

ENGLISH KS1 – ROTATION 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Writing</b>  <b>GENRES</b>	<p>Key Text: The Everywhere Bear By Julia Donaldson – Additional texts related to having an adventure whilst travelling</p> <p><i>Including options for free writing</i></p> <p>NARRATIVE NON-CHRONOLOGICAL REPORTS</p>	<p>Key Text: Katie Morag Island Stories (this is a selection of books) By Mairi Hedderwick</p> <p><i>Including options for free writing</i></p> <p>NARRATIVE PLAYSCRIPTS INSTRUCTIONS</p>	<p>Key Text: The Lighthouse Keepers lunch By Ronda Armitage</p> <p><i>Including options for free writing</i></p> <p>NARRATIVE EXPLANATIONS</p>	<p>Key Text: Fairy Tales</p> <p><i>Including options for free writing</i></p> <p>NARRATIVE RECOUNTS – REPORTS AND LETTER</p>	<p>Key Text: Flat Stanley By Jeff brown</p> <p>Additional Texts for immersion other books from the series</p> <p><i>Including options for free writing</i></p> <p>Poetry: Shape Poems</p> <p>NARRATIVE POETRY</p>	<p>Key Text: Fantastic Mr Fox By Roald Dahl Additional Texts for Immersion – other stories by Roald Dahl The Enormous Crocodile, The Magic finger</p> <p><i>Including options for free writing</i></p> <p>CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR</p>
<b>Reading KS1</b>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Applying phonics knowledge and understanding, as appropriate for age and stage</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Increasing sight vocabulary, as appropriate for age and stage</li> </ul> <p><b>Prosody</b></p> <ul style="list-style-type: none"> <li>Applying SPAG knowledge and understanding, as appropriate for age and stage</li> <li>Applying comprehension skills, as appropriate for age and stage</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>I can join in with others talking about stories, poems and non-fiction I have heard or read.</li> <li>I can talk about things that happen in a simple story in order.</li> <li>I can talk about what I think about characters and events in stories.</li> <li>I can join in with others talking about different books I have read or heard, remembering important events and bits of information, and expressing my views.</li> <li>I can use the features of non-fiction books to help me find information.</li> <li>I can recall the main events in lots of different stories on my own.</li> </ul>		<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Applying phonics knowledge and understanding, as appropriate for age and stage</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Increasing sight vocabulary, as appropriate for age and stage</li> </ul> <p><b>Prosody</b></p> <ul style="list-style-type: none"> <li>Applying SPAG knowledge and understanding, as appropriate for age and stage</li> <li>Applying comprehension skills, as appropriate for age and stage</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>I can suggest what words mean from clues in the text.</li> <li>I can check that my reading makes sense.</li> <li>I can link the title with events in a book.</li> <li>I can predict what might happen next in a story and say why.</li> <li>I can suggest meanings for words in a text using my knowledge of simple prefixes and suffixes.</li> <li>I can usually check that my reading makes sense and correct it myself in longer stories.</li> <li>I can find my favourite words and phrases in the text.</li> </ul>		<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Applying phonics knowledge and understanding, as appropriate for age and stage</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Increasing sight vocabulary, as appropriate for age and stage</li> </ul> <p><b>Prosody</b></p> <ul style="list-style-type: none"> <li>Applying SPAG knowledge and understanding, as appropriate for age and stage</li> <li>Applying comprehension skills, as appropriate for age and stage</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>I can spot similarities and differences between my own experiences and those of characters in stories.</li> <li>I can answer 'how' and 'why' questions about what I have read.</li> <li>I can usually make simple inferences about what is being said and done in a story.</li> <li>I can usually predict what might happen next in a story and link it to events and details in the text.</li> <li>I can usually make simple inferences, asking and answering questions to help my understanding.</li> </ul>	
Additional subjects + writing options	Science Living things	Science – Uses of Materials	Science – Light and Sound	Science: Changing Materials	Science – Habitats	Science Plants
	Understanding Christianity: GOD KS1: 1.1 – What do Christians believe God is like?	Understanding Christianity: GOSPEL KS1: 1.4 – What is the good news that Jesus brings?	Discovery RE: JUDAISM KS1: Y2 Spring 1 – How important is it for Jewish people to do what God asks them to do? (Passover) COMBINED WITH Y2 Summer 1 – How special is the relationship Jews have with God?	Understanding Christianity: SALVATION KS1: 1.5 – Why does Easter matter to Christians?	Discovery RE: PEOPLE OF GOD KS1: Y2 Autumn 1 – Is it possible to be kind to everyone all of the time?	Discovery RE: JUDAISM KS1: Y2 Summer 2 – What is the best way for a Jew to show commitment to God?
Links to subjects and revisiting topics	<b>History</b> <b>Homes and houses</b> Art + DT model making Design a wanted poster Use craft materials to create a new tail for Mr. Fox.	<b>History</b> <b>The Great Fire of London and Samuel Pepys</b> <b>Geography</b> - Draw a map showing Max's bedroom, the ocean that he	<b>Geography</b> <b>Key Human and Physical Features a local study</b> Art + DT Draw a life-size version of Flat Stanley! Decorate a Flat Stanley template	<b>Geography</b> <b>Maps and atlas skills</b> Art + DT opportunities for model making, mask making and puppet making	<b>Art + DT – Monet Water Lilies</b> <b>Geography</b> Identify habitats on a map	<b>Art + DT</b> 1. Clay animal 2. use weaving to design a tartan kilt

	<p>Design a new machine that might help the farmer to catch Mr. Fox. Can you make your own puppets of the characters in the story? <b>Geography</b> – identify places on a map Draw a map which shows the wood, the farms and the underground tunnels that Mr Fox digs. Look on a local map to find the location of farms and woods in your area. Find out the environmental impact of machinery digging up the land. How does it affect people and wildlife nearby?</p>	<p>sails over and the place where the 'wild things' live <b>Art + DT</b> -Look at the illustration of the coloured leaves on the inside cover. Could you get different colours of leaves and arrange them to make a picture? Could you cut out and paint leaf shapes and arrange these? Make a wild thing Christmas decorations build cars using craft materials and then use the cars</p>	<p>Draw / paint one of the paintings that might have been stolen from the Famous Museum. Stanley doesn't like the disguise that Mr. Dart chooses for him. Could you design a new one? <b>History</b> – choose an artefact that you might find in a museum. Research the item – what it is made of, what it is used for, how old it is</p>	<p>Design and make a castle or a sweetie house or pumpkin carriage <b>History</b> – find out about castles and their features. Find out about Knights and jousting</p>	<p>Draw a map of habitats in your garden</p>	<p><b>Geography</b> – Create maps of the Isle of Sturay</p>
<p><b>PAG</b> All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.</p>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use and in my writing.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>I can usually use when, if, but, because, and and or in my writing.</li> <li>I can usually add in words to describe people and things.</li> <li>I can spot and use nouns.</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use <i>and</i> in my writing.</li> <li>I can use capital letters for people's names, places, the days of the week and I.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>I can use .?! and ' in my writing.</li> <li>I can write statements, questions, exclamations and commands.</li> <li>I can use commas in a list.</li> <li>I can identify verb tenses</li> <li>I can write in the present or past tense as I need to.</li> <li>I can use progressives verbs to show actions that are going on.</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use <i>and</i> in my writing.</li> <li>I can use capital letters for people's names, places, the days of the week and I.</li> <li>I can sometimes use? and!</li> <li>I can use time connectives in my writing.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>I can use when, if, but, because, and, or and but in my writing.</li> <li>I can add in words to describe people and things.</li> <li>I can write statements, questions, exclamations and commands.</li> <li>I can use . ? ! and ' in my writing.</li> <li>I can use apostrophes to show where letters are missing in a contraction.</li> <li>I can use apostrophes to show that something belongs to someone.</li> <li>I can spot and use adverbs.</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use <i>and</i> in my writing.</li> <li>I can use capital letters for people's names, places, the days of the week and I.</li> <li>I can sometimes use? and!</li> <li>I can spot and use verbs.</li> <li>I can spot and use adjectives</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>I can write in the present or past tense as I need to.</li> <li>I can use progressive verbs to show actions that are going on.</li> <li>I can use , in a list.</li> <li>I can spot and use prepositions.</li> <li>I can use <i>a</i> and <i>an</i> correctly.</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</li> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use <i>and</i> in my writing.</li> <li>I can use capital letters for people's names, places, the days of the week and I.</li> <li>I can sometimes use? and!</li> <li>I can spot and use verbs.</li> <li>I can spot and use adjectives.</li> <li>I can use time connectives in my writing.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</li> <li>I can use when, if, but, because, and, or and but in my writing.</li> <li>I can add in words to describe people and things.</li> <li>I can write statements, questions, exclamations and commands.</li> <li>I can use . ? ! and ' in my writing.</li> <li>I can identify verb tenses.</li> <li>I can write in the present or past tense as I need to.</li> <li>I can use progressive verbs to show actions that are going on.</li> <li>I can use , in a list.</li> <li>I can use apostrophes to show where letters are missing in a contraction.</li> <li>I can use apostrophes to show that something belongs to someone.</li> <li>I can spot and use nouns.</li> <li>I can spot and use adverbs.</li> <li>I can spot and use prepositions.</li> <li>I can use <i>a</i> and <i>an</i> correctly.</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING</li> <li>I can use finger spaces between words when I am writing a few sentences by myself.</li> <li>I can usually use capital letters and full stops to show my sentences.</li> <li>I can use and in my writing.</li> <li>I can use capital letters for people's names, places, the days of the week and I.</li> <li>I can sometimes use? and!</li> <li>I can spot and use verbs.</li> <li>I can spot and use adjectives.</li> <li>I can use time connectives in my writing.</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING</li> <li>I can use when, if, but, because, and, or and but in my writing.</li> <li>I can add in words to describe people and things.</li> <li>I can write statements, questions, exclamations and commands.</li> <li>I can use . ? ! and ' in my writing.</li> <li>I can identify verb tenses.</li> <li>I can write in the present or past tense as I need to.</li> <li>I can use progressive verbs to show actions that are going on.</li> <li>I can use , in a list.</li> <li>I can use apostrophes to show contractions and possession.</li> <li>I can spot and use nouns.</li> <li>I can spot and use adverbs.</li> <li>I can spot and use prepositions.</li> <li>I can use <i>a</i> and <i>an</i> correctly.</li> </ul>

## Phonics and Spelling

Phonics – Little Wandle  
Spelling – Read Write Inc

<p>Y1</p> <ul style="list-style-type: none"><li>Review Phase 3 GPCs – ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, air, er, /z/, s, -es</li><li>Words with 2 or moew digraphs</li><li>Phase 4 – CVCC, CCVC, CCVCC, CCCVC</li><li>Phase 4 with long vowels</li><li>Phase 5 – ay, ou, oy, ea</li></ul> <p>Y2</p> <p><i>Phase 6 Letters and sounds</i> <i>Approx. age: 6–7   Year 2</i> <i>In Phase 6 children will read with increasing fluency. They will have learned most of the common letter-sound correspondences and can read familiar words automatically without needing to sound out and blend. Children will work on spelling, including prefixes and suffixes, doubling and dropping letters, and so on. These will be covered via RWI scheme</i></p> <ul style="list-style-type: none"><li>Complete assessment to move to Read write inc and find start point for learning. If children are unready to move on they will revisit Phase 5 RWI</li><li>Unit 1 or spelt a before l and ll, Unit 2 soft c.</li><li>Special focus tricky words,</li><li>Unit 3 adding suffix y</li><li>Unit 4 adding suffix y</li></ul>	<p>Y1</p> <ul style="list-style-type: none"><li>ir, ie, ue, u</li><li>o, l, a, e</li><li>a-e, i-e, o-e, u-e</li><li>e-e, ew, ie, aw</li><li>Grow the code: /igh/, /ai/, /oa/, /ee/, /oo/</li></ul> <p>Y2</p> <ul style="list-style-type: none"><li>Special focus Homophones</li><li>Unit 5 adding suffix ly</li><li>Unit 6 The n sound spelt kn and gn,</li><li>Special focus tricky words</li><li>Unit 7 The igh sound spelt y</li><li>Unit 8 adding the suffix ing</li><li></li></ul>	<p>Y1</p> <ul style="list-style-type: none"><li>/ee/, /e/, /w/, /oa/</li><li>/igh/, /oa/, /j/, /f/</li><li>/l/, /s/, /v/</li><li>/u/, /z/, /s/, /ee/</li><li>Grow the code: /oo/, /ee/, /s/, /z/, /oa/</li></ul> <p>Y2</p> <ul style="list-style-type: none"><li>Special focus homophones</li><li>Unit 9 adding suffix ing</li><li>Unit 10 The j sound</li><li>Special focus contractions and apostrophes</li><li>Unit 11 The o sound spelt a after w and qu</li><li>Unit 12 adding the suffix ed</li></ul>	<p>Y1</p> <ul style="list-style-type: none"><li>/ur/, /oo/, /air/, /or/</li><li>/ch/, /ar/</li><li>/or/, /o/, /air/</li><li>Schwa in longer words</li><li>/ur/, /r/, /s/</li><li>/c/, /sh/, /z/, /s/</li><li>Schwa at ends of words</li></ul> <p>Y2</p> <ul style="list-style-type: none"><li>Special focus The u sound spelt o and the or sound spelt ar after w</li><li>Unit 13 and 14 adding the suffix ed</li><li>Special focus Possessive apostrophes</li></ul> <p>Book 2b</p> <ul style="list-style-type: none"><li>Unit 1 r spelt wr</li><li>Unit 3 and 4 Adding suffixes – er or -est</li></ul>	<p>Y1</p> <ul style="list-style-type: none"><li>Revision</li><li>ay, a-e. ea, e</li><li>ie, i-e, o, o-e</li><li>ue, ew, u-e, aw</li><li>ea, ir, ou, oy</li><li>i, a, ow, u</li><li>ph, wh, ie, g</li></ul> <p>Y2</p> <ul style="list-style-type: none"><li>Special focus Homophones</li><li>Unit 5 ee sound spelt ey</li><li>Uni 6 adding suffixes –ness</li><li>Special focus words ending in il and words where s makes the zh sound</li><li>Unit 7 adding the suffix – ness</li><li>Unit 8 words ending in el</li></ul>	<p>Y1</p> <ul style="list-style-type: none"><li>/ai/, /n/, /m/, /ear/</li><li>/zh/, /j/, /i/, /j/</li><li>/sh/</li><li>/or/</li></ul> <p>Y2</p> <ul style="list-style-type: none"><li>Unit 9 words ending in –el</li><li>Unit 10 words ending in –al</li><li>Unit 11 Adding the suffix –ful</li><li>Unit 12 adding thee suffix –less</li><li>Unit 13 Adding the suffix –ment</li><li>Unit 14 adding the ending in –tion</li><li>Adding the suffix -es</li></ul>
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