
 Nursery	Autumn 1 What makes a family and a friend?	Autumn 2 What adventures does stickman have?	Spring 1 Have we got a favourite nursery rhyme?	Spring 2 Can you build a rocket?	Summer 1 What changes happen around us?	Summer 2 The wonderful world of opposites
<b>Texts</b>	Reading various stories and poems all about me, Singing nursery rhymes using actions.	Continue to read various stories, encouraging children to join in repeated refrains. Singing nursery rhymes using actions Stick Man -Julia Donaldson Share other Julia Donaldson texts.	Range of nursery rhymes and songs. Nursery rhyme/action rhyme anthologies. Using story sacks-with books/items relating to the stories/vocab.	Whatever Next – Jill Murphy The Way Back Home by Oliver Jeffers How to catch a star Oliver Jeffers The Smeeds And The Smoods by Julia Donaldson Laura’s Star Klaus Baumgart.	The Very Hungry Caterpillar –Eric Carle What the Ladybird Heard-Julia Donaldson. What am I? Asked the Butterfly.- Stuart Trotter. Life cycle books-Salamander/ladybird Tadpole.	What is black and white – J Kane. Outdoor Opposites-Brenda Williams. Silly opposites –Dr Seuss. Percy the Park Keeper Book of opposites-Nick Butterworth. Hot and cold opposites-Sian Smith
<b>Retention to support memorisation</b>	Daily opportunity to write in the continuous provision in different areas of learning, independently and supported by facilitation from adults to practise and embed new skills, in different genres. Daily phonics lessons to learn the Foundations for Phonics, including a focus on hearing initial phonemes, oral blending and segmenting, and early formation of graphemes. Daily opportunity to develop gross and fine motor skills.					
<b>The Robust instruction of Vocabulary</b>	Teachers select key/high quality vocabulary from the high quality class texts that are used. This vocabulary is explicitly taught through guided activities, and through varied opportunities in the daily provision.					

<p>Writing Skills progression</p>	<ul style="list-style-type: none"> <li>I can make random marks.</li> <li>I can make marks in overlapping layers.</li> <li>I can make different marks.</li> <li>I can make marks as separate symbols.</li> <li>I can attempt closed symbols/shapes.</li> <li>I can combine lines and shapes.</li> <li>Use large-muscle movements to wave flags, paint and make marks.</li> <li>I make vertical, horizontal and circular marks.</li> <li>I hold a crayon and scribble freely.</li> </ul>	<ul style="list-style-type: none"> <li>I can distinguish between the different marks I make.</li> <li>I sometimes give meaning to marks as I draw, using pencils, paint, chalks, crayons.</li> <li>I sometimes give meaning to marks as I draw, using sensory materials (e.g. flour, sand, gloop etc).</li> <li>I sometimes give meaning to marks as I draw, using gross motor skills e.g. painting on a wall with large paint brushes.</li> <li>I paint with wrist action, making dots. • I draw a person on request with head and face.</li> <li>I paint and draw freely.</li> <li>I draw a person on request with head, legs and body.</li> <li>Makes up drawings in response to an experience eg outings.</li> <li>Sometimes gives meaning to their drawings and paintings.</li> </ul>	<ul style="list-style-type: none"> <li>I can produce symbols with some resembling letter shapes when I use writing tools.</li> <li>I am beginning to copy letter shapes.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>I draw circles and can copy V, H and T</li> <li>Imitates adult's writing by making continuous lines of shapes and symbols (early writing) from left to right.</li> <li>I can hear and say the initial sound in words.</li> </ul>	<ul style="list-style-type: none"> <li>I can produce symbols with some resembling letter shapes when I use writing tools.</li> <li>I am beginning to copy letter shapes. • I sometimes give meaning to marks as I write.</li> <li>I can hear and say the initial sound in words.</li> </ul>	<ul style="list-style-type: none"> <li>I can produce symbols with some resembling letter shapes.</li> <li>I can hear and say the initial sound in words.</li> <li>I can copy letter shapes.</li> <li>I copy the letters X, V, T, H and O. • Use some of their print and letter knowledge in their early writing eg writing a pretend shopping list, writing m for mummy.</li> <li>Attempts to write their own name, or other names and words using combinations of lines, circles and curves, or letter-type shapes.</li> <li>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</li> <li>I write one or two letters independently, usually ones from my name.</li> <li>I can segment all phonemes in simple CVC words. (orally)</li> </ul>	<ul style="list-style-type: none"> <li>I give meaning to marks that I make as I write.</li> <li>I can use some clearly identifiable letters to communicate meaning.</li> <li>I can write for other purposes things such as labels.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> <li>I hold a pencil using a conventional grip.</li> <li>I copy triangles, squares and other geometric shapes (Rec) • I coordinate shoulder, wrist and finger movements to write, moving across and down the page. (Rec)</li> <li>I trace with detail. (Rec)</li> <li>I can segment all phonemes in simple CVC words. (orally)</li> </ul>
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Ongoing

- Use one-handed tools and equipment.
- Show a preference to a dominant hand.
- Ascribes meanings to signs, symbols and words that they make themselves.
- Includes mark making and early writing in their play.

 Reception	Autumn 1 How do we know about dinosaurs?	Autumn 2 <b>Dark</b> - New topic	Spring 1 Can You Build a House for A Fairy Tale Character?	Spring 2 How does your garden grow?	Summer 1 What is it like in Australia?	Summer 2 Where does our food come from?
<b>Texts</b>	Tyrannosaurus Drip by Julia Donaldson Harry & His Bucket full of dinosaurs Factual dinosaur books Giganotosaurus – Jonny Duddle Yikes Stinkysaurus – P Butchart & S Lloyd Dinosaurs and all that rubbish- M Foreham The littlest Dinosaur’s Big Adventure – M Foreman Dinosaur games- D Bedford	Funny Bones – Ahlberg Oscar and the moth- Geoff Waring One Winter’s Day – C Butler The Owl who was Afraid of the Dark- J Tomlinson The nativity story	Traditional Tale Books Three Little Pigs Little Red Hen, Jack and The Beanstalk, The Three Billy Goats Gruff Goldilocks The Enormous Turnip The Smartest Giant in Town by Julia Donaldson	The very hungry caterpillar- E Carle The Tiny Seed- E Carle Egg Drop by Mini Grey Superworm by Julia Donaldson Luna Loves gardening – J Coelho & F Lumbers	<b>Zog and the Flying Doctors.</b> <b>Julia Donaldson</b> <b>Linda Pickwell –Life in Australia.</b> Wombat Stew- M K Vaughan	Pig in the pond – M Waddell Farmer duck – M Waddell Town mouse and country mouse
<b>Retention to support memorisation</b>	Daily opportunity to write in the continuous provision in different areas of learning, independently and supported by facilitation from adults to practise and embed new skills, in different genres. Daily phonics lessons using the Read Write Inc scheme which includes a focus on blending and segmenting, grapheme recognition and formation, application of phonics to read and spell words and phrases. Daily opportunity to develop gross and fine motor skills.					
<b>The Robust instruction of Vocabulary</b>	Teachers select key/high quality vocabulary from the high quality class texts that are used. This vocabulary is explicitly taught through guided activities, and through varied opportunities in the daily provision.					

<p><b>Writing Skills progression</b></p>	<p>Gives meaning to the marks they make as they draw, paint and type using a keyboard or touch-screen technology</p> <p>Can hear the initial sounds in words and use clearly identifiable letters to write them.</p> <p>Uses their developing phonic knowledge to write things such as labels</p>	<p>Can hear initial and final sounds in the words and use clearly identifiable letters to write them.</p> <p>Uses their developing phonic knowledge to write things such as lists,</p>	<p>Segment the sounds in a word and uses clearly identifiable letters in sequence</p> <p>Uses their developing phonic knowledge to write things such as captions, later progressing to simple sentences</p>	<p>Write phonetically plausible words</p> <p>To say and write a simple sentence</p> <p>Uses their developing phonic knowledge to write things such as simple sentences</p>	<p>Write a simple sentence which can be read by themselves and others.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop.</p> <p>Uses their developing phonic knowledge to write things such as a simple sentence</p>	<p>Write simple phrases and sentences which can be read by themselves and others.</p> <p>Re-read my sentence to check it makes sense.</p> <p>Uses their developing phonic knowledge to write things such as simple sentences</p>
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**Ongoing**

- Use one-handed tools and equipment.
- Show a preference to dominant hand.
- Form lower case/ capital letters correctly.
- Ascribes meanings to signs, symbols and words that they make themselves.
- Includes mark making and early writing in their play.
- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, and sometimes with words, in print and digital formats
- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.


**Early Learning Goal**


- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters □ \_Write simple phrases and sentences that can be read by others


**Grammar, punctuation and genre progression Y1-4**

 Year 1	<b>Autumn 1</b>  <b>Where do the leaves go?</b> <b>Seasonal change</b>	<b>Autumn 2</b>  <b>Where do the leaves go?</b> <b>Seasonal change</b>	<b>Spring 1</b>  <b>Transport – How do we get around?</b>	<b>Spring 2</b>  <b>What should the three little pigs build a house from?</b>	<b>Summer 1</b>  <b>Do you want to be an explorer or adventurer?</b>	<b>Summer 2</b>  <b>Why is our world so wonderful?</b>
Text	The Leaf Man Stanley’s stick – J Hegley The Rabbit that belongs to Emily Brown	Owl Babies The Leaf Thief Poems on seasonal change	Journey - Where the Wild Things Are	The Three Little Pigs Little Red Riding hood	Man on the moon	Handa’s Surprise Meerkat Mail
<b>GPS skills and knowledge are broken down into a learning journey of small components that focus on vocabulary and the spoken language so that all learners develop expertise in writing</b>						
GPS Skills and knowledge	Revisit Reception GPS skills See GPS Nouns Verbs Beginning to understand features of sentence through subject and verbs Daily	Simple sentences to describe the owls. Simple descriptive text	Adjectives Proper nouns (embedding simple sentences)  Short narrative	Compound sentence with pronoun and personal pronouns  <u>Story</u>	NL Time adverbials Question marks (not journey) imperative verbs  <u>instructions</u> <u>How to get to the moon</u>	Proper nouns and questions Adjectives revisited to ensure retention Embedding year 1 knowledge of compound and pronoun.  Retell
Retention to support memorisation	<b>Daily Sentence Not Sentence session focus on the retention of previously taught skills to support memorisation</b> <b>Use the developed STEM sentence for each grammar component to ensure consistency and to support memorisation and learners articulate their learning with a peer, in small groups, large groups and the whole class to develop their expertise through spoken language.</b>					
The Robust instruction of Vocabulary	<b>Teacher’s select key/high quality vocabulary from the high quality class texts that are used and teaching focusses on the teaching of this within a progressive learning journey.</b>					

<p><b>Genre written outcomes</b></p>	<p><b>Drama-retell of tour around Uttoxeter looking at seasonal change (geography link)</b></p> <p>Dictated sentences (embed phonic knowledge) Labels, postcard, List, captions (Focusing on nouns – therefore not yet writing simple sentences this will be the focus for next half term)</p>	<p><b>Retell of a section of the story with different characters</b></p> <p>Retell/Drama – walking around school grounds – senses walk</p>	<p><b>Diary entry</b> Retell a section of the story</p>	<p><b>Retell of the three little pigs/hello</b></p> <p>Retell of stories with a change of location.</p> <p>.</p>	<p><b>Instructions</b></p>	<p><b>Retell a section of Handa's surprise.</b></p> <p><b>Character description</b></p>
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 <b>Year 2</b>	<b>Autumn 1</b> <b>Remembrance.</b>	<b>Autumn 2</b> <b>What is so amazing about Africa?</b>	<b>Spring 1</b> <b>What was the great fire of London?</b>	<b>Spring 2</b> <b>How can we make the world a better place?</b>	<b>Summer 1</b> <b>Florence</b>	<b>Summer 2</b> <b>Why do we like to be beside the seaside?</b>
<b>Text</b>	<b>Vlad and the First World War</b>  <b>Into the Forest Anthony Browne</b>	<b>The Leopard's Drum</b>  <b>Mama Panya's Pancakes</b>	<b>Toby &amp; the great fire of London</b>  <b>The Great fire of London</b>	<b>Oliver and Patch</b>  <b>The Seeds of Change</b>	<b>Florence Nightingale</b> <b>Vlad and Florence Nightingale adventure</b>	<b>The Lighthouse Keeper's Lunch</b>
<b>GPS skills and knowledge are broken down into a learning journey of small components that focus on vocabulary and the spoken language so that all learners develop expertise in writing</b>						
<b>GPS knowledge and skills</b>	<b>Sentence types command, statement and exclamation (revisiting question marks)</b>	<i>Revisit Y1 skills and ensure that compound sentences are secured.</i> <b>Expanded noun phrases</b>  <b>Compound sentences with and (Y1 recap)</b>	<b>Compound sentences using the co-ordinating conjunctions but and or (revisiting and)</b>  <b>Apostrophes for contractions</b>	<b>Using the subordinating conjunctions when, if, because to extend sentences</b>	<b>Commas for a list</b>	<b>Tenses</b>  <b>Embed learning from Y2</b>
<b>Retention to support memorisation</b>	<b>Daily Sentence Not Sentence session focus on the retention of previously taught skills to support memorisation</b> <b>Use the developed STEM sentence for each grammar component to ensure consistency and to support memorisation and learners articulate their learning with a peer, in small groups, large groups and the whole class to develop their expertise through spoken language.</b>					
<b>The Robust instruction of Vocabulary</b>	<b>Teacher's select key/high quality vocabulary from the high quality class texts that are used and teaching focusses on the teaching of this within a progressive learning journey.</b>					
<b>Genre outcomes</b>	<u>Recount</u>	<u>Setting description</u>	<u>Recount</u>	<u>Letter</u>  <u>Can I move this to here as I don't think they would cope with letters</u>	<u>Non Chronological Report – Nurses</u>	<u>Narrative with a change</u>

 Year 3	<b>Autumn 1</b> <u>Who first Lived in Britain?</u>	<b>Autumn 2</b> <u>Who first Lived in Britain?</u>	<b>Spring 1</b> <u>Ancient Egypt</u>	<b>Spring 2</b> <u>Ancient Egypt</u>	<b>Summer 1</b> <u>How does our local past impact our future?</u>	<b>Summer 2</b> <u>What makes the Earth angry?</u>
<b>Text</b>	<b>Stone Age Boy by Satoshi Kitamura</b>  <b>Skara Brea</b>  Stone Age Tales: The Great Cave Terry Deary	Skara Brea  Stone Age Tales: The Great Cave Terry Deary	A Boy Who Stole the Pharaoh's Lunch  Ancient Egypt non-fiction texts (various)	Leon and the Place in between	<b>The Iron Man Tin Forest</b>	Escape from Pompeii- Christina Ballit  <u>Various non-fiction texts on earthquakes and volcanoes</u>
<b>GPS skills and knowledge are broken down into a learning journey of small components that focus on vocabulary and the spoken language so that all learners develop expertise in writing</b>						
<b>GPS knowledge and skills</b>	<i>Year 2 recap of co-ordinating conjunctions and using when, if and because to extend sentences</i> To use the co-ordinating conjunction 'so' to show a consequence	Fronted adverbials (time and place)	Expanded noun phrases using with and like for additional detail Complex sentences	To use direct speech and to understand that direct speech can show character.	<i>Consolidation and application of Grammar skills taught</i> Complex sentences	<i>Consolidation and application of grammar skills taught</i>
<b>Retention to support memorisation</b>	<b>Daily Sentence Not Sentence session focus on the retention of previously taught skills to support memorisation</b> Use the developed STEM sentence for each grammar component to ensure consistency and to support memorisation and learners articulate their learning with a peer, in small groups, large groups and the whole class to develop their expertise through spoken language.					
<b>The Robust instruction of Vocabulary</b>	<b>Teacher's select key/high quality vocabulary from the high quality class texts that are used and teaching focusses on the teaching of this within a progressive learning journey.</b>					
<b>Genre outcomes</b>	Retell of a narrative from the perspective of an alternative character. (The girl)	Non-Chronological report on the Stone Age to the Iron Age /  Non-Chronological report on Skara Brea	Character description	Rewrite a chapter – fantasy narrative	Narrative – Retell with a twist (own creature)	Persuasive text – make Romans leave before the volcano erupts!  Poem – figurative language

<p style="text-align: center;"><b>Year 4</b></p> 	<p style="text-align: center;"><b>Autumn 1</b> How do we know the Romans came to Britain?</p>	<p style="text-align: center;"><b>Autumn 2</b> Why is the River Trent So important to Staffordshire?</p>	<p style="text-align: center;"><b>Spring 1</b> Anglo Saxons</p>	<p style="text-align: center;"><b>Spring 2</b> What makes Canada so cool</p>	<p style="text-align: center;"><b>Summer 1</b> What was life like for children in World War 2?</p>	<p style="text-align: center;"><b>Summer 1</b> What was life like for children in World War 2?</p>
<p style="text-align: center;"><b>Text</b></p>	<p>Escape from Boudicca's Army (Local Author) Andrea Pate</p>	<p>The wind in the willows – Kenneth Grahame</p>	<p>The King who threw away his throne - Terry Deary</p>	<p>The Last Polar Bears – Harry Horse</p>	<p>The Lion &amp; The Unicorn – Shirley Hughes</p>	<p>The secret war diary – Flossie Albright</p>
<p><b>GPS skills and knowledge are broken down into a learning journey of small components that focus on vocabulary and the spoken language so that all learners develop expertise in writing</b></p>						
<p><b>GPS knowledge and skills</b></p>	<p><i>Recap previous year group skills</i> Using expanded noun phrases with modifying adjectives and prepositional phrases</p>	<p>Using expanded noun phrases with modifying adjectives and prepositional phrases</p> <p>To use paragraphing effective with topic sentences that develop around a main point</p> <p>To use direct speech to show character and to move events forward within a story</p>	<p>To use paragraphing for narrative and nonnarrative with effective topic sentences that develop around a main point</p> <p>To choose pronouns for clarity and cohesion and to avoid repetition</p>	<p>To use paragraphing for narrative and nonnarrative with effective topic sentences that develop around a main point</p> <p>To choose pronouns for clarity and cohesion and to avoid repetition</p>	<p>Application of the year 4 GPS skills taught</p> <p>Complex sentences and use of conjunctions</p>	<p>Application of the year 4 GPS skills taught</p> <p><i>Paragraphs</i></p> <p><i>Speech</i></p> <p><i>Pronouns</i></p> <p><b>EXPANDED noun PHRASES</b></p>
<p><b>Retention to support memorisation</b></p>	<p>Daily Sentence Not Sentence session focus on the retention of previously taught skills to support memorisation</p> <p>Use the developed STEM sentence for each grammar component to ensure consistency and to support memorisation and learners articulate their learning with a peer, in small groups, large groups and the whole class to develop their expertise through spoken language.</p>					
<p><b>The Robust instruction of Vocabulary</b></p>	<p>Teacher's select key/high quality vocabulary from the high quality class texts that are used and teaching focusses on the teaching of this within a progressive learning journey.</p>					

<b>Genre outcomes</b>	<b>Battle scene descriptive narrative (challenge from contrasting point of view)</b>	<b>Write the next chapter creating suspense</b>	<b>Explanation text on the Anglo-Saxons</b>	<b>A non-chronological report about animals</b>	<b>Narrative with suspense</b>	<b>diary</b>
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