

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2																																																					
Year 1/2	Reception	Class readers taken from the school reading spine.										Phase 3 phonics		Phase 4/5 phonics																																																			
		s, a, t, p		i, n, m, d		g, o, c, k		ck, e, u, r		h, b, f, l		ff, ll, ss, s (/z/)		Phase 2 revision		j, v, w, x		y, z, zz, qu, ch		sh, th, th, ng		ai, ee, igh, oa		oo, oo, ar, or		ur, ow, oi, ear		air, ure, er		Recap wk1-4		Recap wk5-7		Trigraphs and consonant digraphs		Letter Sounds and Vowel Digraphs		Phase 3 Revision		Phase 3 Revision		CVCC Words		CCVC Words		Adjacent Consonants		Polysyllabic Words		Three-Letter Adjacent Consonants		Revise Phase 4		Begin Phase 5											
		T4W: Stories with predictable phrasing, rhyming				T4W: Recount, poetry				T4W: Traditional tales				T4W: Instructions, poetry				T4W: Traditional tales				T4W: Explanations, poetry																																											
		Y1: Phase 3/4/5 phonics						Y1: Phase 5 phonics						Y1: Phase 5 phonics																																																			
		Assess & Review		ay (/ai/)		oy (/oi/)		ie (/igh/)		ea (/ee/)		a_e (/ai/)		i_e (/igh/) and o_e (/oa/)		u_e (/oo/ and /yoo/) e_e (/ee/)		ou (/ow/)		Long vowel sounds		ch (/c/ and /sh/)		ir (/ur/)		ue (/oo/ and /yoo/)		ew (/oo/ and /yoo/)		y (/ee/)		aw and au (/or/)		ow and oe (/oa/)		wh (/w/)		c (/s/) and g (/j/)		ph (/f/)		ea (/e/)		ie (/ee/)		Adding -ed		Adding -s and -es		Adding -er and -est		tch (/ch/)		Adding -ing and -er		ear and are (/air/)		Unspoken e		ore (/or/)		Adding un-		Assess and review	
		Y2: Phase 5/6 phonics						Y2: Phase 6 phonics						Y2: Phase 6 phonics																																																			
		Assess and review		y (/igh/)		dge and ge (/j/)		Adding -es to		gn (/n/)		kn (/n/)		Adding -ed and -est		wr (/r/)		le (/l/)		Adding -er and -est		el (/l/)		al and il (/l/)		Adding -er and -ed		eer (/ear/)		ture (/cher/)		Adding -est and -y		mb (/m/)		a and al (/or/)		Adding -ing and -ed		o (/u/)		ey (/ee/)		Adding -er -est or -y		Contractions		war (/wor/ & wor (/wur/)		Adding -ment and -ness		s (/zh/)		wa (/wo/ & qua (/quo/)		tion (/shun/)		Adding -ful, -less and -ly		(Near) & Homophones		Adding -dis		Assess and review	
		T4W: Stories with predictable phrasing T4W: Y1 labels, lists and captions/ Y2 explanations				T4W: Recount T4W: Poetry				T4W: Contemporary fiction T4W: Report				T4W: Instructions T4W: Poetry				T4W: Traditional tales T4W: Report				T4W: Explanations T4W: Poetry																																											

Year 3/4	Class readers taken from the school reading spine.	The Write Stuff: Non-fiction (persuasive letter), poetry (narrative poems), narrative (y3/4 myth), non-fiction (y3/4 explanation)	The Write Stuff: Narrative (Y3/4 adventure), non-fiction (newspaper report), non-fiction (non-chronological report), poetry	The Write Stuff: Non-fiction (Y3/4 holiday brochure), poetry, narrative (Y3/4 traditional tales with a twist)																										
		PlanIt Spelling: Y3: /ei/ spelt ai, ey and ai; /θ:/ spelt ear; homophones and near homophones; adverbs using the suffix -ly. Y4: /aw/ spelt augh and au; prefixes in-, im- and il-; homophones and near homophones; /shun/ spelt sion, ssion, tion and cian; 'ough' words to make the long /o/ /oo/ or /or/ sounds.	PlanIt Spelling: Y3: /i/ spelt y; suffixes beginning with a vowel (double or not); prefix mis- and dis-; /k/ spelt ch; homophones and near homophones; prefixes bi- and re-; /g/ spelt gue and /k/ spelt que; /sh/ spelt ch; Y4: homophones and near homophones; suffix -ation; prefixes sub- and super-; plural possessive apostrophes with plural words; /s/ spelt sc; soft c spelt ce and ci; word families e.g. phone, phonics, microphone etc.	PlanIt Spelling: Y3: -ary words; /u/ spelt o and ou; word families e.g. instruct, structure, construct etc; suffix -al; /zhuh/ spelt sure; /chuh/ spelt ture; silent letters; Y4: prefixes inter-, anti-, auto-, ex- and non-; words ending in -ar and -er; the suffix -ous; adverbials of frequency, possibility and manner.																										
Reading skills focus for reading lessons:		Reading skills focus for reading lessons:		Reading skills focus for reading lessons:																										
Vocabulary		Retrieval	Retrieval	Summary	Summary	Vocabulary	Retrieval	Retrieval	Inference	Prediction	Vocabulary	Retrieval	Retrieval	Compare/contrast	Compare/contrast	Vocabulary	Retrieval	Retrieval	Author's choice	Summary	Author's choice	Retrieval	Retrieval	Inference	Inference	Prediction	Prediction	Compare/contras	Author's choice	Vocabulary
The Write Stuff: Non-fiction (persuasive letter), poetry (narrative poems), narrative (y5/6 story), non-fiction (y5/6 timeline)		The Write Stuff: Narrative (Y5/6 story), non-fiction (newspaper report), non-fiction (non-chronological report), poetry		The Write Stuff: Non-fiction (y5/6 persuasive speech), poetry, narrative (/6 story and fantasy)																										
PlanIt Spelling: Y5: /shuhs/ spelt -cious, -tious and -ious; /i/ spelt y; homophones and near homophones; silent letters; modal verbs; words ending in -ment; adverbs of possibility and frequency. Y6: ambitious synonyms; homophones and near homophones; adjectives into nouns; hyphens; words ending in -able and -ably; word families e.g. temperature, temper, temperate etc; prefixes micro- and mini-.		PlanIt Spelling: Y5: creating nouns using the suffixes -ity, -ness and -ship; homophones and near homophones; /or/ spelt or and au; nouns to adjectives using the suffixes -ate, -ise, -ify and -en. Y6: adding suffixes to words ending in 'fer'; /e/ spelt ie or ei after c; word families e.g. transmit, submit, committee etc; words ending with /shuh/; soft c spelt /ce/; word families e.g. accommodate, accompany, access etc;		PlanIt Spelling: Y5: words containing ough; adverbials of time and place; /ear/ spelt ere; unstressed vowels in polysyllabic words; verb prefixes de-, re- and over-; nouns to verbs with suffixes -ful, -ive and -al. Y6: word families e.g. programme, hologram, diagram etc; words that are nouns and verbs; /o/ spelt ou or ow; words ending in -ible and -ibly; synonyms and antonyms.																										
Reading skills focus for reading lessons:		Reading skills focus for reading lessons:		Reading skills focus for reading lessons:																										
Vocabulary		Inference	Inference	Retrieval	Summary	Prediction	Author's choice	Author's choice	Compare/contrast	Compare/contrast	Vocabulary	Inference	Inference	Retrieval	Summary	Prediction	Author's choice	Author's choice	Compare/contrast	Compare/contrast	Vocabulary	Inference	Inference	Retrieval	Summary	Prediction	Author's choice	Author's choice	Compare/contrast	Compare/contrast

All children are heard to read a minimum of once a week by the adults in their room. Pupils Y2+ also complete Accelerated Reader quizzes after finishing their books. Class readers are read daily, and English includes texts pitched at ARE. All classes have a word of the day and a strong focus on vocabulary.