Robin 2022/23	Autumn 1 Dreams & Ambitions	Autumn 2 Journeys Through Time	Spring 1 Extreme Earth	Spring 2 Creatures Great and Small	Summer 1 Around the World	Summer 2 Express Yourself
Topic Focus	Celebrating Diversity (Mary Anning Nelson Mandela Female footballer)	Egyptians	Cities around the world	Deadly Animals	Africa	Artists (Andy Warhol Barbara Hepworth)
Purpose of writing	Write to Inform/Entertain	Write to Entertain	Write to Inform/Entertain	Write to Entertain	Write to Entertain/Discuss	Write to Persuade/ Entertain
Suggested Texts	Can I Build Another Me by Shinsuke Yoshitake Stone Girl Bone Girl:	The Egyptian Cinderella by Shirley Climo & Ruth Heller	Big City Atlas by Maggie Li Wild Cities by Ben Lerwill	Fantastic Mr Fox by Roald Dahl A boy and a bear in a boat by Dave Shelton	Bringing the Rain to Kapiti Plain by Verna Aardema The Butterfly Lion by	The Hundred Mile An Hour Dog Goes for Gold by Jeremy Strong
	The Story of Mary Anning by Laurence Anholt	There's a Pharaoh in our Bath by Jeremy Strong			Michael Morpurgo	
Writing Outcomes	Instructions Historical story	Diary entry Informal letter writing	Non –chronological reports Poetry	Story with a similar plotline Book review	Folktale Author Study – compare and contrast	Persuasive adverts Humorous story
	Non-chronological report	Character descriptions Additional chapter for the story of 'untold' events.	,			
Phonics/Spel ling	Chapter 4C Short Vowels /a/, /o/, /e/, /i/	Chapter 4C Vowel Digraphs/ Trigraphs	Contractions /I/ or /əl/ sound	/p/ spelt 'a' after 'w' and 'qu'	The /l/ or /əl/ sound spelt '-el' at the end of words	Spellings and concepts that pupils need to secure
	Long Vowels /ai/, /ee/, /igh/, /oa/, /you/(/y// oo/) and /oo/	/oi/, /ow/, /ar/, /or/, /ur/, /air/, /ear/, schwa endings and /ure/,	spelt '-le' at the end of words and following a consonant	/3/ spelt 's', segmentation and syllable clapping	Adding endings '-ing', '- ed', '-er', and '-est' to words ending in '-y'	Homophones /n/ sound spelt 'o'
	Strategies for learning words	/dʒ/ sound spelt as 'ge' and 'dge' at the end of	Adding endings '- ing', '-ed', '-er', '-	Homophones	The /ɔ:/ sound spelt 'ar	/l/ or /əl/ sounds spelt 'il' at the end of words

Strategies at the point	words, and sometimes as 'g' elsewhere in	est' to words ending in 'e' with a	Adding '-es' to nouns and verbs ending in 'y'	'after 'w'	Revision
of writing	words before 'e', 'i'	consonant before it	Chuntonian fou longuing	Suffixes '-ment' and '-ness'	
Proofreading	and 'y'	/iː/ sound spelt 'ey'	Strategies for learning words	ness	
/aɪ/ spelt 'i' in	/s/sound spelt 'c'	71./ Sound spent ey	words	The /3:/ sound spelt 'or'	
common exception	before 'e', 'i' and 'y'	/r/ sound spelt 'wr'	The possessive	after 'w'	
words	before e, i and y	/1/ Sourid Speit Wi	apostrophe (singular	arter w	
WOTUS	/n/ sound spelt 'kn'	Adding '-ing', '-ed',	nouns)	The possessive	
	and 'gn' at the	'-er', '-est' and '-y'	Tiouris)	apostrophe (singular	
	beginning of words	to words of one	Adding suffixes '-ful', '-	nouns)	
	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	syllable ending in a	less' and '-ly'		
		single consonant	,	The /l/ or /əl/ sound	
		after a single vowel	Contractions	spelt '-al' at the end of	
				words	
			Words ending '-tion'		
				Common exception	
				words	
Suffixes from Year 2	Homophones	From Year 2:	Prefixes 'super-' and	Previously taught	The /n/ sound spelt 'ou'
('-s', '-es', '-er', '-ed',	V2CI	suffixes '-ness' and	'auto-'	suffixes ('-ed', '-ing', '-	H I
'-ing')	Year 2 prefixes and suffixes	'-ful' following a	anda fuana atatutami and	s', '-es', '-ness', '-ful', '-	Homophones
Revise prefix 'un-'	Sumxes	consonant	words from statutory and personal spelling lists	less' and '-ly')	Proofreading
Teach prefix 'dis-'	Prefixes 'mis-' and 're-'	Prefixes 'sub-' and	personal spennig lists	Suffix '-ly' with root	Prooffeading
(disappoint, disagree,	Trenxes inis- and re-	'tele-'	homophones	words ending in 'le' and	Words from statutory and
disobey)	words from statutory	tere	nomophones	'ic'	personal spelling lists
	and personal spelling	From Year 2:	Proofreading		personal spening nate
Practise prefix 'dis-'	lists	apostrophe for	· ·	From Year 2:	Revision as needed
Apply prefix 'un-'		contraction	Words with the /k/ sound	Apostrophes for	
	The /I/ sound spelt 'y'		spelt 'ch' (Greek in origin)	contractions	
From Year 2:		words from			
Apostrophes for	Proofreading	statutory and		words from statutory	
contractions		personal spelling		and personal spelling	
	Words ending with the	lists		lists	
words from statutory	/g/ sound spelt '-gue'				

	and personal spelling lists Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) Homophones	and the /k/ sound spelt '-que' (French in origin)	Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)' Revise suffixes '- ness' and '-ful' Teach suffixes '-less' and '-ly'		Rare GPCs (/I/ sound) From Years 1 and 2: vowel digraphs	
Text level features	Planning through story mapping and boxed up plans Use of lists – what is needed/lists of steps to be taken Bullet points for facts Make a final comment to the reader	Planning through story mapping and boxed up plans Story parts (beginning, middle and end). Characters Settings Descriptive language	Planning through story mapping and boxed up plans Use of lines and verses in poetry	Planning through story mapping and boxed up plans Story parts (beginning, middle and end). Characters Settings Descriptive language	Planning through story mapping and boxed up plans Story parts (beginning, middle and end). Characters Settings Descriptive language	Planning through story mapping and boxed up plans
	Secure use of planning through story maps and boxed up plans Paragraphs to organise ideas around a theme Develop hook in	Secure use of planning through story maps and boxed up plans Plan opening around character, setting, time of day and type of weather Paragraphs to organise	Secure use of planning through story maps and boxed up plans Develop hook in introduction to introduce and tempt reader in (Who?	Secure use of planning through story maps and boxed up plans Plan opening around character, setting, time of day and type of weather Paragraphs to organise ideas into each story part	Secure use of planning through story maps and boxed up plans Plan opening around character, setting, time of day and type of weather Paragraphs to organise	Secure use of planning through story maps and boxed up plans Develop hook in introduction to introduce and tempt reader in (Who? What?Where? When? Why? How?)

	introduction to introduce and tempt	ideas into each story	What?Where? When? Why?	Extended vocabulary to introduce the 5 story	ideas into each story part	Personal response in the ending
	reader in (Who?	Extended vocabulary	How?)	parts: Introduction, build-	Extended vocabulary to	ending
	What?Where?	to introduce the 5	110w:)	up, Problem/Dilemma,	introduce the 5 story	
	When? Why?	story parts:	Use if perfect form	Resolution, Ending	parts: Introduction,	
	How?)	Introduction, build-up,	of verbs to mark	Resolution, Ending	build-up,	
	110W;	Problem/Dilemma,	relationships		Problem/Dilemma,	
	Group related facts	Resolution, Ending	between time and		Resolution, Ending	
	and ideas into		cause			
	paragraphs	Paragraphs to organise			Paragraphs to organise	
		ideas into each story			ideas into each story	
	Topic sentences to	part			part	
	introduce paragraphs					
					Extra	
					information/reminders	
					in ending	
Sentence	Demarcation of	Demarcation of	Demarcation of	Demarcation of	Demarcation of	Demarcation of sentences
level	sentences	sentences	sentences	sentences	sentences	
features						Consistent use of present
(including	Use of the continuous	Consistent use of	Generalisers for	Commas to separate	Use of the continuous	tense and past tense
grammar	form of verbs in the	present tense and past	information e.g.	items in a list	form of verbs in the	throughout work.
and	present and past	tense throughout	Most cats		present and past tense	
punctuation)	tense to mark actions	work.		Types of sentences:	to mark actions in	Commas to separate items
	in progress e.g. she is		Use of the	statement, question,	progress e.g. she is	in a list
	drumming, he was	Commas to separate	continuous form of	explanation, command	drumming, he was	
	shouting	items in a list	verbs in the present		shouting	Understanding clauses and
	A discourse of	T ()	and past tense to	Understanding clauses	Charles and a 1915	joining clauses using
	Adjectives	Types of sentences:	mark actions in	and joining clauses using	Similes using like	coordination (and, or, but)
	Nava akasas	statement, question,	progress e.g. she is	coordination (and, or,	Torrest and the state of the	and subordination (when,
	Noun phrases	explanation, command	drumming, he was	but) and subordination	Two adjectives to describe a noun	if, that, or, because)
	Understanding	Understanding clauses	shouting	(when, if, that, or, because)	describe a noun	
	clauses and joining	and joining clauses	Two adjectives to	because)	Adverbs for description	
	clauses using	using coordination	describe a noun		and for information	
	coordination (and, or,	(and, or, but)	describe a fibuii		and for information	
	coordination (and, or,	(and, or, but)			<u> </u>	

but) Vary long and short	Compound sentences	Adverbs for description and for information Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because) Adverbial phrases	Use of the perfect form of	Understanding clauses and joining clauses using coordination (and, or, but) and subordination (when, if, that, or, because) Adverbial phrases	Use of the perfect form of
sentences. Long- to add description or information. Short – for emphasis making key points Compound sentences (co-ordination) using co-ordinating conjunctions (FANBOYS) Adverb starters to	(co-ordination) using co-ordinating conjunctions (FANBOYS) Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way)	(fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way) Use of commas after fronted adverbials. Use of determiners	verbs to marks relationships of time and cause e.g. I have written it down so I can check what it said Use of present perfect instead of simple past e.g. He has left his hat behind as opposed to he left his hat behind	(fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way) Use of commas after fronted adverbials. Ellipses to keep the reader hanging on	verbs to marks relationships of time and cause e.g. I have written it down so I can check what it said Use of present perfect instead of simple past e.g. He has left his hat behind as opposed to he left his hat behind Powerful verbs
add detail e.g. Carefully, she crawled along the floor of the cave Use of commas after fronted adverbials.	Use of commas after fronted adverbials. Colon before a list Secure use of inverted commas for direct	a or an a. Powerful verbs	Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech	Secure use of inverted commas for direct speech Prepositions	Boastful language

	Prepositions	speech				
	Powerful verbs					
Spoken Language	Speak audibly and clearly	Speak audibly and clearly	Speak audibly and clearly	Speak audibly and clearly	Speak audibly and clearly	Speak audibly and clearly
	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers	Listen and respond appropriately to adults and peers
	Ask relevant questions to extend their understanding	Ask relevant questions to extend their understanding and	Ask relevant questions to extend their understanding	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and	Ask relevant questions to extend their understanding and knowledge
	and knowledge Give well-structured	knowledge Give well-structured	and knowledge Give well-structured	Give well-structured descriptions, explanations	knowledge Give well-structured	Give well-structured descriptions, explanations and narratives
	descriptions, explanations and narratives	descriptions, explanations and narratives	descriptions, explanations and narratives	and narratives Participate in discussions,	descriptions, explanations and narratives	Participate in discussions, presentations,
	Participate in discussions, presentations,	Participate in discussions, presentations, performances, role	Participate in discussions, presentations, performances, role	presentations, performances, role play, improvisations and debates	Participate in discussions, presentations,	performances, role play, improvisations and debates
	performances, role play, improvisations and debates	play, improvisations and debates	play, improvisations and debates	Gain, maintain and	performances, role play, improvisations and debates	Gain, maintain and monitor the interest of the listeners
	Gain, maintain and monitor the interest	Gain, maintain and monitor the interest of the listeners	Gain, maintain and monitor the interest of the listeners	monitor the interest of the listeners	Gain, maintain and monitor the interest of	Articulate and justify answers, arguments and opinions
	of the listeners				the listeners	Consider and evaluate different viewpoints

	Give well-structured descriptions and narratives for different purposes. Use relevant strategies to build vocabulary. Use spoken language to develop understanding through imagining and exploring ideas. Participate in discussions.	Ask relevant questions to extend their understanding and knowledge. Give well-structured explanations for different purposes. Speak audibly and fluently with an increasing command of Standard English.	Give well-structured descriptions and narratives for different purposes, including expressing feelings. Use relevant strategies to build vocabulary. Use spoken language to develop understanding through imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English.	Use spoken language to develop understanding through imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Articulate and justify answers, arguments and opinions. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Use spoken language to develop understanding through imagining and exploring ideas. Give well-structured descriptions and narratives for different purposes, including expressing feelings.	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Articulate and justify answers, arguments and opinions.
Reading	Introduced to non- fiction books that are structured in different ways Listen to, discuss and express views about a	Listen to, discuss and express views about a wide range of texts Discuss sequences of events in books and how information is	Listen to, discuss and express views about a wide range of texts Discuss sequences of events in books and how	Recognise simple recurring literacy language in stories in poems Develop a repertoire of poems learnt by heart	Listen to, discuss and express views about a wide range of texts Discuss sequences of events in books and how information is	Listen to, discuss and express views about a wide range of texts Discuss sequences of events in books and how information is related
	wide range of texts Discuss sequences of events in books and how information is	Recoming familiar with and retelling a wider range of stories, fairy	information is related Becoming familiar	Introduced to non-fiction books that are structured	Recoming familiar with and retelling a wider range of stories, fairy	Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales

related	stories and traditional	with and retelling a	in different ways	stories and traditional	
	tales	wider range of		tales	Recognise simple recurring
Discuss and clarify		stories, fairy stories	Listen to, discuss and		literacy language in stories
meanings of words,	Discuss and clarify	and traditional tales	express views about a	Discuss and clarify	in poems
linking new meaning	meanings of words,		wide range of texts	meanings of words,	
to know vocabulary	linking new meaning to	Recognise simple		linking new meaning to	Discuss and clarify
	know vocabulary	recurring literacy	Discuss sequences of	know vocabulary	meanings of words, linking
Discuss favourite		language in stories	events in books and how		new meaning to know
words and phrases	Discuss favourite	in poems	information is related	Discuss favourite words	vocabulary
	words and phrases			and phrases	
Making inferences on		Discuss and clarify	Becoming familiar with		Discuss favourite words
the basis of what is	Making inferences on	meanings of words,	and retelling a wider	Making inferences on	and phrases
being said and done	the basis of what is	linking new	range of stories, fairy	the basis of what is	
	being said and done	meaning to know	stories and traditional	being said and done	Making inferences on the
Answering and asking		vocabulary	tales		basis of what is being said
questions	Answering and asking			Answering and asking	and done
	questions	Discuss favourite	Recognise simple	questions	
Participate in		words and phrases	recurring literacy		Answering and asking
discussion about texts	Predicting what will		language in stories in	Predicting what will	questions
(taking turns and	happen next based on	Making inferences	poems	happen next based on	
listening to others)	what has been read so	on the basis of what		what has been read so	Predicting what will
	far	is being said and	Discuss and clarify	far	happen next based on
Explain and discuss		done	meanings of words,		what has been read so far
their understanding	Participate in		linking new meaning to	Participate in discussion	
of books and other	discussion about texts	Answering and	know vocabulary	about texts (taking	Participate in discussion
material	(taking turns and	asking questions		turns and listening to	about texts (taking turns
	listening to others)		Discuss favourite words	others)	and listening to others)
		Predicting what will	and phrases		
	Explain and discuss	happen next based		Explain and discuss their	Explain and discuss their
	their understanding of	on what has been	Making inferences on the	understanding of books	understanding of books
	books and other	read so far	basis of what is being said	and other material	and other material
	material		and done		
		Participate in			
		discussion about	Answering and asking		
		texts (taking turns	questions		

		and listening to			
		others)	Predicting what will		
		,	happen next based on		
		Explain and discuss	what has been read so far		
		their understanding			
		of books and other	Participate in discussion		
		material	about texts (taking turns		
		material	and listening to others)		
			and notering to others)		
			Explain and discuss their		
			understanding of books		
			and other material		
discussing words and	checking that the text	discussing words	preparing poems and play	discussing words and	checking that the text
phrases that capture	makes sense to them,	and phrases that	scripts to read aloud and	phrases that capture	makes sense to them,
the reader's interest	discussing their	capture the	to perform, showing	the reader's interest	discussing their
and imagination	understanding and	reader's interest	understanding through	and imagination	understanding and
and imagination	explaining the meaning	and imagination	intonation, tone, volume	drawing inferences such	explaining the meaning of
checking that the text	of words in context	and imagination	and action	as inferring characters'	words in context
makes sense to them,	of words in context	asking questions to	and action	feelings, thoughts and	words in context
discussing their	asking questions to	improve their	recognising some	motives from their	asking questions to
understanding and	improve their	understanding of a	different forms of poetry	actions, and justifying	improve their
explaining the	understanding of a text	text	[for example, free verse,	inferences with	understanding of a text
meaning of words in	understanding of a text	text	narrative poetry]	evidence	understanding of a text
context	drawing inferences	predicting what	Harrative poetry]	evidence	identifying main ideas
Context	such as inferring	might happen from	checking that the text	predicting what might	drawn from more than one
identifying main ideas	characters' feelings,	details stated and	makes sense to them,	happen from details	paragraph and
drawn from more	thoughts and motives	implied	discussing their	stated and implied	summarising these
than one paragraph	from their actions, and	ппрпец	understanding and	stated and implied	summarising these
and summarising	justifying inferences	participate in	explaining the meaning of	identifying how	retrieve and record
these	with evidence	discussion about	words in context	,	information from non-
uiese	with evidence	both books that are	words in context	language, structure, and	fiction
retrieve and record	identifying main ideas		asking quastions to	presentation contribute	HCHOH
information from	identifying main ideas	read to them and	asking questions to	to meaning	
	drawn from more than	those they can read	improve their	ا	
non-fiction	one paragraph and	for themselves,	understanding of a text	identifying themes and	
	summarising these	taking turns and		conventions in a wide	

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to	identifying how language, structure, and presentation contribute to meaning using dictionaries to	listening to what others say. using dictionaries to check the meaning of words that they have read	identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-	range of books	
what others say.	check the meaning of words that they have read		using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books		

Year 2 objectives Year 3 objectives