



Autumn

	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Autumn 2
<p>Y1 – Ourselves (Cycle A) Class Reader- Monkey Puzzle (Julia Donaldson) Poems about children and families</p> <p>Narrative</p> <ul style="list-style-type: none"> • Read, share and discuss stories • Write stories with imaginary settings • Write stories that have the language of fairy tales 	<p>Traditional Tales</p> <p>Tasks: Story retell focusing on sequencing.</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions • Can use simple adjectives • Make stories interesting and detailed • saying out loud what they are 	<p>Traditional Tales</p> <p>Tasks: Read and Discuss stories to introduce setting, characters and vocabulary. Look at character and setting descriptions</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions • Can use simple adjectives • saying out loud what they are 	<p>Goldilocks and the Three Bears</p> <p>Task: Talk for writing learning the story actions and sentences.</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions • Can use simple adjectives • To set out writing correctly • saying out loud what they are 	<p>Goldilocks and the Three Bears</p> <p>Tasks: Description of what happened to the individual characters To write a sorry letter to the Three Bears</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • To say out loud what I want to write before I write it down • To set out writing correctly • Can use simple adjectives 	<p>Modern stories/Christmas tales- Briggs/Hughes</p> <p>Tasks: Setting and character descriptions</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions • Can use simple adjectives • Boxed up Planning • To set out writing correctly



<p>and traditional tales</p> <ul style="list-style-type: none">• Write stories with familiar settings• Write stories that mimic significant authors <p>Non Fiction</p> <ul style="list-style-type: none">• Read, share and discuss non fiction texts• Write information texts including a character description• Write letters <p>Poems</p>	<p>going to write about</p> <ul style="list-style-type: none">• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense	<p>going to write about</p> <ul style="list-style-type: none">• sequencing sentences• re-reading what they have written to check that it makes sense	<p>going to write about</p> <ul style="list-style-type: none">• sequencing sentences• re-reading what they have written to check that it makes sense	<ul style="list-style-type: none">• Edit/improve writing• saying out loud what they are going to write about• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense	<ul style="list-style-type: none">• Edit/improve writing• saying out loud what they are going to write about• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense
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<ul style="list-style-type: none"> • Read, share and discuss poems • To identify and write rhyming words • To write poems that use rhyme, patterns and description 					
<p>Y1 – Homes (Cycle B) Class Reader – Julia Donaldson</p> <p>Narrative</p> <ul style="list-style-type: none"> • Read, share and discuss stories • Recognise rhyme • Join in with repeated refrains • Write stories that have the language of fairy tales 	<p>The Three Little Pigs</p> <p>Tasks: Story retell, Sequencing and picture story maps.</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions • Can use simple adjectives • saying out loud what they are 	<p>The Three Little Pigs</p> <p>Tasks: Explore stories looking at characters, setting and descriptions. Talk about similarities and differences and imagine their own change to a story. Plan and write their own 4th pig character</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops 	<p>The Jolly Postman</p> <p>Task: Exploring and describing the job of a postman. Story retell, Sequencing and picture story maps.</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions 	<p>The Jolly Postman</p> <p>Tasks: Write a letter from Goldilocks A letter from The Three Little Pigs from the Wolf.</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions • Can use simple adjectives 	<p>The Jolly Christmas Postman</p> <p>Tasks: Story recount To imagine what The Three Pigs would like for Christmas and to write a letter to Father Christmas.</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • To set out writing correctly



<p>and traditional tales</p> <ul style="list-style-type: none">• Write stories with familiar settings• Write stories that mimic significant authors <p>Non Fiction</p> <ul style="list-style-type: none">• Read, share and discuss non fiction texts• Write information texts including a character description• Write letters <p>Poems</p> <ul style="list-style-type: none">• Read, share and discuss poems	<p>going to write about</p> <ul style="list-style-type: none">• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense	<ul style="list-style-type: none">• Can use conjunctions• Can use simple adjectives• saying out loud what they are going to write about• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense	<ul style="list-style-type: none">• Can use simple adjectives• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense	<ul style="list-style-type: none">• Boxed up Planning• To set out writing correctly• Edit/improve writing• re-reading what they have written to check that it makes sense	<ul style="list-style-type: none">• Can use simple adjectives• To use conjunctions• Edit/improve writing
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<ul style="list-style-type: none">• To identify and write rhyming words• To write poems that use rhyme, patterns and description					
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Spring

	Spring 1	Spring 1	Spring 2	Spring 2	Spring 2
Y1 – Up in the air (Cycle A) Class Reader – Rocket Girl (Didi Dragon) The first hippo on the moon (David Walliams) / Space Poems	Read Alfie stories Tasks: Look at stories with a focus on past/present/future tenses Skills	Alfie's stories Tasks: Plan/write/improve a diary entry for Alfie's diary with focus on future/progressive tense and plural words.	Patch lost in Redcar/Storm at Zetland Tasks: Write a newspaper report using an apostrophe for possession	Letter writing Tasks: To write a letter to school staff about ideas around school. Skills	Letter writing improvements Task: To independently improve their letters Skills



<p>Narrative</p> <ul style="list-style-type: none"> • Read, share and discuss stories • Write stories with imaginary settings • Write stories with familiar settings <p>Non Fiction</p> <ul style="list-style-type: none"> • Read, share and discuss non fictions texts • Write information texts including a character description • Write letters • Write instructions <p>Poems</p>	<ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks and exclamation marks • Can use conjunctions • Can use different starter words • Can use different tenses • To write in the correct tense • Edit/improve writing 	<p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks and exclamation marks • Can use conjunctions • Can use different starter words • Can use different tenses • To write in the correct tense • Edit/improve writing • 	<p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks and exclamation marks • Can use conjunctions • Boxed up Planning • Make stories interesting and detailed • Edit/improve writing • Use an apostrophe for possession 	<ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks and exclamation marks • To say out loud what I want to write before I write it down • To set out writing correctly • Can use adjectives • Edit/improve writing 	<ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks and exclamation marks • To set out writing correctly • Edit/improve writing
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<ul style="list-style-type: none"> • Read, share and discuss poems • To identify and write rhyming words • To write poems that use rhyme, patterns and description 					
<p>Y1 – Animal Kingdom (Cycle B) Class Reader – The Very Helpful Hedgehog – (Rosie Wellesley) / Animal poems</p> <p>Narrative</p> <ul style="list-style-type: none"> • Read, share and discuss stories • Write stories with familiar settings • Write stories that mimic 	<p>Animals</p> <p>Task: Animal names and descriptions</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the different sounds they can hear. • Capital letters full stops, finger spaces. question marks and exclamation marks 	<p>Rabbits/Peter Rabbit</p> <p>Tasks: Picture information texts about rabbits Discuss and find out about what do we know about Peter and complete an information page. Read and discuss Peter Rabbit stories and create own story maps.</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about 	<p>Animals</p> <p>Task: Write an information page about animals</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks and exclamation marks 	<p>Beatrix Potter characters</p> <p>Tasks: To identify key story characters recount information with a main focus on vocabulary/planning and editing.</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question 	<p>Developing a character</p> <p>Task: To develop own story character and adventure for their character.</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks and exclamation marks



<p>significant authors</p> <p>Non Fiction</p> <ul style="list-style-type: none">• Read, share and discuss non fiction texts• Write information texts including a character description• Write letters• Write a simple recount <p>Poems</p> <ul style="list-style-type: none">• Read, share and discuss poems• To identify and write rhyming words	<ul style="list-style-type: none">• Can use conjunctions• Can use different sentence starters• To edit/improve writing	<p>the sounds they can hear</p> <ul style="list-style-type: none">• Capital letters full stops, question marks and exclamation marks• Can use conjunctions• Can use adjectives• Can use different starter words• Can use new words to excite the reader• To write in the correct tense• Make stories interesting and detailed• Edit/improve writing	<ul style="list-style-type: none">• Can use conjunctions• Can use different starter words• Edit/improve writing	<p>marks and exclamation marks</p> <ul style="list-style-type: none">• To say out loud what I want to write before I write it down• To set out writing correctly• Can use powerful adjectives• Plan/Edit/improve writing• Can re-read my work to check for sense	<ul style="list-style-type: none">• To set out writing correctly• Edit/improve writing• To say what I want to write before writing it down• Use of adjectives and verbs• Plan/edit/improve writing• Can re-read my work to check for sense.
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<ul style="list-style-type: none"> To write poems that use rhyme, patterns and description 					
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Summer

	Summer 1	Summer 1	Summer 2	Summer 2	Summer 2
<p>Y1 – (Cycle A) Class Reader – Princess and the pea (Caryl Hart) / Garden poems</p> <p>Narrative</p> <ul style="list-style-type: none"> Read, share and discuss stories Write stories with 	<p>The Queens Knickers</p> <p>Tasks: To look at the front cover and make their own prediction about the story. Children to then sequence the story, recount the story and complete comprehension tasks.</p>	<p>The Queens Knickers</p> <p>Task: Invention of their own story linked to an event e.g Garden Party.</p> <p>Skills</p> <ul style="list-style-type: none"> Can sound out words and think carefully about the correct 	<p>Percy the Parker</p> <p>Tasks: Who is Percy? Children to read for information completing a variety of comprehension style tasks.</p> <p>Skills</p> <ul style="list-style-type: none"> Can sound out words and think 	<p>The Secret Path</p> <p>Tasks: Story sequence, recount and invention.</p> <p>Skills</p> <ul style="list-style-type: none"> Can sound out words and think carefully about the correct graphemes needed 	<p>The Queens Garden party</p> <p>Tasks: To invent, plan and write their own story.</p> <p>Skills</p> <ul style="list-style-type: none"> Can sound out words and think carefully about the correct



<p>familiar settings</p> <ul style="list-style-type: none">• Write stories that mimic a significant author• Write narrative diaries <p>Non Fiction</p> <ul style="list-style-type: none">• Read, share and discuss non fiction texts• Write information texts including a character description• Write letters• Write a simple recount• Write glossaries	<p>Can sound out words and think carefully about the correct graphemes needed</p> <ul style="list-style-type: none">• Can spell words with the suffixes – ed, er, ing• Capital letters full stops, question marks and exclamation marks• Can use conjunctions• Can use different starter words• Can use noun phrases• Can use new words to excite the reader• To write in the correct tense• Make stories interesting and detailed• Edit/improve writing	<p>graphemes needed</p> <ul style="list-style-type: none">• Can write contractions correctly• Capital letters full stops, question marks and exclamation marks• Can use conjunctions• Can use different starter words• Can use noun phrases• Make stories interesting and detailed• Edit/improve writing•	<p>carefully about the correct graphemes needed</p> <ul style="list-style-type: none">• Can spell words with the suffixes – ed, er, ing• Capital letters full stops, question marks and exclamation marks• Can use conjunctions• Can use different starter words• Can use noun phrases• Can use powerful verbs and adjectives• To set writing out correctly• Can find relevant information in a piece of text	<ul style="list-style-type: none">• To spell contractions correctly• Capital letters full stops, question marks and exclamation marks• To write in the correct tense• Can use powerful verbs and adjectives• Edit/improve writing	<p>graphemes needed</p> <ul style="list-style-type: none">• Capital letters full stops, question marks and exclamation marks• To say out loud what I want to write before I write it down• To set out writing correctly• Can use powerful verbs and adjectives• Edit/improve writing• Can use planning proforma sheets
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<p>Poems</p> <ul style="list-style-type: none">• Read, share and discuss poems• To identify and write rhyming words• To write poems that use rhyme, patterns and description					
<p>Y1 – All at Sea (Cycle B) Class Reader – Commotion in the ocean (Giles Andreae) / Sea Poems</p> <p>Narrative</p> <ul style="list-style-type: none">• Read, share and discuss stories• Write stories with	<p>Lighthouse Keeper</p> <p>Tasks: What is a Lighthouse Keeper? Read and Discuss stories to introduce setting, characters and vocabulary and character descriptions Mr Grinling's week Mr/Mrs Grinling/ Hamish character description</p>	<p>Lighthouse Keeper</p> <p>Tasks: instructional text about how to make lunch and a letter home.</p> <p>Skills</p> <ul style="list-style-type: none">• Can sound out words and think carefully about the correct	<p>Safety at sea</p> <p>Task: Look at what is the sea and create instructions about how to keep safe at sea</p> <p>Skills</p> <ul style="list-style-type: none">• Can sound out words and think carefully about the correct	<p>Seaside poems</p> <p>Tasks: Read, scaffold and create own Seaside poem</p> <p>Skills</p> <ul style="list-style-type: none">• Can sound out words and think carefully about the correct graphemes needed	<p>Instructions</p> <p>Task: Write some instructions for how to pack a holiday bag.</p> <p>Skills</p> <ul style="list-style-type: none">• Can sound out words and think carefully about the correct graphemes needed



<p>familiar settings</p> <ul style="list-style-type: none">• Write stories that mimic a significant author• Write narrative diaries <p>Non Fiction</p> <ul style="list-style-type: none">• Read, share and discuss non fictions texts• Write information texts including a character description• Write letters• Write a simple recount• Write glossaries	<p>Skills</p> <ul style="list-style-type: none">• Can sound out words and think carefully about the correct graphemes needed• Capital letters full stops, question marks and exclamation marks• Can use conjunctions• Can use different starter words• Can use noun phrases• Can use new words to excite the reader• To write in the correct tense• Make stories interesting and detailed• Edit/improve writing• Add prefixes and suffixes:	<p>graphemes needed</p> <ul style="list-style-type: none">• Can spell words with the suffixes and prefixes• Capital letters full stops, question marks and exclamation marks• Can use conjunctions• Can use instructional words• Can use noun phrases• To set writing out correctly	<p>graphemes needed</p> <ul style="list-style-type: none">• Can write contractions correctly• Capital letters full stops, question marks and exclamation marks• Can use conjunctions• Can use different starter words• Can use instructional words• Edit/improve writing	<ul style="list-style-type: none">• Capital letters full stops, question marks and exclamation marks a• To say out loud what I want to write before I write it down• To set out writing correctly• Can use powerful verbs and adjectives• Edit/improve writing• Identify rhyming patterns	<ul style="list-style-type: none">• Capital letters full stops, question marks and exclamation marks• To set out writing correctly• Edit/improve writing• Can use instruction words• Can spell words with the suffixes and prefixes•
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<p>Poems</p> <ul style="list-style-type: none">• Read, share and discuss poems• To identify and write rhyming words• To write poems that use rhyme, patterns and description	<ul style="list-style-type: none">• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs• using the prefix un–• using –ing, –ed, –er and –est				
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