

 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
Texts	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
Retention to support memorisation	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.					
The Robust instruction of Vocabulary	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.					

Writing Skills progression	• I can make random marks. • I can make marks in overlapping layers. • I can make different marks. • I can make marks as separate symbols. • I can attempt closed symbols/shapes. • I can combine lines and shapes. • Use large-muscle movements to wave flags, paint and make marks. • I make vertical, horizontal and circular marks. • I hold a crayon and scribble freely.	• I can distinguish between the different marks I make. • I sometimes give meaning to marks as I draw, using pencils, paint, chalks, crayons. • I sometimes give meaning to marks as I draw, using sensory materials (e.g. flour, sand, gloop etc). • I sometimes give meaning to marks as I draw, using gross motor skills e.g. painting on a wall with large paint brushes. • I paint with wrist action, making dots. • I draw a person on request with head and face. • I paint and draw freely. • I draw a person on request with head, legs and body. • Makes up drawings in response to an experience eg outings. • Sometimes gives meaning to their drawings and paintings.	• I can produce symbols with some resembling letter shapes when I use writing tools. • I am beginning to copy letter shapes. • Use a comfortable grip with good control when holding pens and pencils. • I draw circles and can copy V, H and T • Imitates adult's writing by making continuous lines of shapes and symbols (early writing) from left to right. • I can hear and say the initial sound in words.	• I can produce symbols with some resembling letter shapes when I use writing tools. • I am beginning to copy letter shapes. • I sometimes give meaning to marks as I write. • I can hear and say the initial sound in words.	• I can produce symbols with some resembling letter shapes. • I can hear and say the initial sound in words. • I can copy letter shapes. • 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. • Attempts to write their own name, or other names and words using combinations of lines, circles and curves, or letter-type shapes. • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. • I write one or two letters independently, usually ones from my name. • I can segment all phonemes in simple CVC words. (orally)	• I give meaning to marks that I make as I write. • I can use some clearly identifiable letters to communicate meaning. • I can write for other purposes things such as labels. • Write some or all of their name. • Write some letters accurately. • I hold a pencil using a conventional grip. • 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) • I trace with detail. (Rec) • I can segment all phonemes in simple CVC words (orally)
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	<u>Autumn 1</u> - Transition - Family - Harvest - Seasonal changes (autumn)	<u>Autumn 2</u> - Celebrations and remembrance - My town - Seasonal changes (winter) - Christmas	<u>Spring 1</u> - Exploring the seasons and the environment - Lunar New Year - Healthy eating and heroes	<u>Spring 2</u> - Plants and growth - Easter	<u>Summer 1</u> - Travel - African animals - Friendship	<u>Summer 2</u> - Farming and food production - Under the sea - Transition to year 1
Texts	• You choose • That's not my name • Our class is a family • The owl who was afraid of the dark • Pumpkin soup • The little red hen (traditional tale) • We're going on a leaf hunt	• The best Diwali • The little red flower • The smartest giant in town • The snail and the whale • The snow thief • The Christmas Pine • A very noisy Christmas hunt	• We're going on a bear hunt • Seasonal changes • Ruby's Chinese New Year • The great race • Oliver's vegetables • Real superheroes	• Jack and the beanstalk (traditional tale) • The tiny seed • The extraordinary gardener • We're going on an egg hunt • The bunny who came to breakfast.	• Emma Jane's aeroplane • The naughty bus • Mungo monkey goes on a train • We all went on safari • We are going on a lion hunt • Tiddler • Goldilocks and three bears (traditional tale) •	• Farmer duck • What the ladybird heard • Commotion in the ocean • One day at the bottom of the deep blue sea • Sharing a shell • The koala who could • The crayons go back to school
Retention to support memorisation	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.					
The Robust instruction of Vocabulary	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.					

Grammar, punctuation and genre progression Y1-4

 Year 1	Autumn 1 Where do the leaves go in Winter? Seasonal change	Autumn 2 Where do the leaves go in Winter? Seasonal change	Spring 1 Who helped change transport, and how did it improve people's lives?	Spring 2 What should the three little pigs build a house from?	Summer 1 What can we learn from explorers and adventurers?	Summer 2 How do animals, people, and places make our world wonderful?
Text	The Leaf Man Stanley's stick – J Hegley The Rabbit that belongs to Emily Brown	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
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						
GPS Skills and knowledge	Revisit Reception GPS skills See GPS Nouns Verbs Beginning to understand features of sentence through subject and verbs Daily Sentences written through dictations weekly	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 instructions <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	Daily Sentence Not Sentence session focus on the retention of previously taught skills to support memorisation 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.					
The Robust instruction of Vocabulary	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.					

Genre written outcomes	Drama-retell of tour around Uttoxeter looking at seasonal change (geography link) 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)	Retell of a section of the story with different characters Retell/Drama – walking around school grounds – senses walk	Diary entry Retell a section of the story	Retell of the three little pigs/hello Retell of stories with a change of location. .	Instructions	Retell a section of Handa's surprise. Character description
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 Year 2	Autumn 1 Why is Remembrance Day important?	Autumn 2 What is so amazing about Africa?	Spring 1 Why did the Great Fire of London spread so quickly?	Spring 2 How can we make the world a better place?	Summer 1 Why are Mary Seacole and Florence Nightingale important?	Summer 2 Why do we like to be beside the seaside?
	Text Vlad and the First World War Into the Forest Anthony Browne	The Leopard's Drum Mama Panya's Pancakes	Toby & the great fire of London The Great fire of London	Oliver and Patch The Seeds of Change	Florence Nightingale Vlad and Florence Nightingale adventure	The Lighthouse Keeper's Lunch
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						
GPS knowledge and skills	Sentence types command, statement and exclamation (revisiting question marks)	<i>Revisit Y1 skills and ensure that compound sentences are secured.</i> Expanded noun phrases Compound sentences with and (Y1 recap)	Compound sentences using the co-ordinating conjunctions but and or (revisiting and) Apostrophes for contractions	Using the subordinating conjunctions when, if, because to extend sentences	Commas for a list	Tenses Embed learning from Y2
Retention to support memorisation	Daily Sentence Not Sentence session focus on the retention of previously taught skills to support memorisation 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.					
The Robust instruction of Vocabulary	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.					
Genre outcomes	<u>Letter</u>	<u>Setting description</u>	<u>Recount - diary</u>	<u>Recount</u>	<u>Non Chronological Report – Nurses</u>	<u>Narrative with a change</u>

 Year 3	Autumn 1 <u>What was life like for people during the Stone Age?</u>	Autumn 2 <u>What was life like for people during the Stone Age?</u>	Spring 1 <u>How do our lives compare to the Ancient Egyptians?</u>	Spring 2 <u>Who was Tutankhamun and why do we know so much about him?</u>	Summer 1 <u>How did industry impact children's lives in 19th century Stoke-on-Trent?</u>	Summer 2 <u>What makes the Earth angry?</u>
Text	Stone Age Boy by Satoshi Kitamura Skara Brea 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)	The Iron Man Tin Forest	Escape from Pompeii-Christina Ballit <u>Various non-fiction texts on earthquakes and volcanoes</u>
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						
GPS knowledge and skills	<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	Complex sentences	To use direct speech and to understand that direct speech can show character. <i>Consolidation and application of Grammar skills taught</i>	<i>Consolidation and application of grammar skills taught</i>
Retention to support memorisation	Daily Sentence Not Sentence session focus on the retention of previously taught skills to support memorisation 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.					
The Robust instruction of Vocabulary	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.					
Genre outcomes	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	A biography of Tutankhamun	Narrative – Retell with a twist (own creature)	Persuasive text – make Romans leave before the volcano erupts! Poem – figurative language

Year 4 	Autumn 1 How do we know the Romans came to Britain?	Autumn 2 What Makes Canada Unique?	Spring 1 How did the Anglo-Saxons Change Britain?	Spring 2 Why are Rivers Essential To Life?	Summer 1 What was life like for children in World War 2?	Summer 1 How Do Maps Help us to Understand the World?
Text	Escape from Boudicca's Army (Local Author) Andrea Pate	The Last Polar Bears – Harry Horse	The King who threw away his throne - Terry Deary	The Wind in the Willows – Kenneth Grahame	The Lion & The Unicorn – Shirley Hughes	The secret war diary – Flossie Albright
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						
GPS knowledge and skills	<i>Recap previous year group skills</i> Using expanded noun phrases with modifying adjectives and prepositional phrases Subordinating conjunctions to add details	To use paragraphing for narrative and nonnarrative with effective topic sentences that develop around a main point To choose pronouns for clarity and cohesion and to avoid repetition	To use paragraphing for narrative and nonnarrative with effective topic sentences that develop around a main point To choose pronouns for clarity and cohesion and to avoid repetition	Using expanded noun phrases with modifying adjectives and prepositional phrases To use paragraphing effective with topic sentences that develop around a main point To use direct speech to show character and to move events forward within a story	Application of the year 4 GPS skills taught Complex sentences and use of conjunctions	Application of the year 4 GPS skills taught Paragraphs Speech Pronouns EXPANDED noun PHRASES
Retention to support memorisation	Daily Sentence Not Sentence session focus on the retention of previously taught skills to support memorisation 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.					

The Robust instruction of Vocabulary	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.					
Genre outcomes	Battle scene descriptive narrative (challenge from contrasting point of view)	A non-chronological report about animals	Explanation text on the Anglo-Saxons	Write the next chapter creating suspense	Narrative with suspense	diary