

EYFS						Year 1						Year 2						Skills						
T1 N	T2 N	T3 N	T1 R	T2 R	T3 R	1A Short Texts	1B Rhythm & Rhyme	2A Stories About Bears	2B Information Texts	3A Fairy Tales	3B Stories & Poetry	1A Author Focus – Martin Waddell	1B Information Texts	2A Traditional Tales	2B Short Stories & Poetry	3A	3B Tales from different cultures & Traditional Poems							
	<ul style="list-style-type: none"> <li>Role play stories</li> </ul>	<ul style="list-style-type: none"> <li>Learning new words from stories</li> <li>Role play stories</li> <li>Join in with phrases</li> </ul>	<ul style="list-style-type: none"> <li>Phase 1 sound discrimination</li> <li>Identify initial sounds</li> <li>Blending</li> <li>Making words from known letters</li> <li>Role play stories</li> <li>Join in with phrases</li> </ul>	<ul style="list-style-type: none"> <li>Identify rhyming words</li> <li>Applying known phonics and trick words</li> <li>Role play stories</li> <li>Join in with phrases</li> </ul>	<ul style="list-style-type: none"> <li>Applying known phonics and tricky words</li> <li>Role play stories</li> <li>Join in with phrases</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate word reading skills &amp; strategies</li> <li>Recount real or imagined experiences</li> <li>Read aloud clearly</li> </ul>		<ul style="list-style-type: none"> <li>Speak clearly, audibly and in full sentences</li> <li>Identify medial vowels</li> </ul>		<ul style="list-style-type: none"> <li>Orally read and retell familiar fairy tales</li> </ul>	<ul style="list-style-type: none"> <li>Understand the expectation to speak clearly, audibly and in full sentences</li> </ul>	<ul style="list-style-type: none"> <li>Role play with an increased awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Role play with an increased awareness of audience</li> <li>Read with increasing fluency</li> <li>Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Role play with an increased awareness of audience</li> <li>Read with increasing fluency</li> <li>Adverbs</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Becoming increasingly more confident when speaking in front of an audience</li> <li>Reading with fluency</li> </ul>	<ul style="list-style-type: none"> <li>Becoming increasingly more confident when speaking in front of an audience</li> <li>Reading with fluency</li> </ul>	<ul style="list-style-type: none"> <li>Take part in role play and 'hot-seating'</li> </ul>	<ul style="list-style-type: none"> <li>Teach reading of tricky words</li> <li>Blend phonemes with increasing fluency</li> <li>Learn a range of reading strategies to support decoding</li> <li>Develop comprehension and inference skills</li> </ul>	<ul style="list-style-type: none"> <li>Read and spell HFW</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of punctuation to read fluently, with expression</li> <li>Adverbs</li> <li>Read instructions confidently</li> </ul>	<ul style="list-style-type: none"> <li>Read and spell HFW</li> <li>Suffixes: est, less, ness</li> </ul>	<ul style="list-style-type: none"> <li>Homophones &amp; near homophones</li> <li>Suffixes: ed, ing, est, er</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes: un, dis</li> <li>Suffixes: ful</li> </ul>	<ul style="list-style-type: none"> <li>Reading – word reading</li> <li>Common exception words</li> <li>Suffixes</li> <li>Read quickly and accurately, building fluency</li> <li>Read aloud</li> </ul>
<ul style="list-style-type: none"> <li>Talk about the marks made</li> <li>Discuss story</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen next</li> <li>Tell a story from the pictures</li> <li>Write or mark make for a character</li> </ul>	<ul style="list-style-type: none"> <li>Give meaning to marks made</li> <li>Talk about what I have drawn/written</li> </ul>	<ul style="list-style-type: none"> <li>Recall and retell a story</li> <li>Talk about story using language</li> <li>Role play and discussing what happened in a story</li> <li>Predicting what happens next</li> </ul>	<ul style="list-style-type: none"> <li>Talk about meaning of writing and marks</li> <li>Recall and retell a story</li> <li>Use sentences to discuss a story</li> <li>Role play and discussing what happened in a story</li> <li>Predicting what happens next</li> </ul>	<ul style="list-style-type: none"> <li>Discuss beginning, middle and end of a story</li> <li>Create my own story character</li> <li>Choose a favourite book</li> <li>Retell my favourite story</li> <li>Using TSV</li> <li>Using adjectives to describe what I am writing about</li> <li>Writing a simple story</li> <li>Role play and discuss what happened</li> <li>Predicting what happens next</li> </ul>	<ul style="list-style-type: none"> <li>Read stories familiar to them</li> <li>Identify characters, settings &amp; main events</li> <li>Re-enact through role play</li> </ul>	<ul style="list-style-type: none"> <li>Articulate, interpret &amp; present simple rhymes</li> <li>Use role play to develop oral language</li> <li>Detect and generate rhymes</li> <li>Hear, recognise &amp; generate alliterative phrases</li> </ul>	<ul style="list-style-type: none"> <li>Explore alternative vocabulary</li> <li>Speak clearly, audibly and in full sentences</li> <li>Recognise words from targeted rhyme pools</li> <li>Sequence a known story</li> </ul>	<ul style="list-style-type: none"> <li>Identify structural guiders</li> <li>Distinguish between fiction and non-fiction texts</li> <li>Listen to others and speak when there's a gap in the conversation</li> <li>Carry out simple research using non-fiction texts</li> <li>Use a contents page</li> <li>Recount a visit, using appropriate sequential language</li> </ul>	<ul style="list-style-type: none"> <li>Identify features of fairytales</li> <li>Begin to give opinions on characterisation</li> <li>Follow a plan to verbally retell a familiar story</li> <li>Recognise the features and language of a letter</li> <li>Begin to discuss and describe characters' behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Identify features of a range of rhyming poems</li> <li>Use role play and talk to discuss characters' motives</li> </ul>	<ul style="list-style-type: none"> <li>Retell a simple story</li> <li>Discuss and role play what the characters might say</li> <li>Plan alternative stories based on original</li> <li>Describe different settings</li> <li>Discuss characters' behaviours</li> <li>Use persuasive language</li> <li>Sequence ideas using 'words for then'</li> <li>Begin to explain reasoning</li> <li>Connect sounds and visual effects with feelings</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the differences between fiction &amp; non-fiction texts</li> <li>Identify and locate structural guiders</li> <li>Use the contents and index pages</li> <li>Highlight key words when taking notes</li> <li>Connect sounds and visual effects with feelings</li> <li>Identify features of letter and report writing</li> </ul>	<ul style="list-style-type: none"> <li>Examine common features of traditional tales</li> <li>Make comparisons between similar tales and characters</li> <li>Use inference to discuss: Characters' motives</li> <li>Alternative endings / predictions</li> </ul>	<ul style="list-style-type: none"> <li>Explore characterisation &amp; setting</li> <li>Comment on appearance and personality traits</li> <li>Justify ideas through referencing the text</li> <li>Plan own interpretations of popular short stories</li> <li>Explore different poetry styles</li> <li>Write their own interpretations of a variety of poetry forms</li> </ul>	<ul style="list-style-type: none"> <li>Learn to use language and tone appropriate to the reader</li> <li>Distinguish between the features of persuasive, report and character description writing</li> <li>Independently plan different genres of writing</li> <li>Give reasons for and against an argument</li> <li>Explain reasons for vocabulary choices and revisions</li> <li>Be able to follow the following phrases: Persuasive Discursive Formal</li> </ul>	<ul style="list-style-type: none"> <li>Learn about and retell traditional folk tales</li> <li>Recite some traditional poems</li> <li>Independently plan arrangement of reports</li> <li>Use role play to decide what characters are saying, doing, thinking</li> <li>Read part of a text with expression</li> <li>Discuss features of different forms of poetry</li> <li>Use photographs and drawings as inspiration</li> </ul>	<ul style="list-style-type: none"> <li>Identify key words in a text</li> <li>Infer meaning</li> <li>Use picture cues to support understanding</li> </ul>	<ul style="list-style-type: none"> <li>Identify key words in a text</li> <li>Infer meaning</li> <li>Make a simple prediction</li> <li>Discuss author's word choices</li> </ul>	<ul style="list-style-type: none"> <li>Compare heroes and villains</li> <li>Infer meaning</li> <li>Compare characters</li> <li>Make predictions and justify</li> </ul>	<ul style="list-style-type: none"> <li>Deduce, infer and interpret information</li> </ul>	<ul style="list-style-type: none"> <li>Deduce, infer and interpret information</li> <li>Compare characters</li> <li>Make predictions and justify</li> </ul>	<ul style="list-style-type: none"> <li>Literary effect in poetry</li> <li>Make and give reasoned opinions</li> </ul>	<ul style="list-style-type: none"> <li>Reading – comprehension</li> <li>Listening to, discussing and expressing views and understanding</li> <li>Discussing sequences of events and how information is related</li> <li>Recognising recurring literacy language, linking new meanings to known vocabulary</li> <li>Discuss their favourite words and phrases</li> <li>Checking and correcting</li> <li>Making inferences</li> <li>Answering and asking questions</li> <li>Predicting</li> </ul>

		<ul style="list-style-type: none"> <li>Using story language and new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Identify rhyming words</li> <li>Writing left to right</li> <li>Remembering how to spell or use my sounds</li> </ul>	<ul style="list-style-type: none"> <li>Identify rhyming words and think of my own</li> <li>Remembering how to spell 'tricky' words</li> </ul>	<ul style="list-style-type: none"> <li>Apply known spelling strategies and punctuation</li> <li>Remembering how to spell 'tricky' words</li> </ul>	<ul style="list-style-type: none"> <li>Use known spelling strategies and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Use known spelling strategies and punctuation</li> <li>Identify medial vowels</li> </ul>	<ul style="list-style-type: none"> <li>Use known spelling strategies and punctuation</li> <li>Identify medial vowels</li> <li>Adding _ed and _ing suffixes</li> </ul>				<ul style="list-style-type: none"> <li>Apply known phonics</li> <li>Common exception words</li> <li>Begin to use possessive apostrophe</li> <li>Adding suffixes - adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Make simple notes from a non-fiction text</li> <li>Adding suffixes - adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Contracted words</li> <li>Possessive apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>Contracted words</li> <li>Possessive apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>Contracted words</li> <li>Possessive apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming couplets</li> <li>Adverbs</li> <li>Colourful verbs</li> </ul>	<ul style="list-style-type: none"> <li>Writing – transcription</li> <li>Spelling common exception words</li> <li>Contracted words</li> <li>Possessive apostrophe</li> <li>Homophones and near-homophones</li> <li>Adding suffixes</li> </ul>
<ul style="list-style-type: none"> <li>Make shapes and patterns</li> <li>Hold a pencil / paintbrush</li> <li>Begin using scissors</li> <li>Mark making</li> <li>Make small and large movements</li> <li>Use small and large tools</li> <li>Begin to draw pictures</li> </ul>	<ul style="list-style-type: none"> <li>Make marks, shapes &amp; patterns</li> <li>Hold a pencil and make letter shapes</li> <li>Gross motor skills (outdoor play)</li> <li>Using tools with increasing accuracy</li> <li>Write name</li> </ul>	<ul style="list-style-type: none"> <li>Gross motor skills (outdoor games)</li> <li>Mark making to record ideas, lines and circles, letters</li> <li>Hold a pencil with a strong grip to write clearly</li> <li>Use templates / tracing</li> <li>Cut and stick</li> <li>Controlled movement</li> </ul>	<ul style="list-style-type: none"> <li>Make marks – lines, dots, zigzags</li> <li>Hold pencil correctly</li> <li>Write name</li> <li>Draw shapes</li> <li>Form phase 2 letters</li> <li>Using tools and fingers accurately to make and do</li> <li>Gross motor development including PE</li> <li>Forming letters correctly</li> <li>Writing left to right</li> <li>Recording using letters</li> </ul>	<ul style="list-style-type: none"> <li>Form capitals</li> <li>Form phase 2/3 letters</li> <li>Large movements and rhythmical drawing</li> <li>Trace patterns</li> <li>Practise fine motor skills</li> <li>Write on the line</li> <li>Form cvc words</li> <li>Using tools and fingers accurately to make and do</li> <li>Gross motor development including PE</li> </ul>	<ul style="list-style-type: none"> <li>Mark making and using tools</li> <li>Trace patterns</li> <li>Revise known letters</li> <li>Using tools and fingers accurately to make and do</li> <li>Gross motor development including PE</li> <li>Using a pincer grip to pick up objects</li> <li>Writing on a line to the end</li> <li>Form most letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>Form individual and groups of lower-case letters, distinguishing between orientation and relative size</li> </ul>	<ul style="list-style-type: none"> <li>Form and distinguish between lower-case and capital letters</li> </ul>	<ul style="list-style-type: none"> <li>Form longer groups of letters</li> <li>Begin to use horizontal and diagonal joins to link consonant clusters</li> </ul>	<ul style="list-style-type: none"> <li>Revise single letter formation and consonant cluster joins</li> <li>Use horizontal and diagonal joins to link two adjacent letters within longer words</li> <li>Join letters within a whole word</li> </ul>	<ul style="list-style-type: none"> <li>Join letters within a whole word recognising which letters are left unjoined (break letters)</li> </ul>	<ul style="list-style-type: none"> <li>Revise and consolidate previous joining skills</li> <li>Join specific groups of letters (suffixes, prefixes etc)</li> </ul>	<ul style="list-style-type: none"> <li>Writing – handwriting</li> <li>Form lower-case letters</li> <li>Joining letters</li> <li>Capital letters</li> <li>Spacing</li> </ul>						
<ul style="list-style-type: none"> <li>Drawing representations of objects, people, animals</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what might happen next</li> <li>Tell a story by looking at the pictures</li> <li>Writing own name</li> <li>Write or mark make for a character</li> <li>Give meaning to marks made</li> </ul>	<ul style="list-style-type: none"> <li>Role play scenarios and characters using voice</li> <li>Make a mark to record an idea or make a label</li> <li>Write/mark make what I think or like</li> </ul>	<ul style="list-style-type: none"> <li>Draw a picture and label it</li> <li>Write a list for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Think of my own rhyming words</li> <li>Write sentence about my favourite character</li> <li>Label drawings</li> <li>I can retell a story saying my sentence</li> </ul>	<ul style="list-style-type: none"> <li>Write about my favourite story</li> <li>Write a list of rhyming words</li> <li>Write a sentence to describe a picture</li> <li>Make a book about my favourite character</li> <li>Write a book about a journey</li> <li>Write a recount of our visits</li> <li>Writing the words I say in my sentence</li> <li>Using TSV</li> <li>Writing a simple story</li> </ul>	<ul style="list-style-type: none"> <li>Make a simple story plan using pictures</li> <li>Compose a sentence orally before writing</li> <li>Re-read to check coherency</li> </ul>	<ul style="list-style-type: none"> <li>Write own poems by substituting words or repetitive patterns</li> <li>Write own versions of stories through exploration of core texts</li> <li>Begin to explore descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>Write short, well-constructed sentences</li> <li>Construct sentences orally and in writing</li> <li>Use adjectives to describe settings</li> <li>Use alternative verbs for 'said' and 'went'</li> </ul>	<ul style="list-style-type: none"> <li>Construct a list</li> <li>Write captions and labels</li> <li>Use a greater range of adjectives and verbs</li> <li>Understand and respond to individual targets</li> <li>Begin to construct paragraphs</li> <li>Use alternatives for 'then'</li> <li>Begin to extend sentences through 'because' and 'so'</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use positional vocabulary</li> <li>Write using dialogue and 'said alternatives'</li> <li>Orally read and retell familiar fairy tales</li> <li>Use descriptive language</li> <li>Check writing for correct spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Use known poems or parts of poems to create own ideas, substituting words or repetitive patterns</li> <li>Explore and use descriptive vocabulary</li> <li>Use familiar planning formats with increasing independence</li> <li>Write longer stories with increased focus and stamina</li> </ul>	<ul style="list-style-type: none"> <li>Plan alternative stories based on original</li> <li>Sentence structure becomes increasingly more complex</li> <li>Write in paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Correct punctuation and spelling</li> <li>Add adjectives and adverbs for effect</li> <li>Become increasingly more independent when planning</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with story plans</li> <li>Make revisions and corrections when re-writing</li> </ul>	<ul style="list-style-type: none"> <li>Read poetry aloud with expression</li> <li>Edit word to include alternatives words for effect</li> </ul>	<ul style="list-style-type: none"> <li>Develop and consolidate a range of sentence level components</li> <li>Learn to write at length and incorporating different styles / genres</li> <li>Naturally and confidently edit work whilst writing</li> </ul>	<ul style="list-style-type: none"> <li>Speech marks</li> <li>Said alternatives</li> <li>Complete extended pieces of writing</li> </ul>	<ul style="list-style-type: none"> <li>Writing – composition</li> <li>Develop positive attitudes and stamina</li> <li>Consider and plan</li> <li>Make additions, revisions and corrections</li> <li>Read aloud with intonation</li> </ul>
<ul style="list-style-type: none"> <li>Talking about stories</li> <li>Experimenting with mark making</li> <li>Role play and using voice to tell a story</li> </ul>			<ul style="list-style-type: none"> <li>Join in with rhyming</li> <li>Syllable identification</li> <li>Write a list for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Write a letter for family or story character</li> <li>Using capital letter, finger spaces, full stops in a sentence</li> <li>Writing on a line</li> </ul>	<ul style="list-style-type: none"> <li>Write a poem using rhyming words</li> <li>Label</li> <li>List</li> <li>Write questions for other children</li> <li>Joining sentences together</li> <li>Using connectives</li> <li>Using capital letter, finger spaces, full stops in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Join clauses using and</li> <li>Begin to use capital letters and full stops</li> <li>Use known spelling strategies and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Use known spelling strategies and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters and full stops</li> <li>Use a question mark</li> <li>Write simple questions</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters and full stops</li> <li>Use a question mark</li> <li>Write simple questions</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters and full stops</li> <li>Use a question mark</li> <li>Write simple questions</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters for names</li> <li>Begin to use commas in lists</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters for names</li> <li>Connectives to give more information</li> <li>Use a greater range of adjectives</li> <li>Use a question mark</li> <li>Sequence ideas using 'words for then'</li> <li>Speech marks / bubbles</li> </ul>	<ul style="list-style-type: none"> <li>Bullet points</li> <li>Alternative for 'then'</li> <li>Using present tense verbs and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Embedded clauses</li> <li>Similes</li> <li>3_ed words</li> <li>Hyphenated sentences</li> <li>Alliteration</li> <li>Speech marks</li> </ul>	<ul style="list-style-type: none"> <li>Colourful verbs</li> <li>Adverbs</li> <li>Greater variety of connectives</li> <li>Use a range of different structures, punctuation and language when writing poetry</li> </ul>	<ul style="list-style-type: none"> <li>Exclamation marks</li> <li>Speech marks</li> <li>A range of grammatical structures to support tone and genre</li> </ul>	<ul style="list-style-type: none"> <li>Alternatives for said</li> <li>Different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>Writing – VGP Using:</li> <li>Punctuation</li> <li>Sentence types</li> <li>Expanded noun phrases</li> <li>Tenses</li> <li>Subordination and coordination</li> <li>Grammar</li> </ul>
												<ul style="list-style-type: none"> <li>Possessive apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>Contracted words</li> </ul>	<ul style="list-style-type: none"> <li>Possessive apostrophe</li> <li>Contracted words</li> </ul>	<ul style="list-style-type: none"> <li>Contracted words</li> </ul>	<ul style="list-style-type: none"> <li>Contracted words</li> </ul>		
													<ul style="list-style-type: none"> <li>Simple proof-reading</li> </ul>	<ul style="list-style-type: none"> <li>Make revisions</li> </ul>	<ul style="list-style-type: none"> <li>Make additions</li> </ul>			
												<ul style="list-style-type: none"> <li>Vowels and consonants</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation to read fluently</li> <li>Plurals</li> <li>Capitals and full stops</li> <li>Commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>Recognise different sentence types</li> <li>Plurals</li> <li>Use verbs in different tenses</li> <li>Imperative verbs</li> </ul>	<ul style="list-style-type: none"> <li>Plurals</li> <li>Tenses</li> <li>Commas in a list</li> <li>Speech marks</li> </ul>	<ul style="list-style-type: none"> <li>Recognise different sentence types</li> <li>Use a range of punctuation</li> </ul>		