

Learn and Grow Together



KS1 English Overview 2025-2026

At BFPNS, we create a caring family of resilient learners, enabling all individuals to thrive in our community.

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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 Reading STEM link: https://www.stem.org.uk/teaching-science-through-stories						
Core Text:	The Together Tree Whole-school text Links to PSHE, DEIB, school values Little Red Riding Hood Fairy Tale Builds on from EYFS Links to science (STEM activities available) Handa's Hen Key story Builds on from EYFS Links to maths Adjoh reads Handa's Hen Nursery Rhymes Poetry Books about what you might find in the local area. Non-fiction Links to geography.	Peter's Railway Now and Then Key Story Links to history Lonely Planet Kids How Trains Work: 1 Links to history Non-fiction texts - following instructions, e.g. no cook children's recipes, coding Links to DT and computing	Katie in London and Katie in Scotland Key story Links to geography The Big Book of the UK Non-fiction text Links to geography	Neil Armstrong Non-fiction text Links to history On the Way Home Key story Links to history The sound collector Poetry Roger McGough reads 'The Sound Collector' - YouTube The Journey Fiction Whole-school text for WBD.	Mary Seacole and Florence Nightingale Non-fiction texts Links to history The Enormous Turnip Traditional tale Links to science	Queen Elizabeth I and Queen Elizabeth II Non-fiction texts Links to history Rosie Revere Engineer Key story Links to DT. The Three Little Pigs Fairy Tale Links to science
Storytime books to read aloud:	Longer texts on the English Overview may need to be read during the end of the day story time. In addition, the following could be read: Books by Julia Donaldson The Puffin Keeper by Michael Morpurgo (chapter book) The Lighthouse Keeper series by Ronda Armitage Jill Murphy books, including The Worst Witch Series (early reading chapter books) Books by Oliver Jeffers					

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Termly Reading Progression: Year 1

Term	Autumn	Spring	Summer	National Curriculum
Strategies	Multiple reading strategies actively modelled throughout the reading and wider curriculum.			Word Reading
Word Reading	All children engage in the Read Write Inc Phonics Programme (see progression document).	All children engage in the Read Write Inc Phonics Programme (see progression document)	All children engage in the Read Write Inc Phonics Programme (see progression document)	Apply phonic knowledge and skills as a route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and the sound and where these occur in the word. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter (s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up my fluency and confidence in word reading. Apply phonic knowledge and skills as a route to decode words.
Books matched with phonic knowledge	Children can read simple polysyllabic words. Exposure to contracted words support children's understanding of the use of apostrophes. Children can say a sound for each letter in the alphabet and all consonant digraphs e.g. IL, sh, ch	Children respond, with growing confidence, the correct sound to graphemes. Children can read by blending phonemes. Children continue to add to their knowledge of common exception words and can recognise and read these with growing confidence. Children continue to add to their knowledge of GPCs and word endings through shared reading lessons. - es, -ing, -ed, -er. E.g. walked, pushed.	Children are secure reading age/stage appropriate texts. See Word Reading expectations (Right)	
Children re-read to build their fluency	Children can read words consistent with their phonic knowledge by sound-blending. Children can read aloud simple sentences and books that are consistent with their phonic knowledge.	Children can read more complex polysyllabic words and are growing in confidence when reading words with contractions.		
Reading Comprehension Skills	Continue to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play	Children can use clues from the teacher to unpick the meanings of new words (vocabulary). Use Pre-teach model to develop children's vocabulary.	Children are continuing to grow their vocabulary bank, including tier 2/3 vocabulary linked to the wider curriculum. They can discuss word meanings, linking new meanings to those already known.	Comprehension I can develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently. Being encouraged to link what I have read or heard read to my own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known. I can understand both the books I can already read accurately and fluently and those I listen to by: Drawing on what I already know or on background information and vocabulary provided by my teacher. Checking that the text makes sense to me as I read and correcting any inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. I can participate in discussion about what is read to me, taking turns and listening to what others say. I can explain clearly my understanding of what is read to me.
	In books read together, children are beginning to infer meaning by understanding how the main characters are feeling.	Children are growing in confidence in using their knowledge of the world to support simple inferences , e.g. character feelings, why events have happened.	To make a range of inferences based on age-appropriate books and using their growing knowledge of text types, the wider curriculum and own knowledge of the world.	
	Anticipate key events (making predictions) in stories based on what they know has happened so far. Know and understand the word prediction .	Children are growing in confidence in making their own predictions . They can share predictions orally with explanations for their thinking.	Understand what they have read by predicting what might happen based on what has been done or said so far.	
	Talk about stories that are familiar to them, being able to explain the main themes and features of these.	Children can explain the key features of traditional tales and familiar stories.	Children can clearly explain their understanding of what is being read to them, responding confidently to a range of questions to demonstrate their understanding.	
	Retrieval: Children can recall (orally) and/or sequence the key events in a story.	Children can find key information in a text through structured discussion & scaffolding from the teacher.	Children can participate in discussion about what is being read through retrieving key information. They can locate key information in a text through guided discussion.	
	Children can demonstrate understanding and sequence what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Using scaffolded resources, children can summarise the sequence of the main parts of a story or real event.	Children are beginning to independently identify relevant parts of a story, in order, that someone might need to know to help them understand what is happening (sequencing).	
Range of reading & Fluency	Throughout a range of texts, children are taught to develop positive attitudes to reading and understanding of what they read by: - Having opportunities to read books and authors they might not choose themselves, and be taught to exercise choice in selecting books; Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books; - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; Reading books that are structured in different ways and reading for a range of purposes; Participating in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.			

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Y1 Writing						
Spelling	Phonic links through Read Write Inc. Use common exception word lists. Taught as part of Writing Transcription.					
Handwriting practice	Following the Letterjoin programme , with letter shape rhymes from Read Write Inc. Taught as part of Writing Transcription.					
Purpose:	Write to entertain and inform.	Write to entertain and inform.	Write to entertain and inform.	Write to entertain and inform.	Write to entertain and inform.	Write to entertain and inform.
Grammar: Using The Place Value of Punctuation and Grammar programme (PVPG) . Taught as part of Writing Transcription.	Oracy focus – introducing children to parts of a sentence (SV) and how to effectively build sentences. <i>Understand irregular verbs: am, is, are, were, was</i> Teach expectations for writing (pencil grip, seating position etc). Correcting mispronunciations, missing words etc.	The Place Value of Punctuation and Grammar (PVPG) . 4 weeks (1 objective per day) 2 weeks consolidation (used according to need). Children should have a secure understanding of sentence structure (SV) before moving on. Use writing transcription practices to secure accurate spelling and punctuation.	Continue to reinforce the functions of PVPG. Children to begin to write sentences in context using PVPG (sentence building). Use writing transcription practices to secure accurate spelling and punctuation.	Continue to reinforce the functions of PVPG. Children to begin to add extras (leftovers) to sentences, in context - Use PVPG and writing transcription practices to secure accurate spelling and punctuation. Begin to add conjunctions to link to clauses.	Continue to reinforce the functions of PVPG. Children to write sentences with 'leftovers' (SVC) in context. Use writing transcription practices. Children to begin independently noticing and correcting inaccuracies.	Continue to reinforce the functions of PVPG. Children to write sentences with 'leftovers' (SVC) in context. Use writing transcription practices. Children to independently notice and correct inaccuracies.
Punctuation/spelling: National Curriculum Y1/2 spelling list. Taught as part of Writing Transcription and RWI Phonics.	Stop punctuation (FS) Learn the names of the alphabet. Learn lowercase/uppercase – children to know how to form capital letters. Stop punctuation (Full stops, Question/Exclamation marks)	Use writing transcription practices to secure accurate spelling and punctuation.	Learn to spell the days of the week (with CLs). Introduce common exception words as homework.	Common exception words for spelling.	Noting and correcting punctuation inaccuracies. Common exception words for spelling.	Common exception words for spelling. Regular and plural noun suffixes – adding s/es (See TT Writing Progression document p.31) Adding -er and -est where no change to the root word is needed.
Vocabulary: Link with tier 2 and tier 3 vocabulary from across the curriculum. Taught as part of Writing Transcription.	Letter, word, sentence, capital letter, alphabet (uppercase), lowercase, full stop, punctuation, joining words, question mark, exclamation mark. Also refer to Knowledge Organisers.	Personal pronouns. Refer to Knowledge Organisers.	Build adjective word bank relevant to writing purpose and outcome. Also refer to Knowledge Organisers.	Refer to Knowledge Organisers.	Build adjective word bank. Introduce the term synonym and build simple alternatives for big, small. Also refer to Knowledge Organisers.	Superlatives and comparatives (adding -er and -est). Also refer to Knowledge Organisers.

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<p>Writing outcomes:</p> <p>Ensure plentiful opportunities for oral rehearsal prior to writing.</p>	<p>Oral retell of nursery rhymes. Oral retell of several fairy tales. Use story maps to support oral retelling. Begin to write accurate simple sentences – for fiction and information.</p>	<p>Recount of an event – linked to the story and enrichment (using adjectives) – how trains were and how they are now. Invitation to a celebration/feast (DT/Reading morning links).</p>	<p>Retell of a story. Begin to write own version of where Katie might visit in S-I-A. Use story maps to begin to sequence sentences. Use poetic form to retell a poem.</p>	<p>Retell an event: create a fact file to inform others about Neil Armstrong using headings to organise writing, or digital recordings. Narrative or information based on the text The Journey.</p>	<p>Describe settings and characters. Change the main character/object and re-write a traditional tale. Write a NC report to compare significant individuals.</p>	<p>Children’s choice – present information to compare significant individuals. Letter to new teacher to give them information about self and aspirations. Write to describe a setting (TTLPs) Comparative sentences (QEs). Create rhyming sentences about an invention (Rosie).</p>
<p>Specific national curriculum LOs for children:</p>	<p><i>Composition:</i> To say out loud what they are going to write about.</p> <p><i>Vocabulary, grammar and punctuation:</i> To begin to leave spaces between words. To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p><i>[To understand the meaning of subject and verb]</i></p>	<p><i>Composition:</i> To compose a sentence orally before writing it. To begin to sequence sentences. To discuss what they have written with the teacher. <i>[To write simple sentences- SV]</i></p> <p><i>Vocabulary, grammar and punctuation:</i> To begin to use a capital letter to begin a sentence, for names of people and places, and the personal pronoun ‘I’. To use finger spaces.</p>	<p><i>Composition:</i> To compose a sentence orally before writing it. To begin to sequence sentences to form short narratives. To discuss what they have written with the teacher and pupils.</p> <p><i>Vocabulary, grammar and punctuation:</i> To use capital letters to begin sentences, for names and places, for the days of the week and for the personal pronoun ‘I’.</p>	<p><i>Composition:</i> To re-read what they have written to check that it makes sense.</p> <p><i>Vocabulary, grammar and punctuation:</i> To use capital letters to begin sentences, for names and places, for the days of the week and for the personal pronoun ‘I’. To use co-ordinating conjunctions (and, so, but) to join clauses.</p>	<p><i>Composition:</i> To re-read what they have written to check that it makes sense. To read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><i>Vocabulary, grammar and punctuation:</i> To use capital letters to begin sentences, for names and places, for the days of the week and for the personal pronoun ‘I’. To leave finger spaces. To use co-ordinating conjunctions (and, so, but) to join clauses.</p>	<p><i>Composition:</i> To re-read what they have written to check that it makes sense. To read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><i>Vocabulary, grammar and punctuation:</i> To use capital letters to begin sentences, for names and places, for the days of the week and for the personal pronoun ‘I’. To use co-ordinating conjunctions (and, so, but) to join clauses.</p>

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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2 Reading STEM link: https://www.stem.org.uk/teaching-science-through-stories						
Core Text: The Together Tree <i>Whole-school text</i> Links to PSHE, DEIB, school values The Adventures of Robin Hood. <i>Key story</i> Links to history Non-fiction texts about Sherwood Forest Links to history and science The Day the Crayons Quit <i>Key story</i> Links to PSHE	The Gruffalo <i>Key story</i> Link to science You Wouldn't Want to be a Victorian Miner! <i>Key story</i> Links to history and art (from autumn 1) Non-fiction books about Sutton-in-Ashfield and Nottinghamshire. Links to history and geography The Christmas Story <i>Key story</i> Links to RE	The Baker's Boy and the Great Fire of London <i>Key story</i> Links to history and science London's Burning Classical poetry Links to history and music	The True Story of The Three Little Pigs <i>Fairy Tale</i> Builds on from Y1 Links to science (STEM activities available) Cinnamon <i>Key story</i> Links to geography The Journey Fiction Whole-school text for WBD.	A Ticket Around the World <i>Key story – fiction/NF</i> Links to geography I Heard it on the Playground Contemporary poetry A Child of Books Read aloud – Oliver Jeffers <i>Key story</i> Links to art A First Look at Nature Poetry/Non-fiction Links to science	Around the World in 80 Days <i>Key story – fiction/NF</i> Links to geography Above and Below Non-fiction text Links to science	
Storytime books to read aloud:	Longer texts on the English Overview may need to be read during the end of the day story time. In addition, the following could be read: Books by Roald Dahl Jill Tomlinson collection, including The Owl Who Was Afraid of the Dark The Boy Who Grew Dragons collection by Andy Shepherd Quentin Blake's The Green Ship Books by Dick King-Smith, e.g. The Hodgeheg, The Sheep Pig, The Queen's Nose					

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Termly Progression: Year 2

Term	Autumn	Spring	Summer	National Curriculum
Strategies	Multiple reading strategies actively modelled throughout the reading and wider curriculum.			Word Reading
Word Reading	All children engage in the Read Write Inc Phonics Programme (see progression document).	All children engage in the Read Write Inc Phonics Programme (see progression document).	All children engage in the Read Write Inc Phonics Programme (see progression document).	Continue to apply phonic knowledge and skills as a route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to my improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up my fluency and confidence in word reading.
Books matched with phonic knowledge	Children are beginning to read and recognise words containing common suffixes. Children continue to build knowledge of common exception words. Children have consolidated and embedded Year 1 expectations.	Children are growing in confidence to decode, which is becoming more automatic. Reading fluency is developing. Children continue to read accurately by blending the sounds in words that contain graphemes taught so far. Children are reading with increasing accuracy words of two or more syllables.	Children read age-appropriate texts with fluency and make independent plausible attempts to decode unknown words using known reading strategies.	
Children re-read to build their fluency	Children can respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Children are beginning to move away from blending, with more emphasis on sight recognition and fluency.		
Reading Comprehension Skills	Children are growing in confidence in explaining the meaning of new words in context (vocabulary). Retrieval practice supports children to embed the learning of new word meanings.	Using pre-teach methods, vocabulary is carefully selected from key texts and taught so that understanding of text continues to develop (see Knowledge Organisers).	Children can discuss and clarify the meaning of new words, linking new meanings to known vocabulary . Children understand what they have read and listened to by drawing on what they already know or on background information and vocabulary provided by the teacher.	Comprehension I can develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of contemporary and classic poems, stories and non-fiction at a level beyond that at which I can read independently. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways. Recognising simple recurring literary language in stories and poetry. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing my favourite words and phrases. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. I can understand both the books I can already read accurately and fluently and those I listen to by: Drawing on what I already know or on background information and vocabulary provided by my teacher. Checking that the text makes sense to me as I read and correcting any inaccurate reading. Making inferences on the basis of what is being said and done. Answering and asking questions. Predicting what might happen on the basis of what has been read so far. I can participate in discussion about books, poems and other works that are read to me and those that I can read to myself, taking turns and listening to what others say. I can explain and discuss my understanding of books, poems and other materials, both those that I listen to and those that I can read to myself.
	Children can unpick character's actions and feelings and can explain their thinking through discussion (inferring meaning). To achieve this, they are beginning to draw on wider background knowledge & experience.	Children are becoming more confident in reading a text and making some inferences . These inferences focus on character actions, feelings and key events.	Children are confident in discussing inferences as they listen to and read texts.	
	With support and based on what they already know, children can discuss and make plausible predictions .	Children can discuss and explore what might happen next in a text, providing reasons for thinking (predicting).	Children can predict what might happen based on their knowledge of what has been read so far.	
	Children can explain the meaning of new words and are beginning to discuss and unpick how language is used for effect.	Children can recognise and explain key themes in familiar texts such as: good overcoming evil, triumph over challenge.	Children can identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.	
	Children are developing the skills of scanning to locate information in a text that has been read and discussed (retrieval).	Children can apply scanning skills to non-fiction texts to find key facts and information (retrieval).	Children can retrieve and record key information and key details from fiction and non-fiction texts both verbally and in writing.	
	Children have secured the process of sequencing . Using scaffolds, children are beginning to summarise what they have learnt so far.	Children are developing confidence in using different methods to sequence key events in longer texts (e.g. using dual coding). Children can summarise what they know (orally).	Children can independently, accurately and confidently, explain the sequence of events in a text. Children can read a series of events and number these correctly to show the order in which they happen.	
Range of reading & Fluency	Using a range of texts, children are taught to develop positive attitudes to reading and understand what they read by: Having opportunities to read books and authors they might not choose themselves; Being taught how to effectively choose books for reading; Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books; Having increased familiarity with a wide range of books and retelling some of these orally; Having reading books that are structured in different ways and reading for a range of purposes; Participating in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say. Children continue to develop their reading fluency, which includes reading accuracy, automaticity and prosody, through strategies such as choral reading, echo reading and repeated oral reading.			

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2 Writing						
Spelling	Phonic links through Read Write Inc. Use common exception word lists. Taught through Writing Transcription.					
Handwriting practice	Following the Letterjoin programme , with letter shape rhymes from Read Write Inc. Taught through Writing Transcription.					
Purpose:	Write to entertain and inform.	Write to entertain and inform.	Write to entertain and inform.	Write to entertain and inform.	Write to entertain and inform.	Write to entertain and inform.
Grammar: Using The Place Value of Punctuation and Grammar programme (PVPG). Taught as part of Writing Transcription Correcting mispronunciations, missing words etc..	Revisit expectations for writing (pencil grip, seating position etc). Revisit parts of a sentence (SV), personal pronouns and how to effectively build sentences. Children to understand irregular verbs: am, is, are, were, was – show them in context. Children to write simple sentences with 'leftovers' (SVC).	The Place Value of Punctuation and Grammar (PVPG) 4 weeks (1 objective per day). 2 weeks consolidation (used according to need). Different sentence types.	Continue to reinforce the functions of PVPG. Children to write sentences in context with 'leftovers' using PVPG (sentence building - SVC). Use PVPG and writing transcription practices to secure accurate spelling and punctuation.	Continue to reinforce the functions of PVPG. Children to begin to add extras (leftovers) to sentences, in context (SVC, SVO, SVOC) - Use PVPG and writing transcription practices to secure accurate spelling and punctuation.	Continue to reinforce the functions of PVPG. Children to write sentences with 'leftovers' (SVC, SVO, SVOC) in context, building the complexity of noun phrases. Use writing transcription practices. Children to begin independently noticing and correcting inaccuracies.	Continue to reinforce the functions of PVPG. Children to write sentences with 'leftovers' (SVC, SVO, SVOC) in context, building the complexity of noun phrases. Use writing transcription practices. Children to independently notice and correct inaccuracies.
Punctuation: Continue to reinforce the use of capital letters, full stops, ? ! from year 1. Taught through Writing Transcription and RWI Phonics	Retrieve all stop punctuation (. ? !) from Y1.	Apostrophes for singular possession, e.g. Robin's merry men. Commas to separate adjectives, in lists. Secure the use of capital letters to begin sentences, for proper nouns and for the pronoun 'I'.	Apostrophes for contraction (do not = don't). Exclamation marks.	Secure apostrophes (for possession and contraction). Revisit use of question marks (from Y1) and exclamation marks.	Noting and correcting punctuation inaccuracies. Revisit punctuation forms - AfL dependent	Noting and correcting punctuation inaccuracies. Revisit punctuation forms - AfL dependent
Vocabulary/ Spelling: Also refer to: National Curriculum Y1/2 spelling list. Knowledge Organisers. Spelling Shed	Compound, verb, statement, question, exclamation, command, adjectives for description and specification.	Adjectives for description and specification, comma, noun phrase, pronoun, adverb. Words ending in 'le' 'el' 'al' and 'il'.	Application of '-ed' '-er' and '-est' to words ending in 'y'. Application of '-ing' to words ending in 'e'.	Words where '-ed' is added to single syllable words. Words where 'a' makes an /or/ sound. Words where 'o' makes an /u/ sound.	Revisit present progressive (continuous) and past progressive (continuous) – see TT Writing progression document – p.32.	Homophones and near homophones. Words ending in '-tion' Word containing an apostrophe for contraction.

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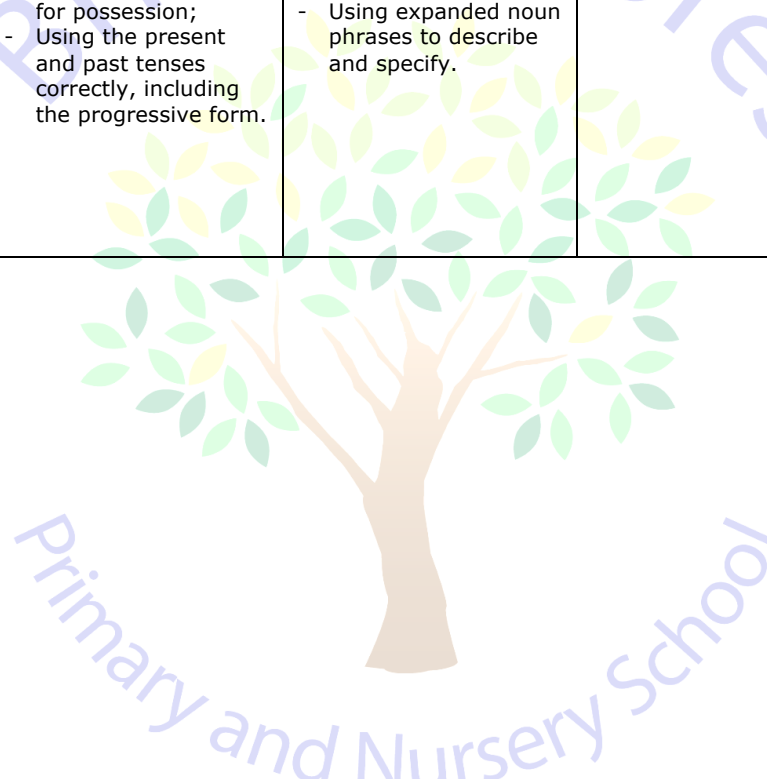
	Words that make the /j/ sound ('dge' 'ge' 'g'). Words where 'c' makes a /s/ sound before 'e' 'i' and 'y'. Words where 'kn' and 'gn' make a /n/ sound at the start of a word. Words where 'wr' makes a /r/ sound at the start of a word.	Words where 'y' makes an /igh/ sound. Application of -es to words ending in 'y'.	Words where '-er', '-est' and '-ed' are added to words ending in 'e'. Words where '-ing' is added to single syllable words.	Words where 'ey' makes an /ee/ sound.	Words where 'a' makes an /o/ sound. Words where 'or' and 'ar' make an /er/ or /or/ sound. Words where 's' makes an /z/ sound. Application of '-ment', '-ness', '-ful' and '-less'.	Words containing an apostrophe for possession. <i>Revisit as necessary forms - AfL dependent</i>
Writing outcomes: (Examples and not restricted to) <i>Ensure plentiful opportunities for oral rehearsal prior to writing.</i> <i>Use Writing Transcription to secure sentence construction.</i>	Sequence Robin Hood's journey. Orally rehearse and write facts (through dictation) about Sherwood Forest. Introduce a new character (crayon) – produce a letter to inform of arrival.	Retell of the journey through the deep dark woods, using own adjectives. Write Miner's Song. Story mapping to recall the Christmas story. All to include oral rehearsal, writing dictation, planning, drafting, evaluating and editing.	Setting and character descriptions based on The Baker's boy. Write a poem in the style of London's Burning. Recite poetry individually and with a partner/group.	Planning, drafting, evaluating and editing own version of The Three Little Pigs. Diary entry from Cinnamon's perspective – use adjectives to inform of emotions. Information writing based on The Journey.	Further deepen the use of story mapping linking to the places and finds in Around the World. Children to write the next chapter/event of A Child of Books.	Log <i>own</i> journey around the world (continents/oceans) – illustrate and add captions. Write a short story that includes a moral linked to the school and/or TT values. Non-chronological report on animals based on the text 'Above and Beyond'. Use subheadings to organise information.
Specific national curriculum LOs for children:	<i>Composition:</i> To develop what they are going to write beginning by: - Planning or saying aloud what they will write. - Writing down ideas/key words. <i>Vocabulary, grammar and punctuation:</i> To understand the concepts set out in English Appendix 2 by: - Including capital letters, full stops and question marks;	<i>Composition:</i> To develop positive attitudes towards and stamina for writing by: - Writing for different purposes; - Writing narratives about real experiences. To develop what they are going to write before beginning by: - Planning or saying aloud what they will write; - Writing down ideas/key words;	<i>Composition:</i> To develop positive attitudes towards and stamina for writing by: - Writing for different purposes; - Writing narratives about fictional experiences; - Writing poetry. To develop what they are going to write by: - Planning or saying aloud what they will write; - Evaluating writing with an adult;	<i>Composition:</i> To develop positive attitudes towards and stamina for writing by: - Writing for different purposes. To develop what they are going to write by: - Planning or saying aloud what they will write; - Evaluating writing with an adult; - Re-reading to check that writing makes sense.	<i>Composition:</i> To develop positive attitudes towards and stamina for writing by: - Writing for different purposes; - Writing narratives about fictional experiences. To develop what they are going to write by: - Planning what they will write; - Re-reading to check that writing makes sense.	<i>Composition:</i> To develop positive attitudes towards and stamina for writing by: - Writing for different purposes. To develop what they are going to write by: - Re-reading to check that writing makes sense. - Proof-reading to check for errors. - Reading aloud what they have written with appropriate

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	<ul style="list-style-type: none"> - Using co-ordination [orally] - or, and, but 	<ul style="list-style-type: none"> - Encapsulating what they want to say sentence-by-sentence. <p><i>Vocabulary, grammar and punctuation:</i> To understand the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - Using apostrophes for possession; - Using the present and past tenses correctly, including the progressive form. 	<ul style="list-style-type: none"> - Re-reading to check that writing makes sense. <p><i>Vocabulary, grammar and punctuation:</i> To understand the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - Using apostrophes for contracted forms. - Using expanded noun phrases to describe and specify. 	<p><i>Vocabulary, grammar and punctuation:</i> To understand the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - Using apostrophes for possession and contracted forms. - Using expanded noun phrases to describe and specify. 	<ul style="list-style-type: none"> - Proof-reading to check for errors. - Reading aloud what they have written with appropriate intonation, making meaning clear. <p><i>Vocabulary, grammar and punctuation:</i> To understand the concepts set out in English Appendix 2:</p> <ul style="list-style-type: none"> - Using expanded noun phrases to describe and specify. - Using subordination (when, if, that, or because) and co-ordination (or, and, but). 	<p>intonation, making meaning clear.</p> <p><i>Vocabulary, grammar and punctuation:</i> To understand the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - Learning how to use sentences with different forms: statement, question, exclamation, command; - Using subordination (when, if, that, or because) and co-ordination (or, and, or but).
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At BFPNS, we create a caring family of resilient learners, enabling all individuals to thrive in our community.

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