

## English Curriculum Overview – 2018-19

<b>Term 1</b> <b>NARRATIVE</b> <i>Stories by Significant Authors</i>	<b>Winter</b>	Key Text: Allan Ahlberg – The Jolly Postman Additional Texts for Immersion – other stories by Allan Ahlberg		
		<b>SPAG</b>		
		<b>EXPLORING - 30-50 months</b>	<b>ACHIEVING - 40-60 months</b>	<b>EXCEEDING - Step 1 achieving</b>
		<i>Ascribes meaning to marks they see in different places.                      Listens to stories with increasing attention and recall.                      Describes main story settings, events and principal characters.                      Beginning to be aware of the way stories are structured.                      Suggests how the story might end.</i>	<i>Gives meaning to the marks they make as they draw, write and paint.                      Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</i>	<i>I can write a sentence that can be read by others.                      I can sometimes use finger spaces between words in a sentence.                      I can usually use a capital letter and a full stop when I write a sentence.</i>
	<b>Letters and Sounds/Phonics</b>			
	Phase 2 Letters and Sounds (starting at p.48)	Phase 3 Letters and Sounds (starting at p.73)		
	<b>Spring</b>	Key Text: Roald Dahl - The Giraffe, Pelly and Me Additional Texts for Immersion – other stories by Roald Dahl		
		<b>SPAG</b>		
		<b>EXPLORING - Step 1 exceeding</b>	<b>ACHIEVING - Step 2 achieving</b>	<b>EXCEEDING - Step 3 achieving</b>
		I can usually use finger spaces between words in a sentence. I can often use a capital letter and a full stop when I write a sentence.	I can usually use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing.	I can usually use <i>when, if, but, because, and</i> and <i>or</i> in my writing. I can usually add in words to describe people and things.
	<b>Letters and Sounds/Phonics</b>			
	Phase 5 Letters and Sounds (starting at p.130)	Phase 6 Letters and Sounds (starting at p.167)		
	<b>Summer</b>	Key Text: Roald Dahl - The Magic Finger Additional Texts for Immersion – other stories by Roald Dahl		
		<b>SPAG</b>		
		<ul style="list-style-type: none"> <li>• Statements, Questions, Exclamations</li> <li>• Verbs:</li> <li>• Identifying</li> <li>• Tenses, and changing between these</li> <li>• Progressive forms</li> <li>• Present perfect form</li> <li>• Standard forms</li> </ul>		
	<b>Spelling</b>			
Refer to separate Spelling Curriculum for weekly spelling objectives				
<b>Autumn</b>	Key Text: Phillip Pullman - Clockwork Additional Texts for Immersion – other stories by Phillip Pullman			
	<b>SPAG</b>			
	<ul style="list-style-type: none"> <li>• Word classes – nouns, adjectives, adverbs, pronouns, prepositions</li> <li>• Using commas</li> <li>• Using conjunctions</li> <li>• Adding relative and subordinate clauses</li> <li>• Noun phrases</li> <li>• Adverbial phrases</li> </ul>			
	<b>Spelling</b>			
Refer to separate Spelling Curriculum for weekly spelling objectives				

<b>Term 1 RECOUNTS</b>	<b>Winter</b>	<i>Based on their own experiences</i> Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - 30-50 months</b>	<b>ACHIEVING - 40-60 months</b>	<b>EXCEEDING - Step 1 achieving</b>
		<i>Ascribes meaning to marks they see in different places. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Beginning to be aware of the way stories are structured. Suggests how the story might end.</i>	<i>Gives meaning to the marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</i>	<i>I can write a sentence that can be read by others. I can sometimes use finger spaces between words in a sentence. I can usually use a capital letter and a full stop when I write a sentence.</i>
		<b>Letters and Sounds/Phonics</b>		
	Phase 2 Letters and Sounds (starting at p.48)		Phase 3 Letters and Sounds (starting at p.73)	
	<b>Spring</b>	<i>Dairy Writing based on The Giraffe, Pelly and Me</i> Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING – Step 1 Exceeding</b>	<b>ACHIEVING – Step 2 Achieving</b>	<b>EXCEEDING – Step 3 Achieving</b>
		<i>I can usually use finger spaces between words in a sentence. I can often use a capital letter and a full stop when I write a sentence.</i>	<i>I can usually use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can usually use a capital letters for people’s names, places, the days of the week and I.</i>	<i>I can use full stops, question marks, exclamation marks and apostrophes in my writing. I can usually write statements, questions, exclamations and commands. I can use a comma in a list. I can usually write in the present or past tense as I need to. I can usually use progressive verbs to show actions that are going on. I can usually use the write punctuation and grammar in my writing.</i>
		<b>Letters and Sounds/Phonics</b>		
	Phase 5 Letters and Sounds (starting at p.130)		Phase 6 Letters and Sounds (starting at p.167)	
	<b>Summer</b>	<i>Newspaper Reports based on The Magic Finger</i> Texts for Immersion –		
		<b>SPAG</b>		
		<ul style="list-style-type: none"> <li>• Statements, Questions, Exclamations</li> <li>• Verbs:</li> <li>• Identifying</li> <li>• Tenses, and changing between these</li> <li>• Progressive forms</li> <li>• Present perfect form</li> <li>• Standard forms</li> </ul>		
	<b>Autumn</b>	<i>Newspaper Reports based on Clockwork</i> Texts for Immersion –		
<b>SPAG</b>				
<ul style="list-style-type: none"> <li>• Word classes – nouns, adjectives, adverbs, pronouns, prepositions</li> <li>• Using commas</li> <li>• Using conjunctions</li> <li>• Adding relative and subordinate clauses</li> <li>• Noun phrases</li> <li>• Adverbial phrases</li> </ul>				
<b>Spelling</b>				
Refer to separate Spelling Curriculum for weekly spelling objectives				



<b>Term 2</b> <b>NARRATIVE</b> <b>Fantasy Stories</b>	<b>Winter</b>	Key Text: Ian Whybrow – Harry and the Bucketful of Dinosaurs Additional Texts for Immersion – other stories from the series		
		<b>SPAG</b>		
		<b>EXPLORING - 40-60 months</b>	<b>ACHIEVING - Step 1 exploring</b>	<b>EXCEEDING - Step 2 exploring</b>
		<i>Gives meaning to the marks they make as they draw, write and paint.</i> <i>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</i> <i>Writes own names and other things such as labels, captions.</i> <i>Attempts to write short sentences in meaningful context.</i>	I can with help use finger spaces between words in a sentence. I can sometimes use a capital letter and a full stop when I write a sentence.	I can sometimes use finger spaces when I am writing a few sentences by myself. I am beginning to use capital letters and full stops to show my sentences. I am beginning to use and in my writing.
		<b>Letters and Sounds/Phonics</b>		
	Phase 3 Letters and Sounds (starting at p.73)	Phase 4 Letters and Sounds (starting at p.106)	Phase 5 Letters and Sounds (starting at p.130)	
	<b>Spring</b>	Key Text: Enid Blyton – The Magic Faraway Tree/The Wishing Chair Additional Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - Step 2 exploring</b>	<b>ACHIEVING – Step 2 Achieving</b>	<b>EXCEEDING – Step 3 Achieving</b>
		I can sometimes use finger spaces when I am writing a few sentences by myself. I am beginning to use capital letters and full stops to show my sentences. I am beginning to use and in my writing.	I can usually use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can usually use a capital letters for people’s names, places, the days of the week and I.	I can use full stops, question marks, exclamation marks and apostrophes in my writing. I can usually write statements, questions, exclamations and commands. I can use a comma in a list. I can usually write in the present or past tense as I need to. I can usually use progressive verbs to show actions that are going on. I can usually use the write punctuation and grammar in my writing.
		<b>Letters and Sounds/Phonics</b>		
	Phase 5 Letters and Sounds (starting at p.130)	Phase 6 Letters and Sounds (starting at p.167)		
	<b>Summer</b>	Key Text: Maurice Sendak – Where The Wild Things Are Additional Texts for Immersion –		
		<b>SPAG</b>		
		<ul style="list-style-type: none"> <li>• Conjunctions and compound sentences</li> <li>• Fronted adverbials               <ul style="list-style-type: none"> <li>○ Apostrophes</li> <li>○ Contractions</li> </ul> </li> <li>• Possession</li> <li>• Adverbs               <ul style="list-style-type: none"> <li>○ Descriptive – with –ly suffix, to show how something is done</li> <li>○ Adverbial phrases, showing when or where</li> </ul> </li> </ul>		
	<b>Spelling</b>			
Refer to separate Spelling Curriculum for weekly spelling objectives				
<b>Autumn</b>	Key Text: J K Rowling – Harry Potter Additional Texts for Immersion –			
	<b>SPAG</b>			
<ul style="list-style-type: none"> <li>• Clauses</li> <li>• Modal verbs</li> <li>• Present perfect verbs</li> <li>• Subordinating conjunctions</li> </ul>				

		<ul style="list-style-type: none"><li>• Using commas</li><li>• Using colons and semi-colons in a list</li></ul>
<b>Spelling</b>		
Refer to separate Spelling Curriculum for weekly spelling objectives		

<b>Term 2 NON-CHRONOLOGICAL REPORTS</b>	<b>Winter</b>	Writing related to Dinosaur topic. Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - 40-60 months</b>	<b>ACHIEVING - Step 1 exploring</b>	<b>EXCEEDING - Step 2 exploring</b>
		<i>Gives meaning to the marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own names and other things such as labels, captions. Attempts to write short sentences in meaningful context.</i>	I can with help use finger spaces between words in a sentence. I can sometimes use a capital letter and a full stop when I write a sentence.	I can sometimes use finger spaces when I am writing a few sentences by myself. I am beginning to use capital letters and full stops to show my sentences. I am beginning to use and in my writing.
	<b>Letters and Sounds/Phonics</b>			
	<b>Spring</b>	Writing related to History topic (Victorians 2018) Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - Step 1 exceeding</b>	<b>ACHIEVING – Step 2 Achieving</b>	<b>EXCEEDING – Step 3 Achieving</b>
		I can often use a capital letter and a full stop when I write a sentence. I can read a sentence I have written and spot mistakes I have made.	I can usually use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can usually use a capital letters for people’s names, places, the days of the week and I.	I can use full stops, question marks, exclamation marks and apostrophes in my writing. I can usually write statements, questions, exclamations and commands. I can use a comma in a list. I can usually write in the present or past tense as I need to. I can usually use progressive verbs to show actions that are going on. I can usually use the write punctuation and grammar in my writing.
		<b>Letters and Sounds/Phonics</b>		
	Phase 5 Letters and Sounds (starting at p.130)	Phase 6 Letters and Sounds (starting at p.167)		
	<b>Summer</b>	Writing related to History topic (Victorians 2018) Texts for Immersion –		
		<b>SPAG</b>		
		<ul style="list-style-type: none"> <li>• Conjunctions and compound sentences</li> <li>• Fronted adverbials <ul style="list-style-type: none"> <li>○ Apostrophes</li> <li>○ Contractions</li> </ul> </li> <li>• Possession</li> <li>• Adverbs <ul style="list-style-type: none"> <li>○ Descriptive – with –ly suffix, to show how something is done</li> <li>○ Adverbial phrases, showing when or where</li> </ul> </li> </ul>		
		<b>Spelling</b>		
Refer to separate Spelling Curriculum for weekly spelling objectives				
<b>Autumn</b>	Writing related to Geography topic (region in North or South America 2018) Texts for Immersion –			
	<b>SPAG</b>			
<ul style="list-style-type: none"> <li>• Clauses</li> <li>• Modal verbs</li> </ul>				

		<ul style="list-style-type: none"><li>• Present perfect verbs</li><li>• Subordinating conjunctions</li><li>• Using commas</li><li>• Using colons and semi-colons in a list</li></ul>
		<b>Spelling</b>
		Refer to separate Spelling Curriculum for weekly spelling objectives

<b>Term 3</b> <b>NARRATIVE</b> <i>Traditional Tales</i>	<b>Winter</b>	Key Text: fairy tales Additional Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - 40-60 months</b>	<b>ACHIEVING - Step 1 exploring</b>	<b>EXCEEDING - Step 2 exploring</b>
		<i>Gives meaning to the marks they make as they draw, write and paint.</i> <i>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</i> <i>Writes own names and other things such as labels, captions.</i> <i>Attempts to write short sentences in meaningful context.</i>	I can with help use finger spaces between words in a sentence. I can sometimes use a capital letter and a full stop when I write a sentence.	I can sometimes use finger spaces when I am writing a few sentences by myself. I am beginning to use capital letters and full stops to show my sentences. I am beginning to use and in my writing.
		<b>Letters and Sounds/Phonics</b>		
	Phase 3 Letters and Sounds (starting at p.73)	Phase 3 Letters and Sounds (starting at p.73)	Phase 4 Letters and Sounds (starting at p.106)	
	<b>Spring</b>	Key Text: Alternative versions of fairy tales (The Three Little Pigs; Three Little Wolves and the Big Bad Pig – Eugene Trivizas; The True Story of the Three Little Pigs – Jon Scieszka) Additional Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - Step 2 exploring</b>	<b>ACHIEVING - Step 2 exceeding</b>	<b>EXCEEDING - Step 3 exceeding</b>
		I can sometimes use finger spaces when I am writing a few sentences by myself. I am beginning to use capital letters and full stops to show my sentences. I am beginning to use and in my writing.	I can always use finger spaces between words when I am writing a few sentences by myself. I can often use capital letters and full stops to show my sentences. I can use if, so, but and because in my writing.	I can confidently use when, if, but, because, and, or and but in my writing. I can always add in words to describe people and things. I can confidently write statements, questions, exclamations and commands. I can confidently use . ? ! and ' in my writing. <b>Step 4 Exploring (for 2019)</b> I can sometimes write sentences with more than one clause using different conjunctions. I can use different conjunctions, adverbs and prepositions to show time, place and cause in my writing. I can explain what verb tenses are. I am beginning to use speech marks.
		<b>Letters and Sounds/Phonics</b>		
	Phase 5 Letters and Sounds (starting at p.130)	Phase 6 Letters and Sounds (starting at p.167)		
	<b>Summer</b>	Key Text: Myths and Legends related to History topic (Shang Dynasty 2019) Additional Texts for Immersion –		
		<b>SPAG</b>		
		<ul style="list-style-type: none"> <li>• Conjunctions and compound sentences</li> <li>• Fronted adverbials</li> <li>• Complex sentences</li> <li>• Speech marks and rules for dialogue</li> <li>• Commas in lists</li> </ul>		
	<b>Autumn</b>	<b>Spelling</b>		
Refer to separate Spelling Curriculum for weekly spelling objectives				
Key Text: Myths and Legends related to History topic (Mayans 2019) Additional Texts for Immersion –				
<b>SPAG</b>				
<ul style="list-style-type: none"> <li>• Using hyphens</li> <li>• Using semi-colons, colons and dashes</li> <li>• Passive voice</li> <li>• Using adverbials to build cohesion</li> </ul>				



		<ul style="list-style-type: none"><li>• Longer noun phrases</li></ul>
		<b>Spelling</b>
		Refer to separate Spelling Curriculum for weekly spelling objectives

<b>Term 3 EXPLANATIONS</b>	<b>Winter</b>	Instructions related to work in Science and/or DT Additional Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - 40-60 months</b>	<b>ACHIEVING - Step 1 exploring</b>	<b>EXCEEDING - Step 2 exploring</b>
		<i>Gives meaning to the marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own names and other things such as labels, captions. Attempts to write short sentences in meaningful context.</i>	I can with help use finger spaces between words in a sentence. I can sometimes use a capital letter and a full stop when I write a sentence.	I can sometimes use finger spaces when I am writing a few sentences by myself. I am beginning to use capital letters and full stops to show my sentences. I am beginning to use and in my writing.
		<b>Letters and Sounds/Phonics</b>		
	Phase 3 Letters and Sounds (starting at p.73)	Phase 3 Letters and Sounds (starting at p.73)	Phase 4 Letters and Sounds (starting at p.106)	
	<b>Spring</b>	Writing related to Science Topic (Water Cycle 2019) Additional Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - Step 2 exploring</b>	<b>ACHIEVING - Step 2 exceeding</b>	<b>EXCEEDING - Step 3 exceeding</b>
		I can sometimes use finger spaces when I am writing a few sentences by myself. I am beginning to use capital letters and full stops to show my sentences. I am beginning to use and in my writing.	I can always use finger spaces between words when I am writing a few sentences by myself. I can often use capital letters and full stops to show my sentences. I can use if, so, but and because in my writing.	I can confidently use when, if, but, because, and, or and but in my writing. I can always add in words to describe people and things. I can confidently write statements, questions, exclamations and commands. I can confidently use . ? ! and ' in my writing. <b>Step 4 Exploring (for 2019)</b> I can sometimes write sentences with more than one clause using different conjunctions. I can use different conjunctions, adverbs and prepositions to show time, place and cause in my writing. I can explain what verb tenses are. I am beginning to use speech marks.
		<b>Letters and Sounds/Phonics</b>		
	Phase 5 Letters and Sounds (starting at p.130)	Phase 6 Letters and Sounds (starting at p.167)		
	<b>Summer</b>	Writing related to Science Topic (Water Cycle 2019) Additional Texts for Immersion –		
		<b>SPAG</b>		
		<ul style="list-style-type: none"> <li>• Conjunctions and compound sentences</li> <li>• Fronted adverbials</li> <li>• Complex sentences</li> <li>• Speech marks and rules for dialogue</li> <li>• Commas in lists</li> </ul>		
<b>Autumn</b>	<b>Spelling</b>			
	Refer to separate Spelling Curriculum for weekly spelling objectives			
	Writing related to Science topic (Materials 2019) Additional Texts for Immersion –			
<b>SPAG</b>				
<ul style="list-style-type: none"> <li>• Using hyphens</li> <li>• Using semi-colons, colons and dashes</li> <li>• Passive voice</li> </ul>				

		<ul style="list-style-type: none"><li>• Using adverbials to build cohesion</li><li>• Longer noun phrases</li></ul>
<b>Spelling</b>		
Refer to separate Spelling Curriculum for weekly spelling objectives		

<b>Term 4</b> <b>NARRATIVE</b> <i>Adventure Stories</i>	<b>Winter</b>	Key Text: The Snail and The Whale – Julia Donaldson Additional Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - 40-60 months</b>	<b>ACHIEVING - Step 1 exploring</b>	<b>EXCEEDING - Step 2 exploring</b>
		<i>Gives meaning to the marks they make as they draw, write and paint.</i> <i>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</i> <i>Writes own names and other things such as labels, captions.</i> <i>Attempts to write short sentences in meaningful context.</i>	I can with help use finger spaces between words in a sentence. I can sometimes use a capital letter and a full stop when I write a sentence.	I can sometimes use finger spaces when I am writing a few sentences by myself. I am beginning to use capital letters and full stops to show my sentences. I am beginning to use and in my writing.
		<b>Letters and Sounds/Phonics</b>		
	Phase 3 Letters and Sounds (starting at p.73)	Phase 4 Letters and Sounds (starting at p.106)	Phase 5 Letters and Sounds (starting at p.130)	
	<b>Spring</b>	Key Text: Beegu – Alexis Deacon Additional Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - Step 2 exploring</b>	<b>ACHIEVING - Step 2 exceeding</b>	<b>EXCEEDING - Step 3 exceeding</b>
		I can sometimes use finger spaces when I am writing a few sentences by myself. I am beginning to use capital letters and full stops to show my sentences. I am beginning to use and in my writing. I can sometimes use a capital letter for people’s names, places, the days of the week and I.	I can always use finger spaces between words when I am writing a few sentences by myself. I can often use capital letters ad full stops to show my sentences. I can use if, so, but and because in my writing. I can often use a capital letter for people’s names, places, the days of the week and I.	I can confidently write in the present or past tense as I need to. I can confidently use progressive verbs to show actions that are going on. I can confidently use the right punctuation and grammar in my writing. I am starting to use “””. I can confidently spot mistakes in spelling, punctuation and grammar and can put these right. <b>Step 4 Exploring (for 2019)</b> I can sometimes write sentences with more than one clause using different conjunctions. I can use different conjunctions, adverbs and prepositions to show time, place and cause in my writing. I can explain what verb tenses are. I am beginning to use speech marks.
		<b>Letters and Sounds/Phonics</b>		
	Phase 5 Letters and Sounds (starting at p.130)	Phase 6 Letters and Sounds (starting at p.167)		
	<b>Summer</b>	Key Text: Sci-Fi based on Star Wars Additional Texts for Immersion –		
		<b>SPAG</b>		
		<ul style="list-style-type: none"> <li>• Sentence structure for effect</li> <li>• Nouns</li> <li>• Pronouns</li> <li>• Prepositions</li> </ul>		
<b>Autumn</b>	<b>Spelling</b>			
	Refer to separate Spelling Curriculum for weekly spelling objectives			
	Key Text: A Series of Unfortunate Events – Lemony Snickett Additional Texts for Immersion –			
<b>SPAG</b>				
<ul style="list-style-type: none"> <li>• Revisiting all P&amp;G covered so far this year.</li> </ul>				
<b>Spelling</b>				
Refer to separate Spelling Curriculum for weekly spelling objectives				

<b>Term 4 NON-CHRONOLOGICAL REPORTS</b>	<b>Winter</b>	Writing related to All Around The World Topic. Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - 40-60 months</b>	<b>ACHIEVING - Step 1 exploring</b>	<b>EXCEEDING - Step 2 exploring</b>
		<i>Gives meaning to the marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own names and other things such as labels, captions. Attempts to write short sentences in meaningful context.</i>	I can with help use finger spaces between words in a sentence. I can sometimes use a capital letter and a full stop when I write a sentence.	I can sometimes use finger spaces when I am writing a few sentences by myself. I am beginning to use capital letters and full stops to show my sentences. I am beginning to use and in my writing.
		<b>Letters and Sounds/Phonics</b>		
	Phase 3 Letters and Sounds (starting at p.73)	Phase 4 Letters and Sounds (starting at p.106)	Phase 5 Letters and Sounds (starting at p.130)	
	<b>Spring</b>	Writing related to History topic (China 2019) Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - Step 2 exploring</b>	<b>ACHIEVING - Step 2 exceeding</b>	<b>EXCEEDING - Step 3 exceeding</b>
		I can sometimes use finger spaces when I am writing a few sentences by myself. I am beginning to use capital letters and full stops to show my sentences. I am beginning to use and in my writing. I can sometimes use a capital letter for people's names, places, the days of the week and I.	I can always use finger spaces between words when I am writing a few sentences by myself. I can often use capital letters ad full stops to show my sentences. I can use if, so, but and because in my writing. I can often use a capital letter for people's names, places, the days of the week and I.	I can confidently write in the present or past tense as I need to. I can confidently use progressive verbs to show actions that are going on. I can confidently use the right punctuation and grammar in my writing. I am starting to use """. I can confidently spot mistakes in spelling, punctuation and grammar and can put these right. <b>Step 4 Exploring (for 2019)</b> I can sometimes write sentences with more than one clause using different conjunctions. I can use different conjunctions, adverbs and prepositions to show time, place and cause in my writing. I can explain what verb tenses are. I am beginning to use speech marks.
		<b>Letters and Sounds/Phonics</b>		
	Phase 5 Letters and Sounds (starting at p.130)	Phase 6 Letters and Sounds (starting at p.167)		
	<b>Summer</b>	Writing related to History topic (Shang Dynasty 2019) Texts for Immersion –		
		<b>SPAG</b>		
		<ul style="list-style-type: none"> <li>• Sentence structure for effect</li> <li>• Nouns</li> <li>• Pronouns</li> <li>• Prepositions</li> </ul>		
	<b>Autumn</b>	<b>Spelling</b>		
Refer to separate Spelling Curriculum for weekly spelling objectives				
Writing related to History topic (Mayans 2019) Additional Texts for Immersion –				
<b>SPAG</b>				
<ul style="list-style-type: none"> <li>• Revisiting all P&amp;G covered so far this year.</li> </ul>				
<b>Spelling</b>				
Refer to separate Spelling Curriculum for weekly spelling objectives				

<b>Term 5 NARRATIVE</b>	<b>Winter</b>	Key Text: The Very Hungry Caterpillar – Eric Carle Additional Texts for Immersion – other stories by Eric Carle		
		<b>SPAG</b>		
		<b>EXPLORING - Step 1 exploring</b>	<b>ACHIEVING - Step 1 achieving</b>	<b>EXCEEDING - Step 2 achieving</b>
		I can with help use finger spaces between words in a sentence. I can sometimes use a capital letter and a full stop when I write a sentence.	I can sometimes use finger spaces between words in a sentence. I can usually use a capital letter and a full stop when I write a sentence.	I can usually use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing.
		<b>Letters and Sounds/Phonics</b>		
	Phase 3 Letters and Sounds (starting at p.73)	Phase 4 Letters and Sounds (starting at p.106)	Phase 5 Letters and Sounds (starting at p.130)	
	<b>Spring</b>	Key Text: Bringing The Rain To Kapiti Plain – Verna Aardema Additional Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - Step 2 achieving</b>	<b>ACHIEVING - Step 3 exploring</b>	<b>EXCEEDING - Step 4 exploring</b>
		I can usually use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing.	I can with support, use when, if, but, because, and, and or in my writing. I can sometimes add in words to describe people and things. I can sometimes write statements, questions, exclamations and commands. I can use . in my writing, and sometimes ? ! and ‘	I can with help, write sentences with more than one clause using different conjunctions (such as when, if, because, although). I can sometimes use different conjunctions (such as when, before, after, while, so, because) to show time, place and cause in my writing. I am beginning to use "".
		<b>Letters and Sounds/Phonics</b>		
	Phase 5 Letters and Sounds (starting at p.130)	Phase 6 Letters and Sounds (starting at p.167)		
	<b>Summer</b>	Key Text: Anancy Stories Additional Texts for Immersion –		
		<b>SPAG</b>		
		• Revisiting all P&G covered this year		
		<b>Spelling</b>		
	Refer to separate Spelling Curriculum for weekly spelling objectives			
	<b>Autumn</b>	SATS		
<b>SPAG</b>				
• Revisiting all P&G covered this year				
<b>Spelling</b>				
Refer to separate Spelling Curriculum for weekly spelling objectives				

<b>Term 5 POETRY</b>	<b>Winter</b>	Poetry related to Minibeast topic. Additional Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - Step 1 exploring</b>	<b>ACHIEVING - Step 1 achieving</b>	<b>EXCEEDING - Step 2 achieving</b>
		I can with help use finger spaces between words in a sentence. I can sometimes use a capital letter and a full stop when I write a sentence.	I can sometimes use finger spaces between words in a sentence. I can usually use a capital letter and a full stop when I write a sentence.	I can usually use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing.
		<b>Letters and Sounds/Phonics</b>		
	Phase 3 Letters and Sounds (starting at p.73)	Phase 4 Letters and Sounds (starting at p.106)	Phase 5 Letters and Sounds (starting at p.130)	
	<b>Spring</b>	List Poems and Performance Poems Additional Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - Step 2 achieving</b>	<b>ACHIEVING - Step 3 exploring</b>	<b>EXCEEDING - Step 4 exploring</b>
		I can usually use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing.	I can with support, use when, if, but, because, and, and or in my writing. I can sometimes add in words to describe people and things. I can sometimes write statements, questions, exclamations and commands. I can use . in my writing, and sometimes ? ! and ‘	I can with help, write sentences with more than one clause using different conjunctions (such as when, if, because, although). I can sometimes use different conjunctions (such as when, before, after, while, so, because) to show time, place and cause in my writing. I am beginning to use "".
		<b>Letters and Sounds/Phonics</b>		
	Phase 5 Letters and Sounds (starting at p.130)	Phase 6 Letters and Sounds (starting at p.167)		
	<b>Summer</b>	List Poems and Performance Poems Additional Texts for Immersion –		
		<b>SPAG</b>		
		<ul style="list-style-type: none"> <li>Revisiting all P&amp;G covered this year</li> </ul>		
		<b>Spelling</b>		
	<b>Autumn</b>	Refer to separate Spelling Curriculum for weekly spelling objectives		
SATS				
<b>SPAG</b>				
<ul style="list-style-type: none"> <li>Revisiting all P&amp;G covered this year</li> </ul>				
<b>Spelling</b>				
Refer to separate Spelling Curriculum for weekly spelling objectives				

<b>Term 6 PERSUASIVE WRITING</b>	<b>Winter</b>	Letters – invites and thank-you letters Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - Step 1 exploring</b>	<b>ACHIEVING - Step 1 achieving</b>	<b>EXCEEDING – Step 2 Exceeding</b>
		I can with help use finger spaces between words in a sentence. I can sometimes use a capital letter and a full stop when I write a sentence.	I can sometimes use finger spaces between words in a sentence. I can usually use a capital letter and a full stop when I write a sentence.	I can always use finger spaces between words when I am writing a few sentences by myself. I can often use capital letters ad full stops to show my sentences. I can use if, so, but and because in my writing. I can often use a capital letter for people’s names, places, the days of the week and I.
		<b>Letters and Sounds/Phonics</b>		
	Phase 3 Letters and Sounds (starting at p.73)	Phase 4 Letters and Sounds (starting at p.106)	Phase 5 Letters and Sounds (starting at p.130)	
	<b>Spring</b>	Formal Letter writing as part of Extended Narrative unit (see below)		
		<b>SPAG</b>		
		<b>EXPLORING -</b>	<b>ACHIEVING -</b>	<b>EXCEEDING -</b>
		<b>Letters and Sounds/Phonics</b>		
	Phase 5 Letters and Sounds (starting at p.130)	Phase 6 Letters and Sounds (starting at p.167)		
	<b>Summer</b>	Adverts and Non-Chronological Reports as part of Extended Narrative unit (see below)		
		<b>SPAG</b>		
		•		
		<b>Spelling</b>		
	Refer to separate Spelling Curriculum for weekly spelling objectives			
<b>Autumn</b>	Persuasive Letters, related to Geography topic. Texts for Immersion –			
	<b>SPAG</b>			
	• Re-visiting P&G covered this year.			
	<b>Spelling</b>			
Refer to separate Spelling Curriculum for weekly spelling objectives				



<b>Term 6 NARRATIVE</b>	<b>Winter</b>	Key Text: Whatever Next – Jill Murphy Additional Texts for Immersion – We're Going On A Bear Hunt – Helen Oxenbury		
		<b>SPAG</b>		
		<b>EXPLORING - Step 1 exploring</b>	<b>ACHIEVING - Step 1 achieving</b>	<b>EXCEEDING – Step 2 Exceeding</b>
		I can with help use finger spaces between words in a sentence. I can sometimes use a capital letter and a full stop when I write a sentence.	I can sometimes use finger spaces between words in a sentence. I can usually use a capital letter and a full stop when I write a sentence.	I can always use finger spaces between words when I am writing a few sentences by myself. I can often use capital letters ad full stops to show my sentences. I can use if, so, but and because in my writing. I can often use a capital letter for people's names, places, the days of the week and I.
		<b>Letters and Sounds/Phonics</b>		
	Phase 3 Letters and Sounds (starting at p.73)	Phase 4 Letters and Sounds (starting at p.106)	Phase 5 Letters and Sounds (starting at p.130)	
	<b>Spring</b>	Extended Narrative Unit incorporating Non-fiction writing: Aristotle – Dick King Smith Additional Texts for Immersion –		
		<b>SPAG</b>		
		<b>EXPLORING - Step 2 achieving</b>	<b>ACHIEVING - Step 3 exploring</b>	<b>EXCEEDING - Step 4 exploring</b>
		I can usually use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can usually use a capital letters for people's names, places, the days of the week and I.	I can with help, in the present or past tense as I need to. I can sometimes use progressive verbs to show actions that are going on. I can sometimes use commas in a list. I can sometimes use the right punctuation and grammar in my writing. I can with help, spot some mistakes in spelling, punctuation and grammar, and can sometimes put these right.	I can sometimes use different adverbs (such as then, next, soon, therefore) to show time, place and cause in my writing. I can sometimes use different prepositions (such as before, after, during, in, because of)to show time, place and cause in my writing. I can with help, explain what verb tense are. I can with help, spot some Step 4 mistakes in spelling, punctuation and grammar in my own and others' work. <b>Step 4 Achieving (for 2019)</b> I can write sentences with more than one clause using different conjunctions. I can usually use different conjunctions, adverbs, prepositions to show time, place and cause. I am starting to use the present perfect form of verbs. I can use speech marks to punctuate dialogue.
		<b>Letters and Sounds/Phonics</b>		
	Phase 5 Letters and Sounds (starting at p.130)	Phase 6 Letters and Sounds (starting at p.167)		
	<b>Summer</b>	Extended Narrative Unit incorporating Non-fiction writing: Kensuke's Kingdom – Michael Morpurgo Additional Texts for Immersion –		
		<b>SPAG</b>		
		<ul style="list-style-type: none"> <li>• Re-visit P&amp;G covered this year.</li> <li>• Formal and informal writing.</li> </ul>		
	<b>Autumn</b>	<b>Spelling</b>		
Refer to separate Spelling Curriculum for weekly spelling objectives				
Key Text: Additional Texts for Immersion –				
<b>SPAG</b>				
<ul style="list-style-type: none"> <li>• Re-visiting P&amp;G covered this year.</li> </ul>				
<b>Spelling</b>				
Refer to separate Spelling Curriculum for weekly spelling objectives				