




English Progression Overview

21 Steps Assessment – The National Curriculum Broken down into steps progression across the year

Year 1 2021-2022

AUTUMN Term



Reading	Term 1	Term 2												
<p>Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i></p>	<ul style="list-style-type: none"> Penguin’s Hidden Talent The Way Back Home Non Fiction- See Inside Your Body Black Book of Colour (poetry focus) (+ various books read for joy daily) 	<ul style="list-style-type: none"> Various instructions (baking, craft, safety etc.) Cat in the Hat- Dr. Seuss Horton Hears a Who- Dr. Seuss (+ various books read for joy daily) 												
<p>Guided Reading Skills Foci:</p> <p>Bronze Silver Gold</p> <div data-bbox="290 919 596 1381" style="border: 1px solid black; padding: 5px;"> <p>Reading Vipers</p> <p>Vocabulary Infer Predict Explain Retrieve Sequence or Summarise</p>  </div>	<p>Reading Viper Focus: Vocabulary and Retrieval</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="655 892 795 1071"></td> <td data-bbox="801 842 1650 1129"> <p>I am beginning to blend simple CVC, CVCC words.</p> <p>I can read most Common Exception Words (CEW) from EYFS.</p> <p>I can sound out most phonemes and I am able to identify common digraphs.</p> <p>I know a few familiar stories and I can recall some events.</p> <p>I can track reading in a sentence by tracing with my finger.</p> </td> </tr> <tr> <td data-bbox="655 1270 795 1449"></td> <td data-bbox="801 1134 1650 1585"> <p>I can use pictures and texts to identify meaning.</p> <p>I can discuss some simple features of fiction and non-fiction texts.</p> <p>I understand the features of a book and use these to help me understand what it is about.</p> <p>I can answer simple questions about texts I have read.</p> <p>VIPERS Qs: Retrieval What kind of text is this? 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21 Steps (National Curriculum)

Step 4:

Words Reading:

- I can sound out most phonemes and I am able to identify common digraphs.
- I am beginning to blend simple CVC, CVCC words.
- I am learning new GPCs.
- I can read most Common Exception Words (CEW) from EYFS.

Comprehension:

- I know a few familiar stories and I can recall some events.
- I can use pictures and texts to identify meaning.
- I can discuss some simple features; answering questions relating to, for example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking.
- I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb... - I can join in with group reading of familiar stories.
- I can ask what unfamiliar words mean and remember them the next time I come across them.
- I recognise what a poem is and understand some sounds rhyme.
- I am familiar with some traditional tales and I know some of the features.
- I can say what I like about a story.

Making Inferences:

- I can use stories I have already read to support my predictions.
- I can understand what the main characters are doing.

Term 1

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (4 days)
2 days assessment	<u>Phase 3</u> Week 5: ar or igh ur <i>my for too</i>	<u>Phase 3</u> Week 6: ear er <i>that they</i>	<u>Phase 3</u> Week 8: Apply <i>her now</i>	<u>Phase 5</u> Week 1: ay ou <u>Read:</u> <i>oh old their</i>	<u>Phase 5</u> Week 1: ie ea <u>Read:</u> <i>oh old their</i>	<u>Phase 5</u> Week 2: oy ir <u>Read:</u> <i>people house</i>	<u>Phase 5</u> Week 2: ue aw <u>Read:</u> <i>about</i>	<u>Phase 5</u> Week 3: wh ph ew <u>Read:</u> <i>Mr Mrs don't by</i>	<u>Phase 5</u> Week 4: oe au ey <u>Read:</u> <i>looked time your called</i>	<u>Phase 5</u> Week 4: a_e e_e <u>Read:</u> <i>looked time your called</i>	<u>Phase 5</u> Week 5: i_e o_e <u>Read:</u> <i>asked</i>	<u>Phase 5</u> Week 5: u_e (plus other spilt digraphs revisit)	<u>Phase 5</u> Week 6: Alt. pron. for i and o <u>Read:</u> <i>water where day</i>	<u>Phase 5</u> Week 7: Alt. pron. for c and g <u>Read:</u> <i>who because</i>
	<u>Phase 3</u> Week 6: ow oi <i>you this</i>	<u>Phase 3</u> Week 7: air ure <i>then them</i>	<u>Phase 3</u> Week 9: Apply <i>all look</i>	<u>Spell:</u> <i>said so</i>	<u>Spell:</u> <i>said so</i>	<u>Spell:</u> <i>have like</i>	<u>Spell:</u> <i>have like</i>	<u>Spell:</u> <i>some come</i>	<u>Spell:</u> <i>were</i>	<u>Spell:</u> <i>were</i>	<u>Spell:</u> <i>there</i>	<u>Spell:</u> <i>there</i>	<u>Spell:</u> <i>when</i>	<u>Spell:</u> <i>out made came</i>
		<u>Phase 4</u> Week 1: <i>he she me we be</i>	<u>Phase 3</u> Week 10: Apply <i>are down</i>											
		<u>Phase 4</u> Week 2: <i>was you</i>	<u>Phase 4</u> Week 3: <i>were there little one</i>											
			<u>Phase 4</u> Week 4: <i>my her</i>											

Phonics – Letters and Sounds Progression

Spelling – 21 Steps (National Curriculum) (Linked to Phonics and Reading progression)	Step 4 <ul style="list-style-type: none"> • I am beginning to spell common exception words. • I am beginning to name the letters of the alphabet. • I can 'ing' to basic root words (verbally). • I know a verb as a 'doing word'. • I can say a word slowly to hear all the phonemes • I can segment spoken words into individual phonemes • I can represent the phonemes I hear with phonically plausible spellings (i.e. not always correctly) 													
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Writing	Term 1								Term 2						
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	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (4 days)
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Genre/Composition	Class Rules (2 days)	Collaborative The Way Back Home			Poetry- Little Black Book of Colour		Non Fiction- Captions/ Labels/ Simple Sentences	Instructions Craft	Fiction- Dr Seuss Cat in the Hat & Horton Hears a Who					Recount Christmas Play	
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	<ul style="list-style-type: none"> • CL and . • Sentence structure • Verbs 	<ul style="list-style-type: none"> • Assessment Piece • CL and . • Drama/Role Play • Prediction • Question writing • Description • Sentence structure • Adjectives and nouns • Labelling 			<ul style="list-style-type: none"> • Adjectives and nouns. • Introduce Language Through Colour • Description • HA- commas for expanded noun phrases 		<ul style="list-style-type: none"> • Application of known GPCs • Simple sentence structure 	<ul style="list-style-type: none"> • Numbered lists • Verbs • Time openers • CL and . 	<ul style="list-style-type: none"> • Fictional writing • Reading stories aloud • Adjectives • Imaginative writing 					<ul style="list-style-type: none"> • Past tense • Verbs 	
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Writing: (Including EGPS) 21 Steps (National Curriculum)	Composition: Step 4-6: <ul style="list-style-type: none"> • I can plan or say aloud what I am going to write about. • I can compose a sentence orally before writing. • I can repeat my sentence before writing so that it is clear in my head and helps me to remember it. • I can sequence sentences to form short narratives. • I can write in a variety of different genre including poetry, real events, and fictional experiences and for different purposes. • I can use and apply what I have learnt through sentence and word work. • I can re-read what I have written to check that it makes sense. • I can read aloud my writing clearly enough to be heard by my peers and the teacher. • I can evaluate what I have written with the teacher or another pupil. Vocabulary and Grammar: Step 4: <ul style="list-style-type: none"> • I use a simple sentence structure. • I understand what a statement is. • I understand what a question is. • I understand what an exclamation is. Punctuation: Step 4:													
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	<ul style="list-style-type: none">• I can leave spaces between my words to help the reader see what I have written.• I use full stops.• I can match familiar looking capital and lower case letters• I can write capital letters at the start of some words e.g. my name
Handwriting: National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Sit correctly at a table, holding a pencil comfortably and correctly• Begin to form lower-case letters in the correct direction, starting and finishing in the right place• Form capital letters• Form digits 0-9• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Handwriting: 21 Steps	<p>Step 4:</p> <ul style="list-style-type: none">• I can sit correctly at the table.• I can hold a pencil comfortably and correctly, appropriately to my 'preferred' hand• I am beginning to write lower case letters in the correct direction, starting and finishing in the correct place.• I can form the digits 0-9.• I can form some capital letters



English Coverage

Year 1 2021-2022

SPRING Term



Reading	Term 3	Term 4																																		
<p>Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i></p>	<ul style="list-style-type: none"> The Three Little Pigs The True Story of the Three Little Pigs by Jon Scieszka First News (Newspaper article focus) See Inside Castles Various Castle information leaflets Story of Chinese New Year (+ various books read for joy daily) 	<ul style="list-style-type: none"> Toys in Space by Mini Grey Traction Man by Mini Grey The Night the Toys Came to Life by Enid Blyton Toy Story Disney Pixar (+ various books read for joy daily) 																																		
<p>Guided Reading Skills Foci:</p> <p>Bronze Silver Gold</p> <div style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p style="text-align: center; color: green;">Reading Vipers</p> <p style="font-size: small; margin: 0;"> Vocabulary Infer Predict Explain Retrieve Sequence or Summarise </p> </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: left; padding: 5px;">Reading Viper Focus: Retrieve and Predict</th> </tr> <tr> <td style="text-align: center; width: 15%;"></td> <td style="padding: 5px;">I can read GPCs within known words with increasing accuracy.</td> </tr> <tr> <td></td> <td style="padding: 5px;">I can recognise familiar words (CEW) in simple texts.</td> </tr> <tr> <td></td> <td style="padding: 5px;">I can list some of the differences between fiction and non-fiction.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="padding: 5px;">I know the general structure of the texts I am reading and can make a prediction based on these.</td> </tr> <tr> <td></td> <td style="padding: 5px;">I can locate and retrieve information from a text. <i>VIPERS Qs: Retrieve</i> What kind of text is this? 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21 Steps (National Curriculum)	<p>Step 5:</p> <p>Words Reading:</p> <ul style="list-style-type: none"> I can use my phonic knowledge to sound out digraphs and split digraphs. I can sound out graphemes (letters or groups of letters) for all 40+ phonemes. I can read GPCs within known words with increasing accuracy. I can recognise familiar words (CEW) in simple texts. <p>Comprehension:</p> <ul style="list-style-type: none"> I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end. I can use my knowledge of texts that I have read to answer questions. E.g. what typically happens to good and bad characters? I can recognise the difference between fiction and non-fiction. I understand the familiar structure in certain stories and I can join in with repeated language. I can use my knowledge of texts to support reading of unfamiliar words. I can guess what new words mean, using clues from my teacher. I understand rhyming words and how they can be used in poems. I know a few traditional tales very well and I know the key characteristics. <p>Making Inferences:</p> <ul style="list-style-type: none"> I am beginning to understand how the characters have an impact on the main events in a story. I know the general structure of the texts I am reading and can make a prediction based on these. I understand the feelings of the main characters within a story.
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Phonics – Letters and Sounds Progression	Term 3							Term 4						
	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Phase 5 <u>Week 8:</u> Alt. pron. for u and ow	Phase 5 <u>Week 9:</u> Alt. pron. for ie and ea	Phase 5 <u>Week 10:</u> Alt. pron. for er and ch	Phase 5 <u>Week 11:</u> Alt. pron. for a	Phase 5 <u>Week 12:</u> Alt. pron. for y	Phase 5 <u>Week 13:</u> Alt. pron. for ou		Phase 5 <u>Week 14:</u> Alt. pron. for e and ey	Phase 5 <u>Week 15:</u> Alt. pron. for ch and j	Phase 5 <u>Week 16:</u> Alt. pron. for n, r, m	Phase 5 <u>Week 17:</u> Alt. pron. for s, z, u	Phase 5 <u>Week 18:</u> Alt. pron. for i, ear	Phase 5 <u>Week 19:</u> Alt. pron. for ar, ur	
	Read: <i>again</i> <i>different</i>	Read: <i>thought</i> <i>any</i> <i>saw</i>	Read: <i>through</i> <i>eyes</i>	Read: <i>work</i> <i>friends</i>	Read: <i>mouse</i> <i>once</i> <i>out</i> <i>could</i>	Read: <i>many</i> <i>good</i> <i>away</i>		Read: <i>laughed</i> <i>want</i> <i>over</i>	Spell: <i>oh</i> <i>how</i> <i>did</i> <i>man</i>	Spell: <i>their</i> <i>going</i>	Spell: <i>people</i> <i>would</i> <i>or</i>	Spell: <i>Mr</i> <i>Mrs</i> <i>took</i> <i>home</i>	Spell: <i>looked</i> <i>who</i> <i>think</i>	
	Spell: <i>one</i> <i>make</i> <i>here</i>	Spell: <i>do</i>	Spell: <i>what</i> <i>please</i>	Spell: <i>little</i>	Spell: <i>HFW</i>	Spell: <i>HFW</i>		Spell: <i>HFW</i>						

Spelling 21 Steps (National Curriculum)	<p>Step 5:</p> <ul style="list-style-type: none"> I can apply simple spelling rules. I can recall the letters of the alphabet from memory. I can add 'ed', 'er', 'est' to a basic root word where no change is needed in spelling. I can spell the days of the week. I am beginning to understand the difference between singular and plural.
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Linked to Phonics and Reading progression	<ul style="list-style-type: none"> I can represent the phonemes I hear with increasing phonic plausibility. 													
Writing	Term 3							Term 4						
	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Genre/composition Writing: (Including EGPS) 21 Steps	Christmas Recount and New Year's Resolutions	Fiction-Chinese New Year Story	Fiction- Three Little Pigs/True Story of Three Little Pigs Drama Letter Writing		Non-Fiction- Castles Information Leaflet			Trip Recount	Descriptive Writing-Toys Lotso Bear-Toy Story		Fiction- Toys in Space			
	<ul style="list-style-type: none"> Past tense Adjectives Verbs Questions 	<ul style="list-style-type: none"> Fictional writing Setting and character description e/es plural because/but -ed past tense 	<ul style="list-style-type: none"> Drama Formal writing Question marks -er -est Adjective/verb/noun Questions 		<ul style="list-style-type: none"> Persuasive language CL for proper nouns Plurals -s -es 			<ul style="list-style-type: none"> Past tense Adjectives Verbs Questions Simple paragraph Headings 	<ul style="list-style-type: none"> -er -est Adjective/verb/noun Writing from a film stimulus 		<ul style="list-style-type: none"> Speech Past tense Imaginative writing List writing Invitation writing 			
	<p>Composition: Step 4-6:</p> <ul style="list-style-type: none"> I can plan or say out loud what I am going to write about. I can compose a sentence orally before writing. I can repeat my sentence before writing so that it is clear in my head and helps me to remember it I can sequence sentences to form short narratives I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes. I can use and apply what I have learnt through sentence and word work I can re-read what I have written to check that it makes sense. I can read aloud my writing clearly enough to be heard by my peers and the teacher. I can evaluate what I have written with the teacher or another pupil. <p>Vocabulary and Grammar: Step 5:</p> <ul style="list-style-type: none"> I am beginning to use the conjunction 'and', call it a 'joining word' and am beginning to use other joining words e.g. but. I can use a simple sentence structure. I can use a question. I can use an exclamation. I am beginning to use adjectives (colour, shape, size, emotion). <p>Punctuation: Step 5:</p> <ul style="list-style-type: none"> I use capital letters and full stops throughout my writing. I understand what a sentence is and that it has a capital letter and a full stop. 													




















	<ul style="list-style-type: none">• I can match capital letters and lower case letters which are visually dissimilar• I can write an increasing number of capital letters (e.g. in the days of the week and my friend's names)
Handwriting: National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Sit correctly at a table, holding a pencil comfortably and correctly• Begin to form lower-case letters in the correct direction, starting and finishing in the right place• Form capital letters• Form digits 0-9• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Handwriting: 21 Steps	<p>Step 5:</p> <ul style="list-style-type: none">• I can write lower case letters in the correct direction, starting and finishing in the correct place.• I can form an increasing number of capital letters correctly.• I am beginning to form full stop, question mark and exclamation mark.• I am beginning to identify letters that belong to the same 'handwriting families'.



English Coverage

Year 1 2021-2022

SUMMER Term

Reading	Term 5	Term 6												
<p>Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i></p>	<ul style="list-style-type: none"> Life Cycle of a Butterfly Various non-fiction texts to look for common features www.switchzoo.com (+ various books read for joy daily) 	<ul style="list-style-type: none"> Seasides in the Past- Magic Grandad What was it like in the Past? At The Seaside by Louise Spilsbury Sharing a Shell by Julia Donaldson Sea Star Wishes: Poems from the Coast by Eric Ode At the Sea Floor Café: Odd Ocean Critter Poems by Leslie Bulion (+ various books read for joy daily) 												
<p>Guided Reading Skills Foci:</p> <p>Bronze Silver Gold</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p style="text-align: center;">Reading Vipers</p> <p>Vocabulary Infer Predict Explain Retrieve Sequence or Summarise</p>  </div>	<p>Reading Viper Focus: Explain</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"></td> <td> <p>I understand the familiar structure in certain stories and I can join in with repeated language.</p> <p>I can sound-out graphemes (letters or groups of letters) for all 40+ phonemes.</p> <p>I can recognise familiar words (CEW) in simple texts.</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>I can self-correct when I spot mistakes.</p> <p>I can read sections of text in my head and answer questions about it.</p> <p>I can explain common themes in books and make connections to previous texts.</p> <p><i>VIPERS Qs: Explain</i> Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>I can summarise key points in texts using my own words.</p> <p>I can use and apply information read in texts in my own writing.</p> </td> </tr> </table>		<p>I understand the familiar structure in certain stories and I can join in with repeated language.</p> <p>I can sound-out graphemes (letters or groups of letters) for all 40+ phonemes.</p> <p>I can recognise familiar words (CEW) in simple texts.</p>		<p>I can self-correct when I spot mistakes.</p> <p>I can read sections of text in my head and answer questions about it.</p> <p>I can explain common themes in books and make connections to previous texts.</p> <p><i>VIPERS Qs: Explain</i> Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?</p>		<p>I can summarise key points in texts using my own words.</p> <p>I can use and apply information read in texts in my own writing.</p>	<p>Reading Viper Focus: Infer</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"></td> <td> <p>I can sound-out graphemes (letters or groups of letters) for all 40+ phonemes.</p> <p>I can recognise familiar words (CEW) in simple texts.</p> <p>I can read with increasing fluency and expression.</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>I can deduce meaning from unfamiliar words based on their context in a sentence.</p> <p>I can discuss common themes and events.</p> <p>I can identify rhyme.</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>I can infer meaning from written word.</p> <p><i>VIPERS Qs: Infer</i> Why was..... feeling.....? Why did happen? Why did say? Can you explain why.....? What do you think the author intended when they said.....? How doesmake you feel?</p> <p>I can make connections between events in books and my own experiences.</p> </td> </tr> </table>		<p>I can sound-out graphemes (letters or groups of letters) for all 40+ phonemes.</p> <p>I can recognise familiar words (CEW) in simple texts.</p> <p>I can read with increasing fluency and expression.</p>		<p>I can deduce meaning from unfamiliar words based on their context in a sentence.</p> <p>I can discuss common themes and events.</p> <p>I can identify rhyme.</p>		<p>I can infer meaning from written word.</p> <p><i>VIPERS Qs: Infer</i> Why was..... feeling.....? Why did happen? Why did say? Can you explain why.....? What do you think the author intended when they said.....? How doesmake you feel?</p> <p>I can make connections between events in books and my own experiences.</p>
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<p>21 Steps</p> <p>(National Curriculum)</p>	<p>Words Reading:</p> <ul style="list-style-type: none"> I can use phonic knowledge to blend sounds together to read words, including long phonemes. I can read words without overt sounding and blending after a few encounters I can read the common exception words I can read accurately words containing GPCs that have been taught. I can read familiar endings to words (:s, :es, :ing, :ed, :er, :est). I am beginning to spot errors in decoding and attempt to self-correct I am starting notice contractions and am beginning to understand them. I am starting to be aware of, and use, alternative sounds for graphemes 													

- these will vary according to the phonics programme being used in your school

Comprehension:

- I can identify the main events or key points in a text.
- I can answer straight forward questions about a story.
- I can recognise the difference between fiction and non-fiction.
- I can recognise obvious story language- ‘Once upon a time.. Big Bad Wolf...’ and recognise a range of patterns in texts, including stories, rhymes and non-fiction.
- I can explain clearly my understanding of what is read to me
- I can recognise repetition of language in my reading.
- I can discuss what new words mean, linking new meanings to those I already know.
- I can appreciate rhymes and poem and recite some by heart.
- I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- I can participate in discussion about what is read to me, taking turns and listening to what others say.

Making Inferences:

- I can express opinions about main events and characters in a story.
- I can make simple predictions about the characters.
- I can recognise why a character is feeling a certain way.
- I can link what I read or hear to my own experiences, with support.

Phonics – Letters and Sounds Progression

Term 5							Term 6						
Week 1 (4 days)	Week 2	Week 3 (4 days)	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (3 days)
Phase 5 <u>Week 20:</u> Alt. pron. for air	Phase 5 <u>Week 21:</u> Alt. pron. for or	Phase 5 <u>Week 22:</u> Alt. pron. for oo	Phase 5 <u>Week 23:</u> Alt. pron. for ai	Phase 5 <u>Week 24:</u> Alt. pron. for ee	Phase 5 <u>Week 25:</u> Alt. pron. for igh		Phase 5 <u>Week 26:</u> Alt. pron. for oa	Phase 5 <u>Week 27:</u> Alt. pron. for y/oo	Phase 5 <u>Week 28:</u> Alt. pron. for oo	Phase 5 <u>Week 29:</u> Alt. pron. for oo	Phase 5 <u>Week 30:</u> Alt. pron. for sh	Assessment	
<u>Spell:</u> called school didn't	<u>Spell:</u> asked know ran can't	<u>Spell:</u> bear long things	<u>Spell:</u> new after wanted	<u>Spell:</u> eat everyone our	<u>Spell:</u> two has yes		<u>Spell:</u> play take well	<u>Spell:</u> find more I'll	<u>Spell:</u> round tree magic	<u>Spell:</u> shouted us other	<u>Spell:</u> shouted us other		

**Spelling– 21 Steps (National Curriculum)
Linked to Phonics and Reading progression**

- Step 6:**
- I can confidently spell words containing the 40 phonemes.
 - I can confidently use letter names to distinguish between different spellings with the same sound.
 - I can add the prefix ‘un’ and recognise its impact.
 - I understand and use singular and plural and add correct suffixes.
 - I am able to use different ways of spelling long vowel phonemes.
 - I can add suffix -ing to a root word where no change is needed in spelling.
 - I can write a simple dictated sentence.

Writing	Term 5							Term 6						
	Week 1 (4 days)	Week 2	Week 3 (4 days)	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (3 days)
Genre/Composition	Life Cycle of a Butterfly			Animal Fact Files				Non-Fiction: Seasides in the Past			Fiction: Magic Shell Stories		Poetry: Seasides	
	<ul style="list-style-type: none"> • Non-Fiction writing C/C link with Science • ? • CL for proper nouns • Genre specific- creating a glossary/index • Using headings • Using conjunctions • Writing in a formal style. 			<ul style="list-style-type: none"> • Non-Fiction writing C/C link with Science • Headings • Adjectives for effect • ? ! . 				<ul style="list-style-type: none"> • Non-Fiction writing C/C link with History • ? • ! • Editing 			<ul style="list-style-type: none"> • Adjectives • Conjunctions • ? ! . 		<ul style="list-style-type: none"> • Adjectives • Alliteration • Rhyme • ! 	
Writing: (Including EGPS) 21 Steps	<p>Composition: Step 4-6:</p> <ul style="list-style-type: none"> • I can plan or say out loud what I am going to write about. • I can compose a sentence orally before writing. • I can repeat my sentence before writing so that it is clear in my head and helps me to remember it • I can sequence sentences to form short narratives • I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes. • I can use and apply what I have learnt through sentence and word work • I can re-read what I have written to check that it makes sense. • I can read aloud my writing clearly enough to be heard by my peers and the teacher. • I can evaluate what I have written with the teacher or another pupil. <p>Vocabulary and Grammar: Step 6:</p> <ul style="list-style-type: none"> • I can use the conjunction 'and'. • I am beginning to use a series of simple sentence structures which may be repeated to write a story or recount. • I can write a statement, question and exclamation appropriately. • I can use adjectives to create an effect. • I can write a simple sentence dictated by the teacher. <p>Punctuation: Step 6:</p> <ul style="list-style-type: none"> • I can use capital letters for proper nouns. • I can use capital letters, full stops, question marks and explanation marks to demarcate sentences. • I am aware of all capital letters/lower case pairs 													
Handwriting: National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 													
Handwriting: 21 Steps	<p>Step 6:</p> <ul style="list-style-type: none"> • I am beginning to write letters that are all a consistent size. • I am beginning to join letters that belong to the same 'handwriting families.' 													

- I can form full stop, question mark and exclamation mark, increasingly without a reminder.
- I can form the majority of capital letters.