



ST. AIDAN'S CATHOLIC PRIMARY SCHOOL

		Autumn Term	
		Autumn 1	Autumn 2
Nursery	Reading	<p>Notices print and recognises familiar print. Sings songs and rhymes Talk about the Author. (Nick Sharratt) Begin to recognise own name in a variety of contexts.</p>	
	Key Texts	Don't Put Your Finger in the Jelly, Nelly, Hippo Has a Hat, Ketchup on you, Cornflakes, Chocolate Mouse for Greedy, Goose, Shark in the Park	Goldilocks and the Three Bears, The Three Little Pigs, The Gingerbread Man
	Phonics	Little Wandle Environmental Sounds	Little Wandle S,A,T,P,I,N Teach children to hear the same initial sound for words and names of objects.
	Writing	Begin to make to make marks.	Begin to make marks and give meanings to these marks.
Reception	Reading	<p>Enjoy joining in with songs and stories. Know that print is read from left to right and top to bottom. Talk about the role of an author and illustrator (Julia Donaldson) Learn and recite class poems from memory.</p>	
	Key Texts	Only One You/Colour Monster/We are all Welcome/ Room on the Broom Poems - Chop Chop, Falling Apples and Leaves are Falling	Christopher Pumpkin/We're Going on a Pumpkin Hunt/ What the Ladybird Heard/ Martha Maps it Out/ The Nativity Poems - Pointy Hat, 5 Little Pumpkins and Mice
	Phonics	Blending and Segmenting Early Phase 2 sounds (s,a,t,p,i,n,d,g,o,c,k,i,e,u,r,h,b,f,l)	Blending and Segmenting Later Phase 2 sounds (ff,ll,ss,j,v,w,x,z,zz,qu,sh,th,ng,nk)
	Writing	Use marks to communicate meaning. Begin to link initial sounds to letters, linked to phonics teaching. Write their name copying it from a name card or try to write it from memory.	Begins to use appropriate letters for initial sounds when writing, linked to phonics teaching. Write CVC words. Name Writing - Continue to develop and refine name writing.
Year 1	Reading	Covered through daily phonics lessons / group reading sessions 3 x per week / reading opportunities through the school day.	
	Phonics	Little Wandle Letters and Sounds Phase 3 revision and Phase 4	
	Writing	Eric Carle - The Very Hungry Caterpillar	Non-fiction The Caterpillar / Butterfly lifecycle Traditional Tales The Gingerbread Man
Year 1/2	Reading	Covered through daily phonics lessons / group reading sessions 3 x per week / reading opportunities through the school day.	
	Phonics	Little Wandle Letters and Sounds Phase 3 revision and Phase 4	



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	Writing	Eileen Browne Handa's surprise	Non-fiction - Elephants	Michael Morpurgo - The Gentle Giant
Year 2	Reading	Covered through daily phonics lessons / group reading sessions 3x per week / reading opportunities through the school day.		
	Phonics	Little Wandle Letters and Sounds Phase 4 and 5 revision and application.		
	Writing	Julia Donaldson- Superworm. Non-fiction Dragons	Lucy Feather and Jo Lindley Excitable Edgar Non-fiction Instruction Writing	
Year 3	Reading	Disney songs, Black History, Poetry, Children's Classics Stone Age Boy by Satoshi Kitamura		
	Writing	Gorilla by Anthony Browne (description, retelling story, story writing) Kennings (poetry)		
Year 3/4	Reading	Disney songs, Black History, Poetry, Children's Classics The Giraffe, Pelly and Me by Roald Dahl		
	Writing	The Great Kapok Tree by Lynne Cherry (Description, diary entry, non-chronological report)		
Year 4	Reading	Disney songs, Black History, Poetry, Children's Classics Operation Gadget Man by Malorie Blackman		
	Writing	Escape from Pompeii by Christina Balit (Description, diary entry, poetry, explanation texts) World of Colour (Poetry)		
Year 5	Reading	Kensuke's Kingdom by Michael Morpurgo Disney Songs, Black History, Month, Poetry, Children's Classics		
	Writing	Kensuke's Kingdom by Michael Morpurgo - character description, balanced argument, diary, poetry		
Year 5/6	Reading	Wonder by RJ Palacio Disney Songs, Black History, Month, Poetry, Children's Classics		
	Writing	Wonder by RJ Palacio balanced argument, informal letter, poetry, monologue		
Year 6	Reading	The Final Year by Matt Goodfellow Songs from Musicals, Black History, Month, Poetry, Children's Classics		
	Writing	The Final Year by Matt Goodfellow Children will discover their own 'voice' and write for different purposes and audiences.		



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