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| **Objectives** | **Autumn** | **Spring** | **Summer** |
| **Theme: Desert/oasis (environment)**  **Book focus:**  Term 1  -We’re Going on a Bear Hunt By Michael Rosen and Helen Oxenbury  -Cook-A-Doodle-Doo by Janet Stevens and Susan Stevens Crummel  -The Jolly Postman by Janet Allen Ahlberg  -Dear Teacher by Amy Husband  -The Gruffalo‘s Child by Julia Donaldson | **Theme: Extreme weather conditions**  **Thunderstorms/lightening/hurricanes/sand storms**  **Book focus:**  Term 2  -Hansel and Gretel communication4all PPT  -Handa’s Surprise- PPT/by Eileen Browne  **-**Where Are The Night Animals by Mary AnnFraser  **-**Owl Babies by Martin Waddell | **Theme: Habitats (fictional and non-fictional)**  **Book focus:**  Term 3  -The Jungle Book by Walt Disney |
| **Transcription**  • Segment spoken words into phonemes and record these as graphemes.  • Spell words with different alternative spellings, including a few common homophones.  • Spell longer words using suffixes such as ment, ness, ful, less, ly.  • Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.  • Identify known phonemes in unfamiliar words and use syllables to divide words.  • Form lower case letters of the correct size relative to one another.  • Begin to use some of the diagonal and horizontal strokes needed to join letters.  • Understand which letters, when adjacent to one another, are best left unjoined.  • Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters.  • Use spacing between words that reflects the size of the letters. | ***Writing-transcription***  •Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  •Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.   * Learning to spell common exception words * Apply spelling rules and guidance. * Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.   ***Writing: Handwriting & Presentation***   * Form lower-case letters of the correct size relative to one another * Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters * Use spacing between words that reflects the size of the letters.   ***Writing: Vocabulary,***  ***Grammar & Punctuation***  Develop their understanding  of the concepts set out in  English Appendix 2 by:   * Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)   Use sentences with different forms: statement, question, exclamation, command  ***Composition***   * Write narratives about personal experiences and those of others (real and fictional). * Write for different purposes, including real events. * Plan and discuss the content of writing and write down ideas. * Proof-read to check for errors in spelling, grammar and punctuation. * Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists. * Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I * Use present and past tenses correctly and consistently including the progressive form. | ***Writing-transcription***  -Learning to spell more words with contracted forms.  -Learning the possessive apostrophe (singular) [for example, the girl’s book]  distinguishing between homophones and near- homophones   * Add suffixes to spell longer words, including –ment,   –ness, –ful, –less, –ly   * Apply spelling rules and guidance.   ***Writing: Handwriting & Presentation***   * Form lower-case letters of the correct size relative to one another * Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters * Use spacing between words that reflects the size of the letters. * Consistently, including verbs in the continuous form   •Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]  -Read aloud what they have written with appropriate intonation to make the meaning clear.  ***Writing: Vocabulary, Grammar & Punctuation***  -Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  *Learn how to use:*   * Sentences with different forms: statement, question, exclamation and command. * Expanded noun phrases to describe and specify [for example, the blue butterfly]   ***Composition***   * Plan and discuss the content of writing and write down ideas. * Orally rehearse structured sentences or sequences of sentences. * Evaluate writing independently, with peers and with teacher. * Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists. * Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I. * Use subordination (using *when*, *if*, *that*, or *because*) and co-ordination (using *or*, *and*, or *but*). * Use present and past tenses correctly and consistently including the progressive form. | ***Writing-transcription***   * Learning to spell common exception words * Learning to spell more words with contracted forms * Learning the possessive apostrophe(singular) [for example, the girl’s book] * Distinguishing between homophones and near- homophones * Add suffixes to spell longer words, including –ment,   –ness, –ful, –less, –ly   * Apply spelling rules and guidance, as listed in English Appendix 1 * Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.   ***Writing: Handwriting & Presentation***   * Form lower-case letters of the correct size relative to one another * Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters * Use spacing between words that reflects the size of the letters. * Consistently, including verbs in the continuous form * Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] * Read aloud what they have written with appropriate intonation to make the meaning clear.   ***Writing: Vocabulary, Grammar & Punctuation***  *-*Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  *Learn how to use:*   * Sentences with different forms: statement, question, exclamation, command * Expanded noun phrases to describe and specify [for example, the blue butterfly]   ***Composition***   * Plan and discuss the content of writing and write down ideas. * Orally rehearse structured sentences or sequences of sentences. * Evaluate writing independently, with peers and with teacher. * Proof-read to check for errors in spelling, grammar and punctuation. * Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists. * Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I. * Use subordination (using *when*, *if*, *that*, or *because*) and co-ordination (using *or*, *and*, or *but*). * Use present and past tenses correctly and consistently including the progressive form. |
| **Composition**   * Write narratives about personal experiences and those of others (real and fictional). * Write for different purposes, including real events. * Plan and discuss the content of writing and write down ideas. * Orally rehearse structured sentences or sequences of sentences. * Evaluate writing independently, with peers and with teacher. * Proof-read to check for errors in spelling, grammar and punctuation. * Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists. * Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I. * Use subordination (using *when*, *if*, *that*, or *because*) and co-ordination (using *or*, *and*, or *but*). * Use present and past tenses correctly and consistently including the progressive form. |  |  |  |