

	Autumn 1 7 wks.	Autumn 2 8 wks.	Spring 1 5 wks.	Spring 2 6 wks.	Summer 1 6 wks.	Summer 2 7 wks.
Cross Curricular Theme	Where are we?	Toys Through Time	Wonderful Weather	Great Explorers	My Kingdom	
Class Novel Reading for Pleasure	TOO MANY TOO MANY TOO MANY MUSEUM		Saphie WISON WISON FRANKY		Charles The London Arman Science and Marie Charles The London Science and Marie Charl	
Core English Text	Harry The Happy Mouse by NGK.	Wanted the Perfect Pet & Wanted the Perfect Present by Fiona Roberton All Aboard The Toy Train by Tony Bradman	Zog by Julia Donaldson	No-Bot by Sue Hendra The Way Back Home by Oliver Jeffers	The Way Back Home by Oliver Jeffers (Continued) Jack and the Beanstalk by DK	THE TALE OF PETER RABBIT The Tales of Peter Rabbit by Beatrix Potter
Unit 1 Text Type	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u> Fantasy (4wks)	Narrative Traditional Tales (4wks)	Narrative Classic Stories (4wks)



Audience and	Stories in a familiar	Stories with the same	Stories with repetitive			
Purpose	setting (4wks)	author (3wks)	patterns (3wks)	Purpose : To write a fantasy setting based on their own	Purpose: To write an innovated story based	Purpose: To write an innovated story based
	Purpose: To retell a	Purpose: To write a	Purpose: To write an	robot.	on a traditional tale.	on a classic tale.
	familiar story.	narrative based on a	alternative ending to a	Audience: Book of short	Audience: To send to	Audience: Book of short
	Audience: Share with	model text.	story.	stories for class library.	Year 3 for them to	stories for class library.
Key skills in	children in Reception.	Audience: Send to the author.	Audience: To share with children in Year 2.		choose their favourite.	
writing			S	Write simple sentences that can be read by themselves	Punctuate simples sentences with capital	Punctuate simple sentences with capital
	Orally compose a	Write simple sentences	Use the joining word 'and'	and others.	letters and full stops.	letters and full stops.
	sentence and hold it in	that can be read by	to link words and clauses.	Separate words with	Use simple conjunctions	Use simple conjunctions
	memory before	themselves and others.	Say, and hold in memory	spaces.	to link ideas e.g. and,	to link ideas e.g. and,
	attempting to write it.	Separate words with finger	when writing, simple	Re-read every sentence to	but, so, or.	but, so, or.
	Begin to recognise and	spaces.	sentences which make	check it makes sense.	Say, and hold in memory	Identify and use
	know there needs to be	Punctuate simple	sense.	Use punctuation to	whilst writing, simple	question marks and
	a space between words	sentences with capital	Orally compose every	demarcate simple	sentences which makes	exclamation marks.
	in simple sentences.	letters and full stops.	sentence before writing.	sentences with capital	sense.	Say, and hold in memory
	Write simple sentences	Use the joining word 'and'	Separate words with	letters and full stops.	Use formulaic phrases to	whilst writing, simple
	that can be read by	to link words and clauses.	spaces.	Use familiar plots for	open and close texts.	sentences which makes
	themselves and others.	Pluralise nouns building	Re-read every sentence to	structuring the opening,	Orally plan and rehearse	sense.
	Use talk to organise,	on -s to use -es.	check it makes sense.	middle and end of their	ideas.	Use formulaic phrases to
	sequence and clarify	Orally compose every	Use punctuation to	stories.	Sequence ideas/events	open and close texts.
	ideas, feelings and	sentence before writing.	demarcate simple	Use simple conjunctions to	in order.	Add the prefix 'un' to
	events.	Re-read every sentence to	sentences with capital	link ideas e.g. and, but.	Identify and use	verbs and adjectives to
		check it makes sense.	letters and full stops.	Use capital letters for	question marks and exclamation marks.	change the meaning.
		Sequence ideas/events in order.	Identify and use question marks.	names of people and		Orally plan and rehearse ideas.
		Use familiar plots for	Use capital letters for	places. Identify and use question	Use text type features. Read aloud their writing	Sequence ideas/events
		structuring the opening,	names of people.	marks and exclamation	to adults and peers	in order.
		middle and end of their	names of people.	marks.	to addits and peers	Use text type features.
		stories.		marks.		Read aloud their writing
		Read aloud their writing to				to adults and peers.
		adults and peers.				to addits dila pecis.
		additional pecis.				



Unit 2	Non-Fiction	<u>Poetry</u>	Non-Fiction	Non-Fiction	<u>Poetry</u>	Non-Fiction
Text type	Information Text (3wks)	Poems on a theme: Toys	Instructions (2 wks)	Recounts (3wks)	Traditional Rhymes	Non-chronological
Audience and		(3 wks)			(2wks)	Report (3wks)
Purpose	Purpose: To write a		Purpose: Write a set of	Purpose: To write a		
•	leaflet about a pet.	Purpose: To write a poem	instructions.	recount of the boy's	Purpose: To enjoy and	Purpose: To write a non-
	Audience: Send to Pets	about a favourite toy.	Audience: Children carry	journey in 'The Way Back	perform nursery rhymes	chronological report on
	at home.	Audience: To send to	out their partners	Home' by Oliver Jeffers.	with actions.	Beatrix Potter.
		Father Christmas	instructions to see if they	Audience: To share with	Audience: To perform	Audience: To share
		workshop.	work.	peers and include in the	for Reception and teach	information with Year 2.
Key				class reading corner.	a partner in Reception	
Skills				_	how to do the actions.	
Writing Unit	Orally plan and rehearse		Punctuate simple			
	ideas.	Segment to write VC and	sentences with capital	Write simple sentences that	Orally plan and rehearse	Say and hold in memory
	Sequence ideas and	CVC words independently	letters and full stops.	can be read by themselves	ideas.	whilst writing, simple
	events in non-fiction.	using Phase 2 and Phase 3	Orally plan and rehearse	and others.	Write poems with simple	sentences which make
	Use punctuation to	graphemes.	ideas.	Separate words with	structures.	sense.
	demarcate simple	Make phonetically	Sequence ideas in order.	spaces.	Write simple sentences	Compose and sequence
	sentences (capital letters	plausible attempts when	Read aloud their writing to	Re-read every sentence to	that can be read by	their own sentences to
	and full stops).	writing more complex	adults and peers.	check it makes sense.	themselves and others.	write short non-fiction
	Separate words with	words.	Use text type features.	Use punctuation to	Use their phonic	texts.
	spaces.	Say and hold in memory		demarcate simple	knowledge when	Identify and use
		whilst writing, simple		sentences with capital	spelling any unfamiliar	question marks.
		sentences which make		letters and full stops.	words.	Use text type features.
		sense.		Use formulaic phrases to	Read aloud their writing	
		Separate words with		open and close texts.	to adults and peers.	
		spaces.		Use familiar plots for	Discuss their writing with	
		Orally plan and rehearse		structuring the opening,	adults and peers.	
		ideas.		middle and end of their		
		Discuss their writing with		stories.		
		adults and peers.		Use simple conjunctions to		
		Write poems with simple		link ideas e.g. and, but.		
		structures.		Use capital letters for		
				names of people, places		
				and days of the week.		



Cross Curricular	Children write a Christmas	Write a set of instructions	Write a recount of a special	Non-Chronological
Writing	poem.	for making a fruit salad	journey	report on London
(Text types		(DT link)	(History link)	(Geography link)
revisited)				