

Year 1						
EYFS – Buttercup and Poppy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Theme	Know Your Place	Up the Chimney	To Infinity and Beyond	By Royal Appointment	Our Amazing World	Lights, Camera, Action
Assessments: Pre-School Language Scale / EYFS Baseline / BSq – Early Steps						
English Texts	Love Makes a Family by Sophie Beer (Buttercup) 3 Little Pigs (Poppy)	Seasonal & Celebration poetry (Buttercup & Poppy)	Whatever Next? By Jill Murphy (Buttercup) Way Back Home by Oliver Jeffers (Poppy)	Royal Nursery rhymes (Buttercup) Jolly Postman by Jan & Allen Ahlberg (Poppy)	Mr Gumpy’s Outing by John Burningham (Buttercup) Handa’s Surprise by Eileen Browne (Poppy)	Traditional / Familiar stories – puppet shows and story sacks (Buttercup & Poppy)
Genres	Fiction (sensory story & communication) Non-fiction – All about me and my family	Poetry (sensory story & communication) Non-fiction extracts linked to UTW practical activities	Fiction (sensory story & communication) Non-fiction extracts linked to UTW practical activities	Letters (sensory story & communication)	Repetitive refrain (sensory story & communication) Non-fiction extracts linked to UTW practical activities	Traditional Tales Instructions (Making puppets in EAD sessions)
Class/ Guided Reading Texts Phonics	Sensory story Phase 1 phonics – environmental sounds, rhyme and alliteration. RWI program	Sensory story Phase 1 phonics – environmental sounds, rhyme and alliteration. RWI program	Sensory story Phase 1 phonics – environmental sounds, rhyme and alliteration. RWI program	Sensory story Phase 1 phonics – environmental sounds, rhyme and alliteration. RWI program	Sensory story Phase 1 phonics – environmental sounds, rhyme and alliteration. RWI program	Sensory story Phase 1 phonics – environmental sounds, rhyme and alliteration. RWI program
Vocabulary	<p>More/stop and finish Like and not like. Vocabulary linked to objects of reference and everyday routines.</p> <p>Ensure pupils are confident with the first 120 spoken words. Progress to vocabulary specific to curriculum theme and relevant to pupils.</p>					
Pre-requisites to writing	<p>Focus is on balance, gross motor, fine motor and mark making. Follow Willoughby progression document for writing, dough disco, and ensure access to ride on apparatus including scooters and daily fine motor (threading, posting, inset puzzles and construction).</p> <p>If ready teach the dynamic tripod grasp. All pupils to be taught the pre-cursive script to prepare them for joining their handwriting and reduce spelling errors.</p>					
Colourful Semantics	<p>All pupils to be introduced to level one – ‘who’ (orange). The coloured symbol to be environmental as well as linked to characters in stories and pupil’s families. Continue through the levels at individual rate supporting pupil’s to develop a sentence structure through combining symbols or words.</p>					
Communication	<p>Total communication approach. Developing attention, including joint attention through play activities and Attention Autism. Use Intensive Interaction to establish the fundamentals of communication for all pupils. Include turn taking dialogues during play and build anticipation through ready, steady go or stop/go activities.</p>					

To develop social skills, introduce Duplo activity and Identiplay.

Introduce a communication system where possible – PECs, Go-Talks, Vocabulary boards, signing.

Year 1

Pre-formal – Jasmine / Bluebell / Sunflower						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Theme	Know Your Place	Up the Chimney	To Infinity and Beyond	By Royal Appointment	Our Amazing World	Lights, Camera, Action
Assessment: Routes for Learning / Switch Progression Roadmap / Engagement Profile						
English Texts	In Every House on Every Street by Jess Hitchman (Sunflower) Our Class is a Family (Bluebell) A House that Once was by Julie Fogliano (Jasmine)	Fireworks Poem (Sunflower) Nativity story (Sunflower) (Bluebell) Seasonal & Celebration Poetry (Jasmine)	Stars and Space by Jonny Marx (Sunflower) (Bluebell) Hello Star by Stephanie Lucianovic (Jasmine)	The King’s Hats by Sheila May Bird (Sunflower) No book this term (Jasmine)	My Granny went to Market by Stella Blackstone (Sunflower) (Bluebell) Aesop’s Fables (Jasmine)	Goldilocks and the Three Bears (Sunflower) (Bluebell) Continue text from Summer 1 (Jasmine)
Genres to experience	Fiction Non-fiction – All about me and my family	Poetry	Non-fiction	Letters	Traditional Tales from Around the World	Fairy Tales
Class/ Guided Reading Texts Phonics	Phase 1 phonics – environmental sounds, rhyme and alliteration. All stories are multi-sensory. Include switches in stories for repetitive lines or rhyming words at the end of a sentence. Build initiation, anticipation and preference through story.	Phase 1 phonics – environmental sounds, rhyme and alliteration. All stories are multi-sensory Include switches in stories for repetitive lines or rhyming words at the end of a sentence. Build initiation, anticipation and preference through poetry.	Phase 1 phonics – environmental sounds, rhyme and alliteration. All stories are multi-sensory. Include switches in stories for repetitive lines or rhyming words at the end of a sentence. Build initiation, anticipation and preference through non-fiction.	Phase 1 phonics – environmental sounds, rhyme and alliteration. All stories are multi-sensory. Include switches in stories for repetitive lines or rhyming words at the end of a sentence. Build initiation, anticipation and preference through story.	Phase 1 phonics – environmental sounds, rhyme and alliteration. All stories are multi-sensory. Include switches in stories for repetitive lines or rhyming words at the end of a sentence. Build initiation, anticipation and preference through story.	Phase 1 phonics – environmental sounds, rhyme and alliteration. All stories are multi-sensory. Include switches in stories for repetitive lines or rhyming words at the end of a sentence. Build initiation, anticipation and preference through story.
Vocabulary	More, stop, finished. Like and not like. Vocabulary linked to objects of reference and everyday routines.					
Pre-requisites to writing	Refer to Willoughby writing progression document. Focus is on physiotherapy programs and maximising core strength. Encourage mark making with a variety of items including hands and feet.					

	Develop body awareness through massage stories and TACPAC.
Colourful Semantics	All pupils to be introduced to level one – ‘who’ (orange). The coloured symbol to be environmental as well as linked to staff, peers, pupil’s families and characters.
Communication	Total communication approach. Developing attention, including joint attention through play activities. Use Intensive Interaction to establish the fundamentals of communication for all pupils. Include turn taking dialogues during play and build anticipation through ready, steady, go or stop/go activities. Encourage lots of sound play through modelling verbalising sounds.

Year 1

Informal Pathway – Sunflower / Waterlily / Foxglove /Daisy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Theme	Know Your Place	Up the Chimney	To Infinity and Beyond	By Royal Appointment	Our Amazing World	Lights, Camera, Action
Assessments: Bsq Steps4Life / Pebbles / RWI Phonics assessment						
English Texts	In Every House on Every Street by Jess Hitchman (Sunflower) What Makes Me a Me by Ben Falkes (Waterlily) Wherever You Go, I Want You To Know by Melissa Kruger (Foxglove) <i>(ending needs adapting)</i>	Fireworks Poem (Sunflower) Nativity story (Sunflower) 10 Minutes to Bed Little Dinosaur by Rhiannon Fielding (Waterlily) The Christmas Selfie Contest (Waterlily) Mary Poppins by P.L. Travers (Foxglove)	Stars and Space by Jonny Marx (Sunflower) Good night Spaceman Robinson (Waterlily) How to be an Astronaut & other space jobs by Dr Sheila Kanani (Foxglove)	The King’s Hats by Sheila May Bird (Sunflower) Alice in Wonderland by Lewis Carroll (Waterlily) My Village Rhymes from around the world by Danielle Wright (Foxglove)	My Granny went to Market by Stella Blackstone (Sunflower & Waterlily) Dear Greenpeace (Foxglove)	Goldilocks and the Three Bears (Sunflower) Take a picture (non-fiction) Going to make myself Elephant Dance; a journey to India by Theresa Heine (Foxglove)
Genres to experience	Fiction Non-fiction – All about me and my family	Poetry (Sunflower) Fiction / Letters (Waterlily) Fairy Tales (Foxglove)	Non-fiction (Sunflower & Foxglove) Poetry (Waterlily)	Letters (Sunflower) Fairy Tales (Waterlily) Poetry (Foxglove)	Traditional Tales from Around the World (Sunflower & Waterlily) Letters (Foxglove)	Fairy Tales (Sunflower) Non-Fiction (Waterlily) Tales from around the World (Foxglove)
Class/ Guided Reading Texts Phonics	Phase 1 phonics – environmental sounds, rhyme and alliteration. All stories are multi-sensory. Include switches in stories for repetitive lines or rhyming words at the end of a sentence. Build initiation, anticipation and preference through story.	Phase 1 phonics – environmental sounds, rhyme and alliteration. All stories are multi-sensory Include switches in stories for repetitive lines or rhyming words at the end of a sentence. Build initiation, anticipation and preference through poetry.	Phase 1 phonics – environmental sounds, rhyme and alliteration. All stories are multi-sensory. Introduce RWI for pupils it is appropriate.	Phase 1 phonics – environmental sounds, rhyme and alliteration. All stories are multi-sensory. Introduce RWI for pupils it is appropriate.	Phase 1 phonics – environmental sounds, rhyme and alliteration. All stories are multi-sensory.	Phase 1 phonics – environmental sounds, rhyme and alliteration. All stories are multi-sensory.

	Continue RWI.	Continue RWI.	Continue RWI.	Continue RWI.	Continue RWI.	Continue RWI.
Vocabulary	<p>Ensure pupils are confident with the first 120 spoken words. Vocabulary linked to daily schedule and everyday routines. Progress to vocabulary specific to curriculum theme and relevant to pupils.</p>					
Pre-requisites to writing	<p>Refer to Willoughby's writing progression document. Focus is on physiotherapy programs and maximising core strength. Encourage mark making with a variety of items including hands and feet. Develop body awareness through massage stories and TACPAC.</p> <p>Focus is on balance, gross motor, fine motor and mark making. Access to dough disco, Fizzy program, ride on apparatus including scooters and daily fine motor (threading, posting, inset puzzles and construction).</p> <p>If ready teach the dynamic tripod grasp.</p>					
Colourful Semantics	<p>All pupils to be familiar with – 'who' (orange) + verb (yellow) + object (green) + place (blue). The coloured symbols are to be environmental as well as linked to the text being studied. Introduce the colourful semantics mind map for guided reading or planning. The coloured symbol to be environmental as well as linked to staff, peers, pupil's families and characters.</p>					
Communication	<p>Total communication approach. Developing attention, including joint attention through play activities and Attention Autism. Use Intensive Interaction to establish the fundamentals of communication for all pupils. Include turn taking dialogues during play and build anticipation through ready, steady, go or stop/go activities.</p> <p>To develop social skills introduce Duplo activity and Identiplay.</p> <p>Introduce formal systems for communication – PECs, Go-Talks, Vocabulary Boards, Signing.</p>					

Year 1

Semi-Formal Pathway – Daffodil						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Theme	Know Your Place	Up the Chimney	To Infinity and Beyond	By Royal Appointment	Our Amazing World	Lights, Camera, Action
Assessments: Language Links (trial) / Salford where appropriate / RWI Assessment (Phonics Screener) / BSq Progression Steps / Pebbles						
English Texts	In Every House on Every Street by Jess Hitchman (Daffodil)	Seasonal & Celebration Poetry (Daffodil) Christmas Letters (Daffodil)	Professor Astro Cat’s Solar System by Dominic Walliman & Ben Newman (Daffodil)		The Enormous Turnip (Daffodil)	Continue text from Summer 1 / Production (Daffodil)
Class/ Guided Reading Texts	RWI program Use RWI text for guided reading	RWI program Use RWI text for guided reading	RWI program Use RWI text for guided reading	RWI program Use RWI text for guided reading	RWI program Use RWI text for guided reading	RWI program Use RWI text for guided reading
Phonics						
Genres	Fiction Explanation – All about me and my family	Poet Study Letters	Non-fiction News Report (writing)	Diary Entry	Traditional Tales Story Writing	Instructions
Vocabulary	Ensure pupils are confident with the first 120 spoken words. Progress to vocabulary specific to curriculum theme and relevant to pupils. Vocabulary for the week needs to be pre-taught at the start of the week and sent home.					
Pre-requisites to writing and introducing Handwriting	Refer to Willoughby’s writing progression document. Focus is on balance, gross motor, fine motor and mark making. Access to dough disco, and daily fine motor activities (threading, posting, puzzles and construction). If ready teach the dynamic tripod grasp.					
Grammar, Punctuation and Spelling	Introduction to Capital letters, Full stops. Using capital letters for names, places.		Joining words using clauses - ‘and’. Forming sentences with words. Introduction to exclamation mark. Using capital for ‘I’.		Introduction to question marks. Using -s and -es for plural. Introduce prefix un-. Introduce spelling rule for suffixes -ed, -ing, -er. Sequencing sentences to form a narrative.	
Colourful Semantics	All pupils to be familiar with – ‘who’ (orange) + verb (yellow) + object (green) + place (blue). The coloured symbols are to be environmental as well as linked to the text being studied. Introduce the colourful semantics mind map for guided reading or planning. Continue through the levels at individual rate supporting pupil’s to develop a sentence structure through combining symbols or words. Start to introduce word groups such as nouns and verbs.					
Communication	Total communication approach. To develop social skills use structured games and board games.					

	Use individual communication system where possible – PECs, Pro-loquo2go, Vocabulary boards, signing.
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Year 1						
Lower Formal Pathway – Venus Flytrap						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Theme	Know Your Place	Up the Chimney	To Infinity and Beyond	By Royal Appointment	Our Amazing World	Lights, Camera, Action
Assessments: Language Links (trial) / Salford Reading / RWI Phonics assessment / BSq Progression Steps / Pebbles						
English Texts	The House That Once Was by Julie Frogliano & Funny Bones by Allen Alberg On The Way Home by Jill Murphy	The Polar Express by Chris Van Allsburg Stickman by Julia Donaldson	Look inside space by Rob Jones Curiosity, the story of a mars rover by Markus Motum	King Charles III – celebrating his reign	Pop up book, Questions and answers about our world by Daynes & Tremblay	Three Billy Goats Gruff. Performance poetry (will create our own and use others from online)
Class/ Guided Reading Texts	RWI program Use RWI text for guided reading	RWI program Use RWI text for guided reading	RWI program Use RWI text for guided reading	RWI program Use RWI text for guided reading	RWI program Use RWI text for guided reading	RWI program Use RWI text for guided reading
Phonics						
Reading and writing Genres	Fiction – reading Story writing	Adventure Story – reading Writing - Recount	Non-fiction Non-chronological report and fact file.	Letters / Diary Entry	Non-fiction Explanation Text	Poetry Study Poetry
Vocabulary	Introduce vocabulary specific to curriculum theme and relevant to pupils. Vocabulary for the week needs to be pre-taught at the start of the week and sent home.					
Handwriting	Refer to Willoughby's writing progression document. Access to dough disco, and daily fine motor activities (threading, posting, puzzles and construction) if required. If ready teach the dynamic tripod grasp. All pupils to be taught the pre-cursive script to prepare them for joining their handwriting and reduce spelling errors.					
Grammar, Punctuation and Spelling	Step 1 Introduction to Capital letters, Full stops. Using capital letters for names, places.		Joining words using clauses - 'and'. Forming sentences with words. Introduction to exclamation mark. Using capital for 'I'.		Introduction to question marks. Using -s and -es for plural. Introduce prefix un-. Introduce spelling rule for suffixes -ed, -ing, -er. Sequencing sentences to form a narrative.	
	Step 2 Using capital letters for names, places and personal pronoun 'I'. Learning how to use both familiar and new punctuation correctly – capital letters, full stops, exclamation marks, question marks.		Introduce 'but', 'or' 'when', 'if', 'because', 'that'. Use '-ly'. To turn adjective into a dverb. Apostrophe for plural. Statement or exclamation? Using present and past tense		Using Suffixes -er and -est for forming adjectives Consolidation of what has been taught ready for end of Key Stage test	

	Using 'and' to join words. Introduce commas for list. Introduce simple expanded noun phrases. Difference between question and command.	Compounding words – whiteboard, superman Formation of adjectives using suffixes –ful, -ness.	
Statutory Spelling	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck; The /ŋ/ sound spelt n before k: bank, think, honk, sunk; Division of words into syllables; -tch; The /v/ sound at the end of words; Adding s and es to words; Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word; Adding –er and –est to adjectives where no change is needed to the root word; Vowel digraphs and trigraphs (National Curriculum English Appendix 1); Words ending in –y; consonant spellings ph and wh; k for the k sounds; un- (prefix); compound words; common exception words.		
Colourful Semantics	All pupils to be familiar with – 'who' (orange) + verb (yellow) + object (green) + place (blue). The coloured symbols are to be environmental as well as linked to the text being studied. Continue through the levels at individual rate supporting pupil's to develop a sentence structure through combining symbols or words. Extend sentences by introducing adjectives, and time. Introduce the mind map to support guided reading session and as a planning tool.		
Communication and Oracy	Total communication approach. To develop social skills use structured games and board games. Use individual communication system where possible – PECs, Pro-loquo2go, Vocabulary boards, signing. On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, encouraging coherent sentences. Pupils should be able to answer questions, give descriptions and explanations, justify their ideas, build on the ideas of others, and develop their vocabulary (including subject specific). They should use these spoken language skills to organise their ideas for writing and recording.		

Year 1						
Upper Formal – KS3 and KS4 – Iris / Snapdragon						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Theme	Know Your Place	Up the Chimney	To Infinity and Beyond	By Royal Appointment	Our Amazing World	Lights, Camera, Action
Assessments: Salford Reading / RWI Phonics / BSq Progression Steps / Pebbles (Pearsons)						
English Texts	Brick, who found herself in architecture (Iris) Tom's Midnight Garden (Snapdragon)	Seasonal / celebration poetry (Iris) A Christmas Carol, Easy Classics by Philip Gooden (Snapdragon)	Glow: a children's guide to the night sky by Noelia Gonzalez (Iris) Look Inside Space by Rob Lloyd Jones (Snapdragon)	King Charles (Little people. Big dreams) by Maria Vegara (Iris) Anne Frank; abridged by Mirjam Pressler (Snapdragon)	Great adventures by Alastair Humphrey (Iris) Usborne Illustrated: The Jungle Book by R.K Mayani (Snapdragon)	Play time: Plays for all ages / Poems to Perform by Julia Donaldson (Iris) Midsummer Night's Dream; BBC Teach downloadable script & music (Snapdragon)
Guided Reading Texts	RWI program	RWI program	RWI program	RWI program	RWI program	RWI program
Phonics	Use RWI text for guided reading.	Use RWI text for guided reading	Use RWI text for guided reading	Use RWI text for guided reading	Use RWI text for guided reading	Use RWI text for guided reading
Reading and Writing Genres	Fiction – Adventure Story (Iris) Explanation Text – All about me and my family (Snapdragon)	Poetry Study (Iris) Historical Narrative (Snapdragon)	Non-fiction News Report	Biography (Iris, Snapdragon)	Traditional Tales	Play Scripts
Vocabulary	Progress to vocabulary specific to curriculum theme and relevant to pupils. Vocabulary for the week needs to be pre-taught at the start of the week and sent home.					
Handwriting	Refer to Willoughby's writing progression document. Access to daily fine motor if needed (threading, posting, puzzles and construction). If ready teach the dynamic tripod grasp. Consider alternatives to writing such as word processing / Clicker.					
Grammar, Punctuation and Spelling	Step 1 Introduction to Capital letters, Full stops. Using capital letters for names, places.	Joining words using clauses - 'and'. Forming sentences with words. Introduction to exclamation mark. Using capital for 'I'.		Introduction to question marks. Using -s and -es for plural. Introduce prefix un-. Introduce spelling rule for suffixes -ed, -ing, -er. Sequencing sentences to form a narrative.		

	<p>Step 2 Using capital letters for names, places and personal pronoun 'I'. Learning how to use both familiar and new punctuation correctly – capital letters, full stops, exclamation marks, question marks. Using 'and' to join words. Introduce commas for list. Introduce simple expanded noun phrases. Difference between question and command.</p>	<p>Introduce 'but', 'or' 'when', 'if, 'because', 'that'. Use '-ly'. To turn adjective into a dverb. Apostrophe for plural. Statement or exclamation? Using present and past tense Compounding words – whiteboard, superman Formation of adjectives using suffixes –ful, -ness.</p>	<p>Using Suffixes -er and -est for forming adjectives Consolidation of what has been taught ready for end of Key Stage test</p>
	<p>Step 3 Learning how to use both familiar and new punctuation correctly – capital letters, full stops, exclamation marks, question marks, Commas for list. Using expanded noun phrases. Understanding the differences between a: question; command; exclamation and statement. Conjunctions - Co-ordination (or, and, but) Subordination (when, if, that, because) Using time conjunctions. Apostrophes for missing letters and singular possession. Sentence - Using 'a' or 'an' depending on first letter of next word is consonant or vowel. Headings and subheadings for organisation</p>	<p>Using adverbs for time. Using Prepositions to show time and cause – (before, during, after, in, because of) Introduce inverted commas for direct speech. Use present perfect form of verbs instead of simple past Using past and present tense introduce the progressive form. Extending sentences by using more than one clause.</p>	<p>Learning about the different type of nouns. Using Paragraphs Looking at word families showing how words are related in form and meaning. Formation of nouns using a range of prefixes (super-, anti-, auto-)</p>
<p>Statutory Spelling</p>	<p>The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y; The sound spelt c before e, i and y; The sound spelt kn and (less often) gn at the beginning of words; The r sound spelt wr at the beginning of words; The /l/ or /əl/ sound spelt –le at the end of words; The /l/ or /əl/ sound spelt –el at the end of words; The /l/ or /əl/ sound spelt –al at the end of words; Words ending –il; The /aɪ/ sound spelt –y at the end of words; Adding –es to nouns and verbs ending in –y; Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it; Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it; Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter; The sound spelt a before l and ll; The sound spelt o; The /i/ sound spelt –ey; The sound spelt a after w and qu; The sound spelt or after w; The sound spelt ar after w; The sound spelt s; The suffixes –ment, –ness, –ful, –less and –ly; Contractions; The possessive apostrophe (singular nouns); Words ending in –tion; Homophones and near-homophones; Common exception words.</p>		
<p>Colourful Semantics</p>	<p>All pupils familiar with – 'who' (orange) + verb (yellow) + object (green) + place (blue). The coloured symbols are to be environmental as well as linked to the text being studied. Use colourful semantics mind map to support planning stages. Continue through the levels at individual rate supporting pupil's to develop a sentence structure through combining symbols or words. Extend sentences by introducing adjectives, and time.</p>		
<p>Communication</p>	<p>Total communication approach. To develop social skills use structured games and board games.</p>		

Use individual communication system where possible – PECs, Pro-loquo2go, Vocabulary boards, signing.

On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, encouraging coherent sentences. Pupils should be able to answer questions, give descriptions and explanations, justify their ideas, build on the ideas of others, and develop their vocabulary (including subject specific). They should use these spoken language skills to organise their ideas for writing and recording.

Year 1						
Functional Formal – KS4 Protea						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Theme	Know Your Place	Up the Chimney	To Infinity and Beyond	By Royal Appointment	Our Amazing World	Lights, Camera, Action
Assessments: Salford Reading / RWI Phonics / BSq Progression Steps / Pebbles (Pearsons)						
English Texts	The Day I Became the Most Wanted Boy in the World by Tom McLaughlin (Protea)	Space – The Whole Whizz-Bang story by Glenn Murphy (Protea)	The dog that saved the world cup by Phil Earle (Protea)	Sam Wu is not Afraid of Ghosts by Katie and Kevin Tsang (Protea)	Diary of a Wimpy Kid by Jeff Kinney (Protea)	
Phonics	Freshstart modules					
Reading and Writing Genres	Fiction – Adventure Story Explanation Text – All about me and my family	Letters / emails Notes / invitations	Non-fiction News Report	Recount / Diary Entry	Persuasive writing - Forms / complaints	Persuasive writing - Posters / Adverts / Article
Vocabulary	Progress to vocabulary specific to class text. Vocabulary for the week needs to be pre-taught at the start of the week and sent home.					
Handwriting (morning tasks)	<p>L1 – alphabetical order, upper and lower case letters.</p> <p>L1 About, act, after, again, air, all, also, any, anyone, are, around, as ask, back, be, because, before, between, both, boy, brother, by, call, came, can, change, child, close, come, could, cross, day, dear, do, does, don't, done, door, down, draw, eat, enjoy, even, every, fast, feel, few, find, first, floor, follow, for, four, Friday, full, get, girl, give, go, gone, good, group, has, have, he, head, hello, her, here, high, his, hold, house, how, I, into, is, know, large, last, late, life, like, little, live, look, made, make, many, me, meet, might, mind, miss, Monday, money, more, morning, most, my, myself, near, never, new, no, now, number, of, off, old, one, only, or, other, our, out, over, own, past, path, person, plant, poor, pull, push, put, real, reply, right, room, said, same, Saturday, saw, say, says, school, see, seem, she, should, show, small, so, some, someone, still, take, tell, thank, the, their, there, they, think, Thursday, time, to, today, together, told, too, Tuesday, two, under, until, use, walk, want, warm, was, water, way, we, Wednesday, week, well, were, what, when, where, which, while, white, who, will, without, word, work, world, would, write, wrong, wrote, year, you, your.</p> <p>L2 – alphabetical order of words, plurals, homophones, prefix, suffixes</p> <p>L2 Add, address, age, always, among, animal, , answer, anything, arrive, bare, bear, beautiful, behind, believe, better, blew, blue, break, breathe, build, business, busy, calendar, care, carry, caught, cause, circle, city, complete, computer, country, daily, decide, differ, different, difficult, double, early, earth, eight, eighteen, eighty, everybody, everything, example, extreme, eye, find, forty, forward, fourteen, friend, fruit, grammar, great, group, guard, guide, half, heard, height, hour, idea, imagine, important, knowledge, learn, letter, machine, material, mean, minute, month, move, music, naughty, next, notice, obey, once, our, page, people, perhaps, position, posses, possible, potatoes, pressure, pretty, probably, promise, quarter, quiet, quite, remember, second, sentence, seven, since, six, something, son, special, straight, strange, sugar, sure, surname, surprise, therefore, thirteen, thirty, thought, through, touch, trouble, truly, watch, weigh, weight, whole, woman, women, won, year, young.</p> <p>L3 – alphabetical order of words, plurals, homophones, suffixes, prefix</p> <p>L3</p>					

	<p>According, achieve, actual, although, appear, apply, appreciate, attach, autumn, available, average, bargain, bomb, borough, bought, brought, cause, centre, certain, climb, college, column, committee, communicate, community, competition, condemn, correspond, cough, criticise, crumb, curiosity, debt, definite, describe, determined, develop, dictionary, doubt, ease, education, enough, equip, especially, excellent, exercise, experience, experiment, explanation, famous, fasten, frequently, guarantee, increase, island, knee, knife, knot, knowledge, listen, measure, medicine, minute, occasion, opposite, ought, particular, picture, pleasure, popular, position, purpose, qualification, qualify, receive, recent, regular, rough, scheme, sugar, suppose, therefore, thorough, though, thumb, tough, treasure, various, whistle.</p>
<p>Grammar and Punctuation</p>	<p>L1 Punctuate simple sentences with a capital letter and a full stop. Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns. Use lower-case letters when there is no reason to use capital letters. Write the letters of the alphabet in sequence and in both upper and lower case. Communicate information in words, phrases and simple sentences.</p>
	<p>L2 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker). Read and understand sentences with more than one clause. Use illustrations, images and captions to locate information. Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks). Form regular plurals. Use the first and second letters to sequence words in alphabetical order. Communicate information in words, phrases and simple sentences. Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth). Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses. Use adjectives and simple linking words in the appropriate way.</p>
	<p>L3 Identify, understand and extract the main points and ideas in and from texts. Identify different purposes of straightforward texts. Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types). Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links). Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas). Form irregular plurals. Use mostly correct grammar (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles). Use the first, second and third place letters to sequence words in alphabetical order. Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task). Write text of an appropriate level of detail and of appropriate length (including where this is specified). Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points. Write in compound sentences and paragraphs where appropriate. Use language appropriate for purpose and audience.</p>
<p>Colourful Semantics</p>	<p>All pupils familiar with – 'who' (orange) + verb (yellow) + object (green) + place (blue). The coloured symbols are to be environmental as well as linked to the text being studied. Use colourful semantics mind map to support planning stages. Continue through the levels at individual rate supporting pupil's to develop a sentence structure through combining symbols or words. Extend sentences by introducing adjectives, and time.</p>

Communication	<p>Total communication approach.</p> <p>To develop social skills use structured games and board games.</p> <p>Use individual communication system where possible – PECs, Pro-loquo2go, Vocabulary boards, signing.</p> <p>On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, encouraging coherent sentences. Pupils should be able to answer questions, give descriptions and explanations, justify their ideas, build on the ideas of others, and develop their vocabulary (including subject specific). They should use these spoken language skills to organise their ideas for writing and recording.</p>
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Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Theme	Know Your Place	Up the Chimney	To Infinity and Beyond	By Royal Appointment	Our Amazing World	Lights, Camera, Action
PFA Hub – Functional Skills						
Reading and Writing Genres	All reading and writing have an application to a functional skill linked to the employment area being covered. Reading for pleasure continues to be a maintained focus. The outcomes for English are captured in the OCR units completed.					
Vocabulary	Progress to vocabulary specific to curriculum theme and relevant to pupils. Vocabulary for the week needs to be pre-taught at the start of the week and sent home.					
Handwriting	Access to daily fine motor if needed (threading, posting, puzzles and construction). If ready teach the dynamic tripod grasp. All pupils to be taught the pre-cursive script to prepare them for joining their handwriting and reduce spelling errors. Consider alternatives to writing such as word processing / Clicker.					
Grammar, Punctuation and Spelling	Introduction to Capital letters, Full stops. Using capital letters for names, places.		Joining words using clauses - 'and'. Forming sentences with words. Introduction to exclamation mark. Using capital for 'I'.		Introduction to question marks. Using -s and -es for plural. Introduce prefix un-. Introduce spelling rule for suffixes -ed, -ing, -er. Sequencing sentences to form a narrative.	
	Using capital letters for names, places and personal pronoun 'I'. Learning how to use both familiar and new punctuation correctly – capital letters, full stops, exclamation marks, question marks. Using 'and' to join words. Introduce commas for list. Introduce simple expanded noun phrases. Difference between question and command.		Introduce 'but', 'or' 'when', 'if', 'because', 'that'. Use '-ly'. To turn adjective into adverb. Apostrophe for plural. Statement or exclamation? Using present and past tense Compounding words – whiteboard, superman Formation of adjectives using suffixes –ful, -ness.		Using Suffixes -er and -est for forming adjectives Consolidation of what has been taught ready for end of Key Stage test	
	Learning how to use both familiar and new punctuation correctly – capital letters, full stops, exclamation marks, question marks, Commas for list. Using expanded noun phrases. Understanding the differences between a: question; command; exclamation and statement. Conjunctions - Co-ordination (or, and, but) Subordination (when, if, that, because) Using time conjunctions. Apostrophes for missing letters and singular possession.		Using adverbs for time. Using Prepositions to show time and cause – (before, during, after, in, because of) Introduce inverted commas for direct speech. Use present perfect form of verbs instead of simple past Using past and present tense introduce the progressive form. Extending sentences by using more than one clause.		Learning about the different type of nouns. Using Paragraphs Looking at word families showing how words are related in form and meaning. Formation of nouns using a range of prefixes (super-, anti-, auto-)	

	<p>Sentence - Using 'a' or 'an' depending on first letter of next word is consonant or vowel.</p> <p>Headings and subheadings for organisation</p>		
Colourful Semantics	<p>All pupils familiar with – 'who' (orange) + verb (yellow) + object (green) + place (blue). The coloured symbols are to be environmental as well as linked to the text being studied. Use colourful semantics mind map to support planning.</p> <p>Continue through the levels at individual rate supporting pupil's to develop a sentence structure through combining symbols or words. Extend sentences by introducing adjectives, and time.</p>		
Communication	<p>Total communication approach.</p> <p>To develop social skills use structured games and board games.</p> <p>Use individual communication system where possible – PECs, Pro-loquo2go, Vocabulary boards, signing.</p> <p>On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, encouraging coherent sentences. Pupils should be able to answer questions, give descriptions and explanations, justify their ideas, build on the ideas of others, and develop their vocabulary (including subject specific). They should use these spoken language skills to organise their ideas for writing and recording.</p>		