



		Summer 1	Summer 2
Summer Term Exploring the Wilder World		<p>Key Text: Little People Big Dreams – Neil Armstrong </p> <p>Focus: Application of all phonics, CEW words and punctuated sentences.</p> <p>Outcome: Non fiction – to write an information text (history - significant person)</p> <p>Outcome: To write a simple set of instructions (D&T link – moving pictures)</p> <p>Key Skills: full stops, question marks, exclamation marks, phase 5 phonics, using the conjunction and, suffixes, past tense and developing use of story maps.</p> <p>Oracy skills: Use of Talk partners, talk for writing, verbal recall, new vocab.</p>	<p>Non- fiction - Key Text: Somewhere in Australia </p> <p>Focus: Application of all phonics, CEW words and punctuated sentences.</p> <p>Outcome: To write a simple narrative</p> <p>Outcome: To write a riddle</p> <p>Key Skills: full stops, question marks, exclamation marks, phase 5 phonics, suffixes, using the conjunction 'and'</p> <p>Oracy skills: Use of Talk partners, verbal recall, new vocab and talking groups</p>
		Poetry: Write a riddle	
	Transcription	<p>Pupils should be taught to:</p> <p>Spell:</p> <ul style="list-style-type: none"> Words containing phase 2/ 3 and 5 phonemes already taught. Common exception words for level 5 (see phonics overview) Following the Twinkl phonics programme - make phonetically plausible attempts for level 5 spellings of: <p>Week 1 - (Wk 23) - Add a suffix <i>s</i> and <i>es</i></p> <p>Week 2 - (Wk 25) - 'tch' saying /ch/</p> <p>Week 3 - (Wk 27) - 'are' and 'ear' saying /air/</p> <p>Week 4 - (Wk 29) - ore' saying /or/</p> <p>Write simple sentences dictated by the teacher including the GPC and spell most common exception words taught so far</p>	<p>Pupils should be taught to:</p> <p>Spell:</p> <ul style="list-style-type: none"> Words containing phase 2/ 3 and 5 phonemes already taught. Common exception words for level 5 (see phonics overview) Following the Twinkl phonics programme - make phonetically plausible attempts for level 5 spellings of: <p>Week 5 - (Wk 24) - Add the suffix <i>er</i> and <i>est</i></p> <p>Week 6 - (Wk 26) - Add the suffix <i>ing</i> and <i>er</i> with no change to the base word.</p> <p>Week 7 - (Wk 28) – The silent /e/ - <i>ve</i></p> <p>Week 8 - (Wk 30) - Add the prefix <i>un</i></p> <p>Week 9 - Phonic revision (GAPs) spelling focus</p> <p>Week 10 - Phonic revision (GAPs) spelling focus</p> <p>Week 11 - Phonic revision (GAPs) spelling focus</p> <p>Write simple sentences dictated by the teacher that include the GPC and spell most common exception words taught so far.</p>
Composition	<p>Compose a sentence orally before writing.</p> <p>Through planning activities:</p> <p>Say out loud what they want to write.</p> <ul style="list-style-type: none"> Draft sentences to write an information text. Draft simple sentences to form instructions. <p>Re-read what they have written to check it makes sense.</p> <p><i>Through performing and presenting the texts they write:</i></p>	<p>Compose a sentence orally before writing.</p> <p><i>Through planning activities:</i></p> <p>Say out loud what they want to write.</p> <ul style="list-style-type: none"> Draft sentences to retell a narrative. Draft sentences to write a riddle. <p>Re-read what they have written to check it makes sense.</p> <p><i>Through performing and presenting the texts they write:</i></p>	

		Read aloud their writing clearly to be heard by others and teacher.	Read aloud their writing clearly to be heard by others and teacher.
	Vocabulary, Grammar and Punctuation	<p>Pupils should be taught to:</p> <p>: Punctuate simple sentences using:</p> <ul style="list-style-type: none"> • capital letter • full stop • question mark <p>Begin to use:</p> <ul style="list-style-type: none"> • exclamation mark <p>Joining words and joining clauses using the conjunction and</p> <p>Using capital letters for:</p> <ul style="list-style-type: none"> • names of people • personal pronoun I • Days of the week <p>Leave spaces between words</p> <p>Combine words to make sentences</p>	<p>Pupils should be taught to:</p> <p>Punctuate simple sentences using:</p> <ul style="list-style-type: none"> • capital letter • full stop • question mark • exclamation mark <p>Joining words and joining clauses using the conjunction and</p> <p>Using capital letters for:</p> <ul style="list-style-type: none"> • names of people • personal pronoun I • Days of the week • Places <p>Leave spaces between words</p> <p>Combine words to make sentences</p>
	Handwriting	<ul style="list-style-type: none"> • To sit correctly at a table, holding a pencil comfortably and correctly • To form lower-case letters in the correct direction, starting and finishing in the right place. • Form the lower case letters correctly for the curly caterpillar family (f/ q/ o) • Position the letters correctly for the curly caterpillar family. <p>Assess and review</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.</p>	<ul style="list-style-type: none"> • Form the letters correctly for the zig-zag family (z/ v/ w/ x) • Position the letters correctly for the zig-zag family. <p>Assess and review</p> <ul style="list-style-type: none"> • To distinguish ascenders and descenders. • To form capital letters • To form digits 0-9 <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.</p>
	Reading	<p>Connecting and becoming familiar with texts.</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently <p>Understanding</p> <ul style="list-style-type: none"> • To draw on what they already know or on background information and vocabulary provided by the teacher. <p>Vocabulary</p> <ul style="list-style-type: none"> • To discuss word meanings, linking new meanings to those already known. 	<p>Connecting and becoming familiar with texts.</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of stories at a level beyond that at which they can read independently • To be encouraged to link what they read or hear read to their own experiences • To recognise and joining in with predictable phrases <p>Understanding</p> <ul style="list-style-type: none"> • To draw on what they already know or on background information and vocabulary provided by the teacher. <p>Inference</p> <ul style="list-style-type: none"> • To make inferences on the basis of what is being said and done • To predict what might happen • To participate in discussion about what is read to them, taking turns and listening to what others say • To explain clearly their understanding of what is read to them.

Poetry

- Listening to and discussing a wide range of [poems](#) at a level beyond that at which they can read independently
- To learn to appreciate rhymes and poems, and to recite some by heart

Poems to appreciate and recite one

Spaghetti! Spaghetti! - Jack Prelutsky

Dinner Time Rhyme - June Crebin

There are Big Waves - Eleanor Farjeon