



Lilliput Infant School  
English Long Term Plan 2021-22

Reception

|                                | Autumn 1<br>7 weeks                                                                                                                                                                                      | Autumn 2<br>7 weeks                                                                                                                                                                                          | Spring 1<br>7 weeks                                                                                                                                                                                                    | Spring 2<br>6 weeks                                                                                                                                                                                                                       | Summer 1<br>5 weeks                                                                                                                                                                                          | Summer 2<br>7 weeks                                                                                                  |
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| TOPIC                          | Magical Me                                                                                                                                                                                               | Celebrations                                                                                                                                                                                                 | Land and Sea                                                                                                                                                                                                           | People That Help Us                                                                                                                                                                                                                       | Fantasy                                                                                                                                                                                                      | Our Country                                                                                                          |
| <b>Core Texts</b>              | Kippers Birthday<br>Spot goes to School<br>What I like about me<br>We are Family<br>Pete the Cat Rocking my School Shoes<br>Why Should I Brush my Teeth<br>LP, BD: Andy Warhol                           | The Bible<br>Celebrations Around the World<br>LP, BD: Tom Moore<br>Kipper Christmas<br>Jolly Christmas Postman<br>A Year with Kipper                                                                         | Thesaurus Rex<br>Tiddle<br>LP, BD: Mary Anning<br>LP, BD: David Attenborough<br>Bumpus Rumpus<br>Dinosaurumpus<br>A Stroll through the Seasons<br>What did the Tree See?<br>Hungry Caterpillar                         | The Jolly Postman<br>Construction Crew<br>Ladybird Heard Books                                                                                                                                                                            | LP, BD: Beatrix Potter<br>Room on the Broom<br>The Gruffalo<br>Three Billy Goats Gruff                                                                                                                       | LP, BD: Jessie Owens                                                                                                 |
| <b>Spoken Language (Oracy)</b> | <b>Physical</b><br>To speak audibly so they can be heard and understood.<br><br><b>Linguistic</b><br><br><br><b>Cognitive</b><br><br><br><b>Social and Emotional</b>                                     | <b>Physical</b><br>To use gestures to support meaning in play.<br><br><b>Linguistic</b><br><br><br><b>Cognitive</b><br>To mark relevant contributions and ask questions.<br><br><b>Social and Emotional</b>  | <b>Physical</b><br><br><br><b>Linguistic</b><br><br><br><b>Cognitive</b><br>To describe events that have happened to them in detail.<br><br><b>Social and Emotional</b><br>To look at someone who is speaking to them. | <b>Physical</b><br><br><br><b>Linguistic</b><br>To use talk in play to practice new vocabulary.<br><br>To join phrases with words such as: if, because, so, could and but.<br><br><b>Cognitive</b><br><br><br><b>Social and Emotional</b> | <b>Physical</b><br><br><br><b>Linguistic</b><br><br><br><b>Cognitive</b><br>To develop their ideas by using "because".<br><br><b>Social and Emotional</b><br>To take turns to speak when working in a group. | <b>Physical</b><br><br><br><b>Linguistic</b><br><br><br><b>Cognitive</b><br><br><br><b>Social and Emotional</b>      |
| <b>Word Reading</b>            | To blend sounds into words, so that they can read short words made of known GPCs (see Phonics progression for GPCs).<br><br>To recognise their own name, advertising logos and signs in the environment. | To blend sounds into words, so that they can read short words made of known GPCs (see Phonics progression for GPCs).<br><br>To read individual letters and some letter groups by saying the sounds for them. | To blend sounds into words, so that they can read short words made of known GPCs (see Phonics progression for GPCs).<br><br>To read a few common exception words.                                                      | To blend sounds into words, so that they can read short words made of known GPCs (see Phonics progression for GPCs).<br><br>To read aloud simple phrases and sentences made up of words with known                                        | To blend sounds into words, so that they can read short words made of known GPCs (see Phonics progression for GPCs).                                                                                         | To blend sounds into words, so that they can read short words made of known GPCs (see Phonics progression for GPCs). |



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|                              |                                                                                                                     |                                                                                                           |                                                                                                                               | GPCs and, where necessary, a few exception words.                                                                                                           |                                                                                        |                                                                                                    |
| <b>Reading Comprehension</b> | <b>Vocabulary</b><br>To join in with and finish known sentences, especially repeated phrases and rhymes in stories. | <b>Vocabulary</b><br>To identify parts of stories they do not understand and ask for clarification.       | <b>Vocabulary</b><br>To identify words they do not understand and ask for clarification.                                      | <b>Vocabulary</b><br>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play. | <b>Vocabulary</b>                                                                      | <b>Vocabulary</b>                                                                                  |
|                              | <b>Inference</b>                                                                                                    | <b>Inference</b>                                                                                          | <b>Inference</b>                                                                                                              | <b>Inference</b><br>To infer character's feelings using pictures.                                                                                           | <b>Inference</b><br>To infer character's feelings through linking them to their own.   | <b>Inference</b><br>To infer character's feelings using information explicitly stated in the text. |
|                              | <b>Predict</b>                                                                                                      | <b>Predict</b><br>To accurately predict key events and understand a prediction must be based on a reason. | <b>Predict</b>                                                                                                                | <b>Predict</b>                                                                                                                                              | <b>Predict</b>                                                                         | <b>Predict</b>                                                                                     |
|                              | <b>Explain</b><br>To explain the purpose of the title is to tell us something about the book.                       | <b>Explain</b>                                                                                            | <b>Explain</b>                                                                                                                | <b>Explain</b>                                                                                                                                              | <b>Explain</b>                                                                         | <b>Explain</b>                                                                                     |
|                              | <b>Retrieve</b>                                                                                                     | <b>Retrieve</b>                                                                                           | <b>Retrieve</b>                                                                                                               | <b>Retrieve</b>                                                                                                                                             | <b>Retrieve</b><br>To pick out simple information from books (fiction and non-fiction) | <b>Retrieve</b><br>To scan for a single letter on a display.                                       |
|                              | <b>Sequence and summarise</b>                                                                                       | <b>Sequence and summarise</b>                                                                             | <b>Sequence and summarise</b><br>To identify the main events, setting and principle characters in a book they have been read. | <b>Sequence and summarise</b>                                                                                                                               | <b>Sequence and summarise</b>                                                          | <b>Sequence and summarise</b>                                                                      |
| <b>Purpose of Writing</b>    |                                                                                                                     |                                                                                                           | To inform                                                                                                                     | To inform                                                                                                                                                   | To entertain                                                                           | To inform                                                                                          |
| <b>Writing Outcomes</b>      |                                                                                                                     |                                                                                                           | Captions and labels                                                                                                           | Real life recount                                                                                                                                           | Traditional tale retells                                                               | Postcard                                                                                           |



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| <b>Composition</b>                         | <b>Plan</b>                                                                   | <b>Plan</b><br>To say a complete sentence aloud before writing. | <b>Plan</b><br>To remember the sentence they have said before writing.                                   | <b>Plan</b><br>To break the flow of speech in to words.                             | <b>Plan</b>                                                                                                        | <b>Plan</b>                                                                                       |
|                                            | <b>Draft and Write</b>                                                        | <b>Draft and Write</b>                                          | <b>Draft and Write</b><br>To use clearly identifiable letter to write a word that can be read by others. | <b>Draft and Write</b>                                                              | <b>Draft and Write</b><br>To write phrases and short sentences that can be read by others, in meaningful contexts. | <b>Draft and Write</b>                                                                            |
|                                            | <b>Edit and Evaluate</b>                                                      | <b>Edit and Evaluate</b>                                        | <b>Edit and Evaluate</b>                                                                                 | <b>Edit and Evaluate</b>                                                            | <b>Edit and Evaluate</b>                                                                                           | <b>Edit and Evaluate</b><br>To listen to or state an idea to improve writing during a discussion. |
|                                            | <b>Proof-read</b>                                                             | <b>Proof-read</b>                                               | <b>Proof-read</b>                                                                                        | <b>Proof-read</b>                                                                   | <b>Proof-read</b>                                                                                                  | <b>Proof-read</b><br>To re-read what they have written to check that it makes sense.              |
|                                            | <b>Present</b>                                                                | <b>Present</b>                                                  | <b>Present</b>                                                                                           | <b>Present</b>                                                                      | <b>Present</b>                                                                                                     | <b>Present</b>                                                                                    |
| <b>Vocabulary, Grammar and Punctuation</b> | <b>Vocabulary</b>                                                             | <b>Vocabulary</b>                                               | <b>Vocabulary</b>                                                                                        | <b>Vocabulary</b>                                                                   | <b>Vocabulary</b>                                                                                                  | <b>Vocabulary</b>                                                                                 |
|                                            | <b>Grammar</b>                                                                | <b>Grammar</b><br>To begin to write labels and captions.        | <b>Grammar</b><br>To begin to write labels, captions and phrases.                                        | <b>Grammar</b><br>To begin to write labels, captions, phrases and simple sentences. | <b>Grammar</b>                                                                                                     | <b>Grammar</b>                                                                                    |
|                                            | <b>Punctuation</b>                                                            | <b>Punctuation</b>                                              | <b>Punctuation</b>                                                                                       | <b>Punctuation</b><br>To use spaces between words.                                  | <b>Punctuation</b><br>To begin to use capital letters and full stops to demarcate sentences.                       | <b>Punctuation</b>                                                                                |
| <b>Transcription</b>                       |                                                                               |                                                                 |                                                                                                          |                                                                                     |                                                                                                                    | To link sounds to letters, naming and sounding the letters of the alphabet.                       |
| <b>Spelling</b>                            |                                                                               |                                                                 |                                                                                                          | To segment the sounds in simple words.                                              | To spell words by identifying the sounds in them and representing the sounds with a letter or letters.             |                                                                                                   |
| <b>Handwriting</b>                         | To use a range of small tools, including scissors, paint brushes and cutlery. | To begin to show accuracy and care when drawing.                | To hold a pencil in tripod grip in preparation for fluent writing.                                       | To separate words with spaces.                                                      | To form lower-case letters mostly correctly.                                                                       | To develop the foundations of a handwriting style.                                                |



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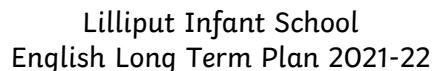
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|  |  | To use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. |  |  | To begin to form some capital letters mostly correctly. | To form digits 0-9 mostly correctly. |
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Year 1

|                                        | Autumn 1<br>7 weeks                                                                                                                 | Autumn 2<br>7 weeks                                                                                                                 | Spring 1<br>7 weeks                                                                                                                 | Spring 2<br>6 weeks                                                                                                                           | Summer 1<br>5 weeks                                                                                                         | Summer 2<br>7 weeks                                                                                                                                         |
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| TOPIC                                  | Superheroes!                                                                                                                        | Once Upon a Time...                                                                                                                 | Ready, Teddy, Go!                                                                                                                   | Fee Fi Fo Fum...                                                                                                                              | Yo Ho Ahoy!                                                                                                                 | Inspirational India                                                                                                                                         |
| <b>Core Texts</b>                      | Supertato!<br>Superworm                                                                                                             | In the Deep Dark Wood<br>Little Red<br>Dear Father Christmas                                                                        | Stanley's Stick<br>Cops and Robbers<br>Toys and Games                                                                               | The Smartest Giant in Town<br>Jim and the Beanstalk                                                                                           | Lost and Found<br>The Pirates Next Door                                                                                     | Elmer<br>The Tiger Child<br>LP, BD: Ghandi                                                                                                                  |
| <b>Spoken<br/>Language<br/>(Oracy)</b> | <b>Physical</b>                                                                                                                     | <b>Physical</b>                                                                                                                     | <b>Physical</b>                                                                                                                     | <b>Physical</b><br>To use the appropriate tone of voice in the right context, e.g. speaking calmly when resolving an issue on the playground. | <b>Physical</b>                                                                                                             | <b>Physical</b><br>To speak clearly and confidently in a range of contexts.                                                                                 |
|                                        | <b>Linguistic</b>                                                                                                                   | <b>Linguistic</b><br>To use adverbials of time to organise and sequence ideas, e.g. firstly, secondly, etc.                         | <b>Linguistic</b><br>To use sentence stems to link to other's ideas in group discussions.                                           | <b>Linguistic</b>                                                                                                                             | <b>Linguistic</b><br>To take opportunities to try out new language, even if not always correctly.                           | <b>Linguistic</b><br>To use appropriate vocabulary that is specific to the topic at hand.                                                                   |
|                                        | <b>Cognitive</b><br>To recognise when they haven't understood something and ask a question to help clarify.                         | <b>Cognitive</b><br>To explain ideas and events in logical or chronological order.                                                  | <b>Cognitive</b><br>To offer reasons for their opinions.                                                                            | <b>Cognitive</b><br>To disagree with someone else's opinion politely.                                                                         | <b>Cognitive</b>                                                                                                            | <b>Cognitive</b>                                                                                                                                            |
|                                        | <b>Social and Emotional</b><br>To listen to others and be willing to listen to and understand their opinions.                       | <b>Social and Emotional</b>                                                                                                         | <b>Social and Emotional</b>                                                                                                         | <b>Social and Emotional</b><br>To listen to others and be willing to change their mind based on what they have heard.                         | <b>Social and Emotional</b><br>To organise group discussions independently.                                                 | <b>Social and Emotional</b>                                                                                                                                 |
| <b>Word Reading</b>                    | To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (see Phonics progression for GPCs). | To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (see Phonics progression for GPCs). | To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (see Phonics progression for GPCs). | To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (see Phonics progression for GPCs).           | To respond speedily with the correct sound to graphemes for all 40+ phonemes.                                               | To apply phonic knowledge and skills to decode words.                                                                                                       |
|                                        | To read by sounding and blending every sound.                                                                                       | To read by identifying common consonant blends.                                                                                     | To read using a mixture of sounding and blending and sight-reading frequently encountered words.                                    | To read with frequent pauses and multiple attempts at the same word or phrase.                                                                | To read most common exception words.<br><br>To read words of more than one syllable by breaking them into syllables/ chunks | To read words containing -s, -es, -ing, -ed, -er and -est endings and know these change the meaning of the word.<br><br>To read words with contractions and |



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|                       |                                                                                                                 |                                                                                                                                       |                                                                                              |                                                                                                 | and reading each part individually.<br><br>To read most words accurately when they have been frequently encountered. | understand that the apostrophe represents the omitted letter(s).<br><br>To read aloud accurately books that are consistent with their developing phonic knowledge.<br><br>Statutory June Phonics screening- children on track to pass. |
|                       | Week 5 phonic screening- children on track to score 15/40.                                                      | Week 5 phonic screening- children on track to score 20/40.                                                                            | Week 2 Phonic screening.                                                                     | Week 5 Phonic screening- children on track to score 30/40.                                      |                                                                                                                      |                                                                                                                                                                                                                                        |
| Reading Comprehension | <b>Vocabulary</b>                                                                                               | <b>Vocabulary</b><br>To find recurring language across different stories, fairy tales and traditional tales, e.g. Once upon a time... | <b>Vocabulary</b><br>To discuss word meaning and link new meanings to those already known.   | <b>Vocabulary</b><br>To check that a text makes sense to them as they read and to self-correct. | <b>Vocabulary</b><br>To show understanding by using recently introduced vocabulary during discussions.               | <b>Vocabulary</b><br>To identify grammatical features of a sentence that infer additional information- pronouns, sequencing, plurals, tenses etc.                                                                                      |
|                       | <b>Inference</b>                                                                                                | <b>Inference</b>                                                                                                                      | <b>Inference</b><br>To make simple inferences based on what is said or done.                 | <b>Inference</b><br>To make simple inferences based on what is said or done.                    | <b>Inference</b><br>To understand that some inferences are drawn as you read.                                        | <b>Inference</b><br>To understand that inference is a suggestion based on other information that they know or have retrieved from the text.                                                                                            |
|                       | <b>Predict</b><br>To make a prediction based on stated facts.                                                   | <b>Predict</b>                                                                                                                        | <b>Predict</b>                                                                               | <b>Predict</b>                                                                                  | <b>Predict</b>                                                                                                       | <b>Predict</b>                                                                                                                                                                                                                         |
|                       | <b>Explain</b>                                                                                                  | <b>Explain</b><br>To find simple comparisons and differences (eg. between characters and settings)                                    | <b>Explain</b><br>To link what they have read or have read to them to their own experiences. | <b>Explain</b>                                                                                  | <b>Explain</b>                                                                                                       | <b>Explain</b><br>To explain the author's use of paragraphs, headings and subheadings to make the content clearer.                                                                                                                     |
|                       | <b>Retrieve</b><br>To ask basic questions about details of the text and answer simple questions about the text. | <b>Retrieve</b>                                                                                                                       | <b>Retrieve</b>                                                                              | <b>Retrieve</b><br>To understand retrieval is finding information directly from the text.       | <b>Retrieve</b><br>To scan the text for a specific word or phrase.                                                   | <b>Retrieve</b>                                                                                                                                                                                                                        |
|                       | <b>Sequence and summarise</b>                                                                                   | <b>Sequence and summarise</b>                                                                                                         | <b>Sequence and summarise</b>                                                                | <b>Sequence and summarise</b>                                                                   | <b>Sequence and summarise</b>                                                                                        | <b>Sequence and summarise</b>                                                                                                                                                                                                          |



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|                                            |                                                                                                                                                                                                                                | To identify, discuss and order key events of a text.                                                                                                                                                            |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                     |
| <b>Purpose of Writing</b>                  | To entertain<br>To inform                                                                                                                                                                                                      | To entertain<br>To inform                                                                                                                                                                                       | To entertain<br>To inform                                                                                                                                                                                                                       | To entertain<br>To inform                                                                                                                                                                                                                                          | To entertain<br>To inform                                                                                                                                                                                                                                     | To entertain<br>To inform                                                                                                                                                                                                                                                                           |
| <b>Writing Outcomes</b>                    | Sentence level writing<br>Real life recount                                                                                                                                                                                    | Traditional tale<br>Adventure story<br>Informal letter                                                                                                                                                          | Fantasy story<br>Non-chronological report                                                                                                                                                                                                       | Portal story<br>Instructions                                                                                                                                                                                                                                       | Diary<br>Informal letter<br>Onomatopoeia                                                                                                                                                                                                                      | Traditional folk tale from other cultures<br>Non-chronological report<br>Acrostic                                                                                                                                                                                                                   |
| <b>Composition</b>                         | <b>Plan</b><br>To say out loud what they are going to write about.<br><br><b>Draft and Write</b><br>To combine words to make sentences.<br><br><b>Edit and Evaluate</b><br><br><br><b>Proof-read</b><br><br><br><b>Present</b> | <b>Plan</b><br>To use a simple planning tool.<br><br><b>Draft and Write</b><br>To compose and rehearse sentences orally.<br><br><b>Edit and Evaluate</b><br><br><br><b>Proof-read</b><br><br><br><b>Present</b> | <b>Plan</b><br>To arrange ideas in a sequence including new vocabulary.<br><br><b>Draft and Write</b><br>To sequence sentences to form short narratives.<br><br><b>Edit and Evaluate</b><br><br><br><b>Proof-read</b><br><br><br><b>Present</b> | <b>Plan</b><br><br><br><b>Draft and Write</b><br>To refer to given planning to ensure sequence of ideas.<br><br><b>Edit and Evaluate</b><br>To discuss what they have written with the teacher or other pupils.<br><br><b>Proof-read</b><br><br><br><b>Present</b> | <b>Plan</b><br>To use a number of simple features of different text types.<br><br><b>Draft and Write</b><br><br><br><b>Edit and Evaluate</b><br><br><br><b>Proof-read</b><br>To re-read what they have written to check it makes sense.<br><br><b>Present</b> | <b>Plan</b><br><br><br><b>Draft and Write</b><br><br><br><b>Edit and Evaluate</b><br><br><br><b>Proof-read</b><br>To check and correct most missing capital letters and full stops.<br><br><b>Present</b><br>To read their writing aloud clearly enough to be heard by their peers and the teacher. |
| <b>Vocabulary, Grammar and Punctuation</b> | <b>Vocabulary</b><br><br><br><b>Grammar</b>                                                                                                                                                                                    | <b>Vocabulary</b><br><br><br><b>Grammar</b><br>To use adjectives to describe.                                                                                                                                   | <b>Vocabulary</b><br><br><br><b>Grammar</b><br>To use the conjunction 'and' to link ideas, words and clauses.                                                                                                                                   | <b>Vocabulary</b><br><br><br><b>Grammar</b><br>To use simple sentence structures and begin to form basic compound sentences.                                                                                                                                       | <b>Vocabulary</b><br><br><br><b>Grammar</b>                                                                                                                                                                                                                   | <b>Vocabulary</b><br>To make relevant choices about subject matter and appropriate vocabulary choices.<br><br><b>Grammar</b>                                                                                                                                                                        |



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|                      | <b>Punctuation</b><br>To use capital letters and full stops to demarcate sentences.<br><br>To use finger spaces between words.                         | <b>Punctuation</b><br>To use capital letters for names, places, the days of the week and the personal pronoun "I".                                                                                                                | <b>Punctuation</b>                                                                                                                           | <b>Punctuation</b>                                                                                                                                                                                    | <b>Punctuation</b><br>To begin to use question marks and exclamation marks.                                                                                                                                | <b>Punctuation</b>                                                                                                                                                                                                         |
| <b>Transcription</b> | To name the letters of the alphabet in order.                                                                                                          |                                                                                                                                                                                                                                   |                                                                                                                                              |                                                                                                                                                                                                       |                                                                                                                                                                                                            | To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.                                                                                  |
| <b>Spelling</b>      |                                                                                                                                                        | To use letter names to distinguish between alternative spellings of the same sound.                                                                                                                                               | To spell words containing each of the 40+ phonemes already taught.                                                                           | To use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.<br><br>To add the prefix -un where no change is needed to the root word. | To add the endings -ing, -ed and -er to verbs where no change is needed to the root word.<br><br>To add -er and -est to adjectives where no change is needed to the root word.                             | To spell Year 1 common exception words.<br><br>To spell the days of the week.<br><br>To divide words into syllables.<br><br>To spell compound words where each part of the longer word is spelt as it would be on its own. |
| <b>Handwriting</b>   | To sit correctly at a table, holding a pencil comfortably and correctly with a tripod grip.<br><br>To form capital letters.<br><br>To form digits 0-9. | To begin to correctly form the lower-case letters in the "Curly Caterpillar" family, starting and finishing in the right place. (c, o, a, d, g, q, e, s, f)<br><br>To use lead in lines to form letters in the pre-cursive style. | To begin to correctly form the lower-case letters in the "Long Ladder" family, starting and finishing in the right place. (l, t, i, j, u, y) | To begin to correctly form the lower-case letters in the "One-armed Robot" family, starting and finishing in the right place. (r, n, m, h, b, k, p)                                                   | To begin to correctly form the lower-case letters in the "Zig-Zag Monster" family, starting and finishing in the right place. (v, w, x, z)<br><br>To separate words using more appropriately sized spaces. | To begin to form lower-case letters in the correct direction, starting and finishing in the right place.<br><br>To understand which letters belong to which handwriting 'families' and practice these.                     |



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Year 2

|                            | Autumn 1<br>7 weeks                                                                                                                  | Autumn 2<br>7 weeks                                                                                              | Spring 1<br>7 weeks                                                                                                                                                                             | Spring 2<br>6 weeks                                                                                                         | Summer 1<br>5 weeks                                                                                                                                                            | Summer 2<br>7 weeks                                                                                                                             |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| TOPIC                      | Castles                                                                                                                              | All at Sea                                                                                                       | The Great Fire of London                                                                                                                                                                        | Dinosaurs                                                                                                                   | Explorers                                                                                                                                                                      | Amazing Africa                                                                                                                                  |
| Core Texts                 |                                                                                                                                      | The Storm Whale<br>The Big Book of the Blue<br>The Lighthouse Keeper's Lunch                                     | Vlad and the Great Fire of London<br>The Great Fire of London<br>Who was Samuel Pepys?                                                                                                          | Stone Girl, Bone Girl<br>LP, BD: Mary Anning<br>Dinosaurium                                                                 | The Minpins                                                                                                                                                                    | Meerkat Mail<br>African Savannah                                                                                                                |
| Spoken Language<br>(Oracy) | <b>Physical</b>                                                                                                                      | <b>Physical</b>                                                                                                  | <b>Physical</b><br>To start to use gesture to support the delivery of ideas, e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. | <b>Physical</b>                                                                                                             | <b>Physical</b><br>To adapt how they speak in different situations according to audience.                                                                                      | <b>Physical</b>                                                                                                                                 |
|                            | <b>Linguistic</b><br>To use sentence stems to signal when they are building on others' ideas.                                        | <b>Linguistic</b>                                                                                                | <b>Linguistic</b>                                                                                                                                                                               | <b>Linguistic</b>                                                                                                           | <b>Linguistic</b><br>To use sentence stems to signal when they are building on or challenging others' ideas.                                                                   | <b>Linguistic</b>                                                                                                                               |
|                            | <b>Cognitive</b><br>To ask questions to find out more about a subject.                                                               | <b>Cognitive</b><br>To build on others' ideas in discussions.                                                    | <b>Cognitive</b>                                                                                                                                                                                | <b>Cognitive</b><br>To make connections between what has been said and their own and others' experiences.                   | <b>Cognitive</b>                                                                                                                                                               | <b>Cognitive</b>                                                                                                                                |
| Word Reading               | <b>Social and Emotional</b>                                                                                                          | <b>Social and Emotional</b><br>To be aware of others who have not spoken and to invite them into the discussion. | <b>Social and Emotional</b>                                                                                                                                                                     | <b>Social and Emotional</b><br>To start to develop an awareness of audience, e.g. what might interest a certain group.      | <b>Social and Emotional</b>                                                                                                                                                    | <b>Social and Emotional</b><br>To confidently deliver a short pre-prepared idea or opinion.                                                     |
|                            | To continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent. | To read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.     | To read accurately words of two or more syllables.<br><br>To read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word.      | To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. | To read words containing common suffixes (-ly, -ful, -ment, -ness) and know that these change the meaning of the word and that the root word carries most of the word meaning. | To read words with contractions, understand that the apostrophe represents the omitted letter(s) and know which two words have been contracted. |
|                            |                                                                                                                                      |                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                             |                                                                                                                                                                                |                                                                                                                                                 |



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|                              | To read word by word in a monotone voice.                                           | To read with extended pauses with some 'rough' spots.                                                        | To read slowly and in a quiet voice.                                                                                                                                                                | To read in two- or three-word phrases.                                                                                                               | To read with occasional breaks in rhythm.                                                                                                                   | To read aloud books closely matched to their improving phonic knowledge, sounding our unfamiliar words accurately and without undue hesitation.<br><br>To read with some stress and intonation responding to the punctuation. |
| <b>Reading Comprehension</b> | <b>Vocabulary</b><br>To find recurring language across different stories and poems. | <b>Vocabulary</b><br>To discuss and clarify the meanings of words, linking new meanings to known vocabulary. | <b>Vocabulary</b><br>To check that the text makes sense to them as they read and to correct inaccurate reading caused by omission, substitution, mispronunciation, insertion, repetition, reversal. | <b>Vocabulary</b><br>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. | <b>Vocabulary</b><br>To identify vocabulary which infers additional information, e.g. navy = dark blue<br><br>To discuss their favourite words and phrases. | <b>Vocabulary</b><br>To identify grammatical features of a sentence that infer additional information- punctuation, tenses, prefixes and suffixes, coordinating and subordinating conjunctions etc.                           |
|                              | <b>Inference</b>                                                                    | <b>Inference</b>                                                                                             | <b>Inference</b>                                                                                                                                                                                    | <b>Inference</b><br>To make inferences based on what is said or done using information from the text to support their suggestions.                   | <b>Inference</b><br>To make inferences based on what is said or done using information from the text to support their suggestions.                          | <b>Inference</b><br>To understand that inference is a suggestion based on other information that they know, have retrieved from the text or have experienced in their own lives.                                              |
|                              | <b>Predict</b>                                                                      | <b>Predict</b><br>To explain a prediction clearly referencing the text.                                      | <b>Predict</b><br>To update a prediction whilst reading.                                                                                                                                            | <b>Predict</b>                                                                                                                                       | <b>Predict</b>                                                                                                                                              | <b>Predict</b>                                                                                                                                                                                                                |
|                              | <b>Explain</b>                                                                      | <b>Explain</b>                                                                                               | <b>Explain</b><br>To explain the purpose of the contents page, simple index and subheadings to support finding information.                                                                         | <b>Explain</b><br>To find comparisons and differences between characters, settings, events and structures.                                           | <b>Explain</b>                                                                                                                                              | <b>Explain</b><br>To make links between the text they are reading and other texts they have read (in texts that they can read independently).                                                                                 |
|                              | <b>Retrieve</b><br>To ask and answer questions using information from the text.     | <b>Retrieve</b>                                                                                              | <b>Retrieve</b>                                                                                                                                                                                     | <b>Retrieve</b><br>To scan a text for specific information in response to written questions.                                                         | <b>Retrieve</b><br>To understand retrieval is finding information directly from the text to explain                                                         | <b>Retrieve</b><br>To understand the difference between close reading and scanning.                                                                                                                                           |



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|                           | <b>Sequence and summarise</b>                                                 | <b>Sequence and summarise</b><br>To order key events of a text, discuss the sequence of events in books and explore how items of information are related. | <b>Sequence and summarise</b>                                                  | <b>Sequence and summarise</b>                                                                                      | details about character, events and information.<br><b>Sequence and summarise</b>                                                       | <b>Sequence and summarise</b>                                                                                                                                                                                            |
| <b>Purpose of Writing</b> | To entertain<br>To inform                                                     | To entertain<br>To inform                                                                                                                                 | To entertain<br>To inform                                                      | To entertain<br>To inform                                                                                          | To entertain<br>To inform                                                                                                               | To entertain<br>To inform                                                                                                                                                                                                |
| <b>Writing Outcomes</b>   | Real life recount<br>Historical story<br>Instructions<br>Acrostic             | Sea story<br>Non-chronological report<br>Fictional recount                                                                                                | Diary<br>Formal letter<br>Alliterative poem                                    | Portal story<br>Newspaper report<br>Shape poem                                                                     | Adventure story<br>Instructions                                                                                                         | Traditional tale from other cultures<br>Non-chronological report<br>Diamante poem                                                                                                                                        |
| <b>Composition</b>        | <b>Plan</b><br>To discuss before planning what they are going to write about. | <b>Plan</b><br>To use a simple planning tool.                                                                                                             | <b>Plan</b><br>To write down ideas and or/ key words including new vocabulary. | <b>Plan</b><br>To understand the audience and purpose for their writing.                                           | <b>Plan</b><br>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.          | <b>Plan</b>                                                                                                                                                                                                              |
|                           | <b>Draft and Write</b><br>To rehearse sentences before writing them.          | <b>Draft and Write</b><br>To encapsulate what they want to say, sentence by sentence.                                                                     | <b>Draft and Write</b><br>To refer to own plan to ensure sequence of ideas.    | <b>Draft and Write</b><br>To write narratives about personal experiences and those of others (real and fictional). | <b>Draft and Write</b>                                                                                                                  | <b>Draft and Write</b>                                                                                                                                                                                                   |
|                           | <b>Edit and Evaluate</b>                                                      | <b>Edit and Evaluate</b>                                                                                                                                  | <b>Edit and Evaluate</b>                                                       | <b>Edit and Evaluate</b><br>To evaluate their writing with the teacher and/ or other pupils.                       | <b>Edit and Evaluate</b><br>To make simple additions, revisions and corrections to their own writing.                                   | <b>Edit and Evaluate</b>                                                                                                                                                                                                 |
|                           | <b>Proof-read</b>                                                             | <b>Proof-read</b>                                                                                                                                         | <b>Proof-read</b>                                                              | <b>Proof-read</b>                                                                                                  | <b>Proof-read</b><br>To re-read and check their writing makes sense and that verbs indicating time are used correctly and consistently. | <b>Proof-read</b><br>To check and correct capital letters, full stops, question and exclamation marks, commas in lists and apostrophes for contractions and singular possession.<br><br>To check for errors in spelling. |



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|                                            | <b>Present</b>                                                                                                                                                                                                                                | <b>Present</b>                                                                                                                                                                                                           | <b>Present</b>                                                                                                                                                                                                 | <b>Present</b>                                                                                                                                                                                                       | <b>Present</b>                                                                                                                                                                                                      | <b>Present</b><br>To read aloud what they have written with appropriate intonation to make the meaning clear.                                                                                                          |
| <b>Vocabulary, Grammar and Punctuation</b> | <b>Vocabulary</b><br><br><b>Grammar</b><br>To use co-ordinating conjunctions (or/ and/ but) to form compound sentences.<br><br>To use subordinate conjunctions (when/ if/ that/ because) to form complex sentences.<br><br><b>Punctuation</b> | <b>Vocabulary</b><br><br><b>Grammar</b><br>To use expanded noun phrases to describe and specify.<br><br>To write sentences with different forms: statement, question, exclamation and command.<br><br><b>Punctuation</b> | <b>Vocabulary</b><br><br><b>Grammar</b><br>To use the present and past tenses mostly correctly and consistently.<br><br><b>Punctuation</b><br>To use apostrophes to mark singular possession and contractions. | <b>Vocabulary</b><br>To use new vocabulary from their reading, discussions about it and from wider experiences.<br><br><b>Grammar</b><br>To use some features of written Standard English.<br><br><b>Punctuation</b> | <b>Vocabulary</b><br><br><b>Grammar</b><br>To use the progressive forms of verbs in the present and past tense to mark actions in progress.<br><br><b>Punctuation</b><br>To use commas to separate items in a list. | <b>Vocabulary</b><br><br><b>Grammar</b><br><br><b>Punctuation</b><br>To use the full range of punctuation taught at KS1 mostly correctly including: Capital letters, full stops, question marks and exclamation marks. |
| <b>Transcription</b>                       |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                          |                                                                                                                                                                                                                |                                                                                                                                                                                                                      |                                                                                                                                                                                                                     | To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.                                                                 |
| <b>Spelling</b>                            | To segment spoken words into phonemes and represent these with graphemes.                                                                                                                                                                     | To add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it where the -e is dropped before adding the ending.                                                                        | To spell words in their contracted forms using an apostrophe where a letter or letters have been omitted.                                                                                                      | To add the endings -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel where the last consonant of the root word is doubled.                               | To spell singular nouns using the possessive apostrophe.                                                                                                                                                            | To spell Year 2 common exception words.                                                                                                                                                                                |



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|                    | To learn new ways for spelling phonemes for which one or more spellings are already known.                                                                                            | To add the endings -ed, -ing, -er and -est to a root word ending in -y with a consonant before it where the y is changed to i before adding the ending (but not -ing)                                                     | To add -es to nouns and verbs ending in -y where the y is changed to i before -es is added.                                                   | To add the suffixes -ment, -ness, -ful, -less and -ly where no change is needed to the root word.                                                            | To spell homophones and near-homophones.                                                                                                               | To begin to spell the months of the year.                                                                                                                                                                     |
| <b>Handwriting</b> | To practice letters in each handwriting 'family' to develop a style which is fast, accurate and efficient.<br><br>To use spacing between words that reflects the size of the letters. | To use the diagonal and horizontal strokes needed to join letters. (First join: to letters without an ascender; un, um, ig, id, ed, eg, an)<br><br>To practice break letters that are joined into but not from (q, r, x). | To use the diagonal and horizontal strokes needed to join letters. (Second join: to letters with an ascender; ch, sh, th, ll, tl, ck, nk, st) | To use the diagonal and horizontal strokes needed to join letters. (Third join: horizontal joins to letters without an ascender; oo, or, od, on, om, wn, ve) | To use the diagonal and horizontal strokes needed to join letters. (Fourth join: horizontal joins to letters with an ascender; of, ol, ot, wl, ff, fl) | To form lower-case letters of the correct size relative to one another.<br><br>To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. |