guide	Balanced argument	Writing to inform	Report writing biography Explanation texts about Mummification
<b>Poetry</b>						
<b>Texts</b>	Escape from Pompeii Roman Invasion (My Story)	The Last Viking Who were the Vikings? Vikings Eyewonder DK	The Wizard of Oz	The Railway Children	Room 13	Pharaoh's Fate
<b>Activities</b>	Visitor leaflet persuading people to visit Pompeii			Write the next chapter of the story- plot Balanced argument about rail travel	Describe a horror/suspense setting Information Leaflet about Whitby	Write a crime report Biography of Howard Carter
<b>Spelling and Phonics</b>	<b>Year 3:</b> prefixes dis-, in-, im-, Suffixes -ous, -ly <b>Year 4:</b> prefix mis-, auto- Revising un-, in-, dis- Zhuh spelt -sure Suffix -ly	<b>Year 3:</b> word ending -ture Adding -ation to form nouns C spelt ch Sh spelt ch <b>Year 4:</b> prefix inter- Ay spelt eigh, ei, ey Words ending -ous S spelt sc	<b>Year 3:</b> suffixes -ion, -ian Prefixes re-, anti- <b>Year 4:</b> zhun spelt -sion Prefixes il-, un-, in-, mis-, dis- C spelt -que; g spelt -gue Prefix ir- to words beginning r	<b>Year 3:</b> prefix super-, sub- Homophones Short i spelt y <b>Year 4:</b> suffix -ion Short u spelt ou Homophones Possessive apostrophes for plurals	National Curriculum word list year 3/4	National Curriculum word list year 3/4
<b>Grammar</b>	<i>Revisit Y2 Full stops, capital letters, question marks and exclamation marks commas within lists</i> To use a range of simple conjunctions (including some subordination) when, before, after, while, so, because <i>As well as those from Y2 when, if, that, because and co-ordination or, and, but</i>	Apostrophes to show possession and to form contractions	Prepositions- before, after, during, in Conjunctions expressing time, place and cause- when, before, after, while Adverbs- then, next, soon, thereafter	Add inverted commas to mark direct speech Paragraphing	Expanded noun phrases Fronted Adverbials Commas to mark clauses	Conjunctions expressing time, place and cause- when, before, after, while Adverbs- then, next, soon, thereafter prepositions- before, after, during, in
<b>Year 1 and 2</b>						
<b>Topic</b>	My local Area	Transport	Sensational Safari	Toys and Games	Captain Cook	Pirates Ahoy!
<b>Text types</b>						
<b>Fiction</b>	Fairy tale	Diary entry	Tales from Other Cultures	Comics (Science Fiction/Horror)	Historical	Adventure
<b>Non-fiction</b>	Lists, Labels and Captions Instructions Diary	Non-Chronological Report Instructions	Persuasive Leaflet Persuasive Letter	Explanation Text (based on a fiction book) Instructions	Recount (Museum Visit)	Pirates – Non Chronological
<b>Poetry</b>			Hennings		List Poems	Pirate Poems
<b>Texts</b>	Picture books selected from the class library	Awesome Animal Stories compiled by Elizabeth Holland	How Elephant Got its Trunk (Tinga Tales) Dear Zoo Dear Green Peace	Monsters: An Owner's Guide Comics from Bug Club	Meet Captain Cook	Peter Pan
<b>Activities</b>	Fiction: • King Wanted Poster • Story Writing Non-fiction • Make a lance/horse • How to joust like a knight	Fiction: • Story writing – PatP • Setting Non-fiction • Non-Chronological report about Castles	Fiction: • Write own How an animal got a... • Create their own mixed up animal Non-fiction • Leaflet to visit Kenya	Fiction: • Create a comic then convert into a story. Non-fiction • How to look after a toy monster	Fiction: • Character Description • Setting • Story writing (based on fact ) Non-fiction	Fiction: • Setting (Holiday Brochure) • Character Description • Story Writing based on Peter Pan Non-fiction



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Primary School

	• Diary of a Squire				• Recount of museum visit	• Pirate Jobs (Advert) • Non-Chronological
<b>Spelling and Phonics</b>	Phonics: Recap of Phase 3 Phase 4: Adjacent Consonants Phase 5: Zh, wh, ph Alternative ai Alternative ee Alternative igh	Phonics: Alter Alter Alter Alter Ou, c			Phonics: ere/eer, are/ear c, k, ck, ch ce/ci/cy and sc/stl se ge/gi/gy, dge le, mb, kn/gn, wr tch, sh, ea, (w)a o	Phonics: Phase 6: Suffix -ing -ed Suffix -s -es Prefix re- un-
<b>Grammar</b>	Y1: Capital Letters Full Stops Finger Spaces Writing a simple sentence Adjectives Commands Y2: Recap of Y1 (conjunctions for coordination, ! and ?) Expanded Noun Phrases Commands	Y1: Capital Letters Full Stops Finger Spaces Using and, but and or Adjectives ?, ! Y2: Subordination (when/because) Expanded Noun Phrases Commas in a List Exclamation Sentences	Y1: Capital Letters Full Stops Finger Spaces Using and, but and or Adjectives ?, ! Y2: Adverbs Subordination (if, that) Expanded Noun Phrases Commas in a List	Y1: Capital Letters Full Stops Finger Spaces Using and, but and or Adjectives ?, ! Y2: Subordination (which) Expanded Noun Phrases Commas in a List ? and !	Y1: Consolidation of all features taught Y2: Consolidation of all features taught and Apostrophe for contraction and singular possession.	Y1: Consolidation of all features taught Y2: Consolidation of all features taught and Apostrophe for contraction and singular possession.
<b>Foundation Stage</b>						
<b>Topic</b>	<b>Autumn All Around Us</b>	<b>It's Cold Outside</b>	<b>It's a Kind of Magic</b>	<b>Once Upon a Time...</b>	<b>Coast to Coast</b>	<b>It's a Wonderful World!</b>
<b>Focus Texts (including Fiction, Poetry and Non-Fiction)</b>	<ul style="list-style-type: none"> <li>The Little Red Hen (Fiction)</li> <li>The Scarecrows' Wedding (Fiction)</li> <li>Awesome Autumn (Non-Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>The Magic Sky (Fiction)</li> <li>Out and About: A First Book of Poems by Shirley Hughes (Poetry)</li> <li>One Snowy Night (Fiction)</li> <li>The Snowman (Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>Room on the Broom (Fiction)</li> <li>Magic Porridge Pot (Fiction)</li> <li>Cinderella (Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>The Gingerbread Man (Fiction)</li> <li>The Three Billy Goats Gruff (Fiction)</li> <li>Each Peach Pear Plum (Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>The Lighthouse Keeper's Lunch (Fiction)</li> <li>Somebody Swallowed Stanley (Fiction)</li> <li>The Snail and the Whale (Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>We're Going on a Bear Hunt (Fiction)</li> <li>(Royal Horticultural Society) How Does a Butterfly Grow? (Non-Fiction)</li> <li>The World Around Me (fold out book) (Non-Fiction)</li> </ul>
<b>Nursery Rhymes/Rhymes and Songs</b>	<ul style="list-style-type: none"> <li>Rain, Rain Go Away</li> <li>Doctor Foster</li> <li>Dingle, Dangle Scarecrow</li> <li>Five Little Ducks</li> </ul>	<ul style="list-style-type: none"> <li>Here We Go Round the Mulberry Bush</li> <li>I Hear Thunder</li> <li>I'm a Little Snowman</li> <li>Five Christmas Puddings (in a Bakers' Shop)</li> </ul>	<ul style="list-style-type: none"> <li>This is My Magic Wand</li> <li>Incy Wincy Spider</li> <li>Five Little Speckled Frogs</li> </ul>	<ul style="list-style-type: none"> <li>Hot Cross Buns (Easter)</li> <li>Jack and Jill</li> <li>Little Bo Peep</li> <li>Humpty Dumpty</li> </ul>	<ul style="list-style-type: none"> <li>Row, Row, Row Your Boat</li> <li>1,2,3,4,5 (Once I Caught a Fish Alive)</li> <li>London Bridge is Falling Down</li> <li>I Had a Little Turtle</li> </ul>	<ul style="list-style-type: none"> <li>The Grand Old Duke of York</li> <li>The Wheels on the Bus</li> <li>Horsey, Horsey</li> </ul>
<b>Additional Texts to support Understanding the World or Expressive Art and Design sessions</b>  <b><u>ALSO SEE</u></b> <b><u>BAKING/COOKING/FOOD PREPARATION ACTIVITIES FOR ADDITIONAL NON-</u></b>	<ul style="list-style-type: none"> <li>Awesome Autumn (Non-Fiction- also used in Literacy sessions)</li> </ul>	<ul style="list-style-type: none"> <li>Secrets of Winter. A shine-a-Light Book by Carron Brown and Georgina Tee (Non-Fiction)</li> </ul>		<ul style="list-style-type: none"> <li>A Book of Bridges. Here to There and Me to You (Cheryl Keely) (Non-Fiction)</li> <li>Illustrators Annual 2020 by Bologna Children's Book Fair (Non-Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>gracedarling.co.uk (History- non-fiction)</li> </ul>	<ul style="list-style-type: none"> <li>(Royal Horticultural Society) How Does a Butterfly Grow? (Non-Fiction- History and Science)</li> <li>The World Around Me (fold out book) (Non-Fiction- Geography)</li> <li>Collage Workshop for Kids. The Eric Carle Museum by Shannon</li> </ul>

<b>FICTION TEXTS (RECIPE BOOKS)</b>							Merenstein (Non-Fiction-Art) <ul style="list-style-type: none"> <li>The Very Hungry Caterpillar (Fiction- Art)</li> <li>101 Things for Kids to Do Outside (Non-Fiction- DT)</li> </ul>
<b>Writing Focus</b>	<ul style="list-style-type: none"> <li>Introduction to words- i.e. words are constructed of sounds. Letters can represent these sounds)</li> <li>Labels (using phoneme frames to support)</li> <li>Labels (cvc words)</li> <li>Lists (using phoneme frames to support)</li> <li>Writing their name</li> </ul>	<ul style="list-style-type: none"> <li>Lists (cvc words)</li> <li>Introduction to captions (introducing finger spaces- what is a word/what is a sentence?)</li> <li>Introducing simple adjectives within captions (e.g. red dog)</li> <li>Lists and labels containing an adjective and a noun</li> </ul>	<ul style="list-style-type: none"> <li>Captions (representing sounds using graphemes, digraphs and trigraphs and application of finger spaces to separate words with support).</li> </ul>	<ul style="list-style-type: none"> <li>Captions (focus on consistent finger spaces to separate words)</li> </ul>	<ul style="list-style-type: none"> <li>Simple sentences (consistent finger spaces, application of graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common irregular/common exception words as appropriate)</li> </ul>	Simple sentences (consistent finger spaces, application of graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common irregular/common exception words as appropriate) <ul style="list-style-type: none"> <li>Full stops and capital letters</li> </ul>	
Activities							
<p>*** May need to do oral blending and segmenting activities before Drawing Club sessions can begin, as appropriate to class ability.</p> <ul style="list-style-type: none"> <li><b>CHARACTER</b>-Begin with modelling initial sounds of character.</li> <li>Move onto modelling cvc words with phoneme frames. Label parts of the character then draw that part e.g. leg (then draw an exciting leg) 'hed' (then draw an exciting head etc).</li> <li>Move onto modelling cvc words without phoneme frames.</li> <li>Moving onto lists with and then without phoneme frames (writing each bit of the list before drawing it and then moving on to writing the next element of the list before drawing it)</li> <li>Moving onto 2 word labels- adjective and noun.</li> <li><b>SETTING</b>-Begin with modelling initial sounds of setting.</li> <li>Move onto modelling cvc words with phoneme frames. Label parts of the setting then draw that part e.g. bed (then draw an exciting bed) 'bin' (then draw an exciting bin etc).</li> <li>Move onto modelling cvc words without phoneme frames.</li> <li>Moving onto lists with and then without phoneme frames (writing each bit of the list before drawing it and then moving on to writing the next element of the list before drawing it)</li> <li>Moving onto 2 word labels- adjective and noun.</li> <li><b>STORY DREAMING</b>-Begin with modelling initial sounds of the exciting thing/machine/event.</li> <li>Move onto modelling cvc words with phoneme frames. Label parts of the exciting thing/machine/event then draw that part e.g. bed (then draw an exciting bed) 'bin' (then draw an exciting bin etc).</li> <li>Move onto modelling cvc words without phoneme frames.</li> <li>Moving onto lists with and then without phoneme frames (writing each bit of the list before drawing it and then moving on to writing the next element of the list before drawing it)</li> <li>Moving onto 2 word labels- adjective and noun.</li> </ul>	<p><b>CHARACTER</b>- focus on simple captions about the character. Draw the character first then write a caption about it, then change the picture/make something happen to the picture based on the caption (caption could just be magic words in the form of a caption that make something happen to the character - the caption does not necessarily have to relate to the character.)</p> <p><b>SETTING</b>- focus on simple captions about the setting. Draw the setting first then write a caption about it, then change the picture/make something happen to the picture based on the caption (caption could just be magic words in the form of a caption that make something happen to the setting - the caption does not necessarily have to relate to the setting.)</p> <p><b>STORY DREAMING</b>- focus on simple captions about the thing/machine/event. Draw the picture first then write a caption about it, then change the picture/make something happen to the picture based on the caption (caption could just be magic words in the form of a caption that make something happen to the thing/machine/event - the caption does not necessarily have to relate to the thing/machine/event.)</p>	<p><b>CHARACTER</b>- follow process of draw the character. Write a sentence about it (when appropriate moving on to longer sentences that include 'and' etc), then draw another part of the picture/make something happen to the picture that relates to that sentence. Then model another sentence about the character, followed by adding another part of the picture/something else happening to the picture and so on.</p> <p><b>SETTING</b>- follow process of draw the setting, write a sentence about it (could be longer sentences that include 'and' etc), then draw another part of the picture/make something happen to the picture that relates to that sentence. Then model another sentence about the setting, followed by adding another part of the picture/something else happening to the picture and so on.</p> <p><b>STORY DREAMING</b>- follow process of draw the thing/machine/event, write a sentence about it (could be longer sentences that include 'and' etc), then draw another part of the picture/make something happen to the picture that relates to that sentence. Then model another sentence about the thing/machine/event, followed by adding another part of the picture/something else happening to the picture and so on.</p>					
<b>Spelling, Phonics and Listening and Attention</b>	Nursery- Early Talk Boost- (listening, attention and language use focus)  Reception-Phase 1 consolidation (e.g.	Nursery: Environmental sounds, instrumental sounds, body percussion and voice sounds	Nursery: Environmental sounds, instrumental sounds, body percussion, voice sounds and rhythm and rhyme	Nursery: Rhythm and rhyme, alliteration and voice sounds  Reception: Phase 3: ai,ee,igh,oa,oo,oo, ar,or,ur,ow,oi, we, are, you	Nursery: Voice sounds and alliteration  Reception: Phase 3/4 (adjacent consonants): ear,air, ure,er,	Nursery: Voice sounds and oral blending and segmenting	

		alliteration and oral blending and segmenting) And Phase 2: s,a,t,p,l,n,m,d •	Reception: Phase 2: g,o,c,k,ch,e,u,r,h,b,f,ff,l,ll,ss, • and, to, the, no, go, l, into •	Reception: Phase 3: j,v,w,x,y,z,zz,qu,ch,sh,th,ng, • me, be, he, my, by, she, they	•	• all, was, give, live, said, have, like, so, do	Reception: Consolidation of Phase 3 and Phase 4 (adjacent consonants): some, come, were, there, little, one, when, out, what
	<b>Grammar (Reception)</b>	• Letter formation Representing sounds with letters	• Letter formation • Representing sounds with letters and digraphs Introducing finger spaces to separate words	Representing sounds using graphemes, digraphs and trigraphs and application of finger spaces to separate words with support	Consistent finger spaces to separate words	Simple sentences (consistent finger spaces, application of graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common irregular/common exception words as appropriate)	• Simple sentences (consistent finger spaces, application of graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common irregular words/common exception words as appropriate) Full stops and capital letters

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5 and 6</b>							
	<b>Topic</b>	<b>Ancient Greece</b>	<b>Greece today</b>	<b>The River Tees</b>		<b>Mountains</b>	<b>The Great Outdoors</b>
		<b>Text types</b>					
	<b>Fiction</b>	Narrative	Playscript Diary entry	Narrative	Narrative	Diary entry Narrative	
	<b>Non-fiction</b>	Newspaper report	Newspaper report Balanced argument	Non-chronological report	Persuasive writing Biography	Information texts	Persuasive writing
	<b>Poetry</b>	Slam poetry		Free verse			Classical poems
	<b>Texts</b>	The White Horse of Zennor by Michael Morpurgo	Mr William Shakespeare's Plays by Marcia Williams			Running on the Roof of the World by Jess Butterworth	
	<b>Activities</b>	<b>Fiction – Modern Myths and Legends:</b> The Giant's Necklace playscript  <b>Fiction – Ancient Myths and Legends:</b> Adventures of Odysseus narrative  <b>Poetry:</b> Slam Poetry  <b>Non-fiction:</b> The Giant's Necklace newspaper report	<b>Fiction – Shakespeare's The Tempest:</b> • playscript • poetry • diary • newspaper report  <b>Fiction: A Christmas Carol</b> Scrooge's diary  <b>Non-fiction:</b> Balanced argument (migration)  -	<b>Poetry forms:</b> • acrostic • Haiku • Kennings • cinquain • free-verse  <b>Non-Fiction:</b> non-chronological report (river mammals)  <b>Fiction:</b> post-apocalyptic narrative and dialogue	<b>Fiction – Science Fiction</b> narrative and dialogue  <b>Non-Fiction:</b> • Persuasive writing (WaterAid appeal) • Biography (Ralph Ward Jackson)	<b>Fiction – Running on the Roof of the World</b> narrative: setting a scene  <b>Non-fiction:</b> • information poster: living under occupation • guide to Tibet	<b>Poetry:</b> learn and recite classical poems  <b>Non-fiction:</b> poster campaign: looking after your local area

<b>Spelling and Phonics</b>	<b>Year 6:</b> suffixes <b>Year 5:</b> silent letters b and t -ible -able	<b>Year 6:</b> sh sound (ti, ci, si, ssi) silent letters <b>Year 5:</b> -ibly, -ably -ent -ence Ee sound (ei)	<b>Year 6:</b> spelling ei and ie -ible, -able Plural nouns <b>Year 5:</b> -ant, -ance, -ancy Shus spelt -cious Shus spelt – tious Shul spelt -cial, -tial	<b>Year 6:</b> letter string ough Homophones Hyphens Common mistakes <b>Year 5:</b> letter string ough Homophones	National Curriculum word list year 5/6	National Curriculum word list year ¾
<b>Grammar</b>	Fronted adverbials Clause types Commas for clauses Word class Subject, verb, object Speech punctuation Headings/subheadings	Passive voice Imperative Expanded noun phrases Relative clauses Modal verbs Bullet point and colon Formality	Synonym/antonym Hyphen Cohesion and ambiguity Passive voice Topic sentences	Subjunctive Commas, dashes, brackets Semi-colon and colon for division Prepositional phrases	Revision and application of previously-taught features	Revision and application of previously-taught features
<b>Year 3 and 4</b>						
<b>Topic</b>	Victorians	Entertainment through the ages	Rainforests	Chocolate	Stone Age	All around the world
<b>Text types</b>						
<b>Fiction</b>	Diary Letter writing to persuade Story	Playscript Story writing	Descriptive writing	Writing to persuade	Narrative	diary
<b>Non-fiction</b>	Non-chronological report	Report writing	Balanced argument	Newspaper report	Non-chronological report	Writing to inform
<b>Poetry</b>			Rainforest poetry			
<b>Texts</b>	Street Child		The Jungle Book	Charlie and the Chocolate Factory	Stone Age Boy	Around the World in Eighty Days
<b>Activities</b>	diary entry as Jim about being forced out of their home Letter to Mr Spinks pleading for mercy Information text	film review playscript based on a short film narrative based on a Christmas advert	Debate about conserving the environment Character description	Newspaper report about finding the golden ticket Writing an advert	adventure story non-chronological report	Diary entry Information text
<b>Spelling and Phonics</b>	<b>Year 3:</b> prefixes dis-, in-, im-, Suffixes -ous, -ly <b>Year 4:</b> prefix mis-, auto- Revising un-, in-, dis- Zhuh spelt -sure Suffix -ly	<b>Year 3:</b> word ending -ture Adding -ation to form nouns C spelt ch Sh spelt ch <b>Year 4:</b> prefix inter- Ay spelt eigh, ei, ey Words ending -ous S spelt sc	<b>Year 3:</b> suffixes -ion, -ian Prefixes re-, anti- <b>Year 4:</b> zhun spelt -sion Prefixes il-, un-, in-, mis-, dis- C spelt -que; g spelt -gue Prefix ir- to words beginning r	<b>Year 3:</b> prefix super-, sub- Homophones Short I spelt y <b>Year 4:</b> suffix -ion Short u spelt ou Homophones Possessive apostrophes for plurals	National Curriculum word list year ¾	National Curriculum word list year ¾
<b>Grammar</b>	Sentence punctuation Determiners Apostrophes for possession Fronted adverbials prepositions	Conjunctions Fronted adverbials Adjectives to describe quality Use of commas Speech punctuation	Speech punctuation Conjunctions Using a range of openers	Adverbials Imperative Expanded noun phrases Verb forms	Commas to mark clauses Commas in a list Speech punctuation Prepositions Verb forms	Adverbs Adverbials Verb forms Expanded noun phrases
<b>Year 1 and 2</b>						
<b>Topic</b>	Dragons	Great Fire of London	History of Greatham CofE Primary School	Food and Farming	Kings and Queens	The World
<b>Text types</b>						
<b>Fiction</b>	Familiar Setting/Fantasy	Historical	Explanation	Adventure	Fairytales	Story Writing
<b>Non-fiction</b>	Lists, Labels and Captions Instructions Personal Letter	Non-Chronological Report Diary	Explanation Texts Persuasive Leaflet	Recount (Farm Visit) Persuasive Advert (Dips)	Letter to the King	Persuasive Letter



<b>Poetry</b>		Acrostic Poems London's Burning		Shape Poem		Tongue Twisters
<b>Texts</b>	The Boy Who Grew Dragons The Dragon Machine When the Dragons Came	Toby and the Great Fire of London	The Teacher Pleaser	Fantastic Mr. Fox Farmer Duck	Snow White Forgetful Snow White	Festivals Around the World
<b>Activities</b>	Fiction: Story Writing  Non-fiction: How to make a pipe cleaner dragon How to catch a dragon Letter to China	Non-fiction Write a diary as a child in London in 1666 Non-chronological report about TGFoL	Persuasive prospectus about Greatham School Create the teacher of the future		Write an alternative version of Snow White Write a letter to The Queen	Persuasive Letter Story Writing
<b>Spelling and Phonics</b>	Phonics: Recap of Phase 3 Phase 4: Adjacent Consonants Phase 5: Zh, wh, ph Alternative ai Alternative ee Alternative igh	Phonics: Alternative oa Alternative oo Alternative or Alternative ur Ou, oy	Phonics (with focus on spelling): Zh, wh, ph Alternative ai Alternative ee Alternative igh	Phonics (with focus on spelling): Alternative oa Alternative oo Alternative or Alternative ur Ou, oy	Phonics: ere/eer, are/ear c, k, ck, ch ce/ci/cy and sc/stl se ge/gi/gy, dge le, mb, kn/gn, wr tch, sh, ea, (w)a o	Phonics: Phase 6: Suffix -ing -ed Suffix -s -es Prefix re- un-
<b>Grammar</b>	Y1: Capital Letters Full Stops Finger Spaces Writing a simple sentence Adjectives Commands Y2: Recap of Y1 (conjunctions for coordination, ! and ?) Expanded Noun Phrases Commands	Y1: Capital Letters Full Stops Finger Spaces Using and, but and or Adjectives ?, ! Y2: Subordination (when/because) Expanded Noun Phrases Commas in a List Exclamation Sentences	Y1: Capital Letters Full Stops Finger Spaces Using and, but and or Adjectives ?, ! Y2: Adverbs Subordination (if, that) Expanded Noun Phrases Commas in a List	Y1: Capital Letters Full Stops Finger Spaces Using and, but and or Adjectives ?, ! Y2: Subordination (which) Expanded Noun Phrases Commas in a List ? and !	Y1: Consolidation of all features taught  Y2: Consolidation of all features taught and Apostrophe for contraction and singular possession.	Y1: Consolidation of all features taught  Y2: Consolidation of all features taught and Apostrophe for contraction and singular possession.
<b>Foundation Stage</b>						
<b>Topic</b>	All Creatures Great and Small	Come and Join the Celebration	Dinosaur Explorers	IF You go Down to the Woods...	It's Time for a Change	Planet Earth
<b>Text types</b>						
<b>Focus Texts (including Fiction, Poetry and Non-Fiction)</b>	<ul style="list-style-type: none"> <li>The Three Little Pigs (Fiction)</li> <li>The Great Pet Sale (Fiction)</li> <li>The Tiger Who Came to Tea (Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>Guy Fawkes For Kids: The Gunpowder Plot of 1605 (Non-Fiction) OR DRAWING CLUB</li> <li>Out and About: A First Book of Poems by Shirley Hughes (Poetry)</li> <li>Ten Rules of the Birthday Wish (Fiction)</li> <li>The Jolly Christmas Postman (Fiction)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>How to Look After Your Dinosaur (Jason Cockroft) (Fiction)</li> <li>Dear Dinosaur (Chae Strathie) (Fiction)</li> <li>Lift-the-Flap Questions and Answers About Dinosaurs (Non-Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks and the Three Bears (Fiction)</li> <li>Little Red Riding Hood (Fiction)</li> <li>Hansel and Gretel (Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>Jack and the Beanstalk (Fiction)</li> <li>The Growing Story by Helen Oxenbury (Fiction) <ul style="list-style-type: none"> <li>Egg to Chicken by Holly Duhig (Non-Fiction)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Whatever Next (Fiction)</li> <li>Emma Jane's Aeroplane (Fiction)</li> <li>Here We Are (Fiction)</li> </ul>

	<b>Nursery Rhymes/Rhymes and Songs</b>	<ul style="list-style-type: none"> <li>•Old McDonald Had a Farm</li> <li>•Mary Had a Little Lamb</li> <li>•Hickory Dickory Dock <ul style="list-style-type: none"> <li>•This Little Piggy Went to Market</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•If You're Happy and You Know It</li> <li>•Pat-a-Cake, Pat-a-Cake Baker's Man</li> <li>•There's Something Special Going On</li> <li>•Five Currant Buns</li> </ul>	<ul style="list-style-type: none"> <li>• Dinosaur Hokey-Cokey</li> <li>•1 Little, 2 Little, 3 Little Dinosaurs <ul style="list-style-type: none"> <li>•Dinosaur, Dinosaur Turn Around</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•See the Little Bunnies</li> <li>•When Goldilocks Went to the House of the Bears <ul style="list-style-type: none"> <li>•Teddy Bear Teddy Bear Turn Around</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Wind the Bobbin Up</li> <li>• Mary, Mary Quite Contrary</li> <li>• Heads, Shoulders, Knees and Toes</li> <li>• Chick, Chick Chicken</li> </ul>	<ul style="list-style-type: none"> <li>• Hey Diddle Diddle</li> <li>• Twinkle Twinkle Little Star</li> <li>• 5 Little Men in a Flying Saucer</li> </ul>
	<b>Additional Texts to support Understanding the World or Expressive Art and Design sessions</b>  <u>ALSO SEE BAKING/COOKING/FOOD PREPARATION ACTIVITIES FOR ADDITIONAL NON-FICTION TEXTS (RECIPE BOOKS)</u>	<ul style="list-style-type: none"> <li>• Animal Homes (by Libby Walden) (Non-Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•Lift-the-Flap Questions and Answers About Dinosaurs (Non-Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>• RSPB First Book of Trees by Derek Niemann (non-fiction)</li> <li>• 101 Things for Kids to Do Outside (non-fiction)</li> </ul>	<ul style="list-style-type: none"> <li>• Tree: Seasons Come, Seasons Go (Non-Fiction)</li> <li>• 101 Things for Kids to Do Outdoors ((Non-Fiction)</li> <li>• A Chair for Baby Bear (Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>• Hello World! Moon Landing by Jill McDonald (Non-fiction)</li> </ul>
	<b>Writing Focus</b>	<ul style="list-style-type: none"> <li>• Introduction to words- i.e. words are constructed of sounds. Letters can represent these sounds)</li> <li>• Labels (using phoneme frames to support)</li> <li>• Labels (cvc words)</li> <li>• Lists (using phoneme frames to support)</li> <li>• Writing their name</li> </ul>	<ul style="list-style-type: none"> <li>• Lists (cvc words)</li> <li>• Introduction to captions (introducing finger spaces- what is a word/what is a sentence?)</li> <li>• Introducing simple adjectives within captions (e.g. red dog)</li> <li>• Lists and labels containing an adjective and a noun</li> </ul>	Captions (representing sounds using graphemes, digraphs and trigraphs and application of finger spaces to separate words with support).	Captions (focus on consistent finger spaces to separate words)	Simple sentences (consistent finger spaces, application of graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common irregular/common exception words as appropriate)	<ul style="list-style-type: none"> <li>• Simple sentences (consistent finger spaces, application of graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common irregular words/common exception words as appropriate) Full stops and capital letters</li> </ul>
	DRAWING CLUB						
<b>Activities</b>	<ul style="list-style-type: none"> <li>•*** May need to do oral blending and segmenting activities before Drawing Club sessions can begin, as appropriate to class ability.</li> <li>• <b>CHARACTER</b>-Begin with modelling initial sounds of character.</li> <li>• Move onto modelling cvc words with phoneme frames. Label parts of the character then draw that part e.g. leg (then draw an exciting leg) 'hed' (then draw an exciting head etc).</li> <li>• Move onto modelling cvc words without phoneme frames.</li> <li>• Moving onto lists with and then without phoneme frames (writing each bit of the list before drawing it and then moving on to writing the next element of the list before drawing it)</li> <li>• Moving onto 2 word labels- adjective and noun.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CHARACTER</b>- focus on simple captions about the character. Draw the character first then write a caption about it, then change the picture/make something happen to the picture based on the caption (caption could just be magic words in the form of a caption that make something happen to the character - the caption does not necessarily have to relate to the character.)</li> <li>• <b>SETTING</b>- focus on simple captions about the setting. Draw the setting first then write a caption about it, then change the picture/make something happen to the picture based on the caption (caption could just be magic words in the form of a caption that make something happen to the setting - the caption does not necessarily have to relate to the setting.)</li> <li>• <b>STORY DREAMING</b>- focus on simple captions about the thing/machine/event. Draw the picture first then write a caption about it, then change the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CHARACTER</b>- follow process of draw the character. Write a sentence about it (when appropriate moving on to longer sentences that include 'and' etc), then draw another part of the picture/make something happen to the picture that relates to that sentence. Then model another sentence about the character, followed by adding another part of the picture/something else happening to the picture and so on.</li> <li>• <b>SETTING</b>- follow process of draw the setting, write a sentence about it (could be longer sentences that include 'and' etc), then draw another part of the picture/make something happen to the picture that relates to that sentence. Then model another sentence about the setting, followed by adding another part of the picture/something else happening to the picture and so on.</li> </ul>				



		<ul style="list-style-type: none"> <li><b>SETTING</b>-Begin with modelling initial sounds of setting.</li> <li>Move onto modelling cvc words with phoneme frames. Label parts of the setting then draw that part e.g. bed (then draw an exciting bed) 'bin' (then draw an exciting bin etc).</li> <li>Move onto modelling cvc words without phoneme frames.</li> <li>Moving onto lists with and then without phoneme frames (writing each bit of the list before drawing it and then moving on to writing the next element of the list before drawing it)</li> <li>Moving onto 2 word labels- adjective and noun.</li> <li><b>STORY DREAMING</b>-Begin with modelling initial sounds of the exciting thing/machine/event.</li> <li>Move onto modelling cvc words with phoneme frames. Label parts of the exciting thing/machine/event then draw that part e.g. bed (then draw an exciting bed) 'bin' (then draw an exciting bin etc).</li> <li>Move onto modelling cvc words without phoneme frames.</li> <li>Moving onto lists with and then without phoneme frames (writing each bit of the list before drawing it and then moving on to writing the next element of the list before drawing it)</li> <li>Moving onto 2 word labels- adjective and noun.</li> </ul>		<p>picture/make something happen to the picture based on the caption (caption could just be magic words in the form of a caption that make something happen to the thing/machine/event - the caption does not necessarily have to relate to the thing/machine/event.)</p>	<p><b>STORY DREAMING</b>- follow process of draw the thing/machine/event, write a sentence about it (could be longer sentences that include 'and' etc), then draw another part of the picture/make something happen to the picture that relates to that sentence. Then model another sentence about the thing/machine/event, followed by adding another part of the picture/something else happening to the picture and so on.</p>		
	<b>Spelling, Phonics and Listening and Attention</b>	<p>Nursery- Early Talk Boost- (listening, attention and language use focus)</p> <p>Reception-Phase 1 consolidation (e.g. alliteration and oral blending and segmenting) And Phase 2: s,a,t,p,l,n,m,d</p>	<p>Nursery: Environmental sounds, instrumental sounds, body percussion and voice sounds</p> <p>Reception: Phase 2: g,o,c,k,ch,e,u,r,h,b,f,ff,l,ll,ss, and, to, the, no, go, l, into</p>	<p>Nursery: Environmental sounds, instrumental sounds, body percussion, voice sounds and rhythm and rhyme</p> <p>Reception: Phase 3: j,v,w,x,y,z,zz,qu,ch,sh,th,ng, me, be, he, my, by, she, they</p>	<p>Nursery: Rhythm and rhyme, alliteration and voice sounds</p> <p>Reception: Phase 3: ai,ee,igh,oa,oo,oo, ar,or,ur,ow,oi, we, are, you</p>	<p>Nursery: Voice sounds and alliteration</p> <p>Reception: Phase 3/4 (adjacent consonants): ear,air, ure,er, all, was, give, live, said, have, like, so, do</p>	<p>Nursery: Voice sounds and oral blending and segmenting</p> <p>Reception: Consolidation and consistent application of Phase 3 and Phase 4 (adjacent consonants) some, come, were, there, little, one, when, out, what</p>
	<b>Grammar (Reception)</b>	<ul style="list-style-type: none"> <li>Letter formation</li> <li>Representing sounds with letters</li> </ul>	<ul style="list-style-type: none"> <li>Letter formation</li> <li>Representing sounds with letters and digraphs</li> <li>Introducing finger spaces to separate words</li> </ul>	<p>Representing sounds using graphemes, digraphs and trigraphs and application of finger spaces to separate words with support</p>	<p>Consistent finger spaces to separate words</p>	<p>Consistent finger spaces, application of graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common irregular words e.g. I, to, the</p>	<ul style="list-style-type: none"> <li>Consistent finger spaces, application of graphemes, digraphs and trigraphs as appropriate to phonic stage and application of common Irregular words e.g. I, to, the)</li> <li>Full stops and capital letters</li> </ul>