






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer			
	All About Me	Once Upon a Time 		Roll Up! Roll Up! 	Up, Up and Away 			
Core Texts	<p>Super Duper You – Sophy Henn</p> <p>I Love Me!: A First Book to Build Confidence and Self-esteem - Marvyn Harrison</p> <p>Who Are You? - Smriti Halls</p> <p>You Can! - Alexandra Strick</p> <p>The Smallest Girl in the Class - Justin Roberts</p>	<p>The Jolly Postman & The Jolly Christmas Postman – Allberg</p> <p>Traditional Tales: The Gingerbread Man</p> <p>Jack and the Beanstalk</p> <p>Jack and the Incredibly Meanstalk - Gemma Carey</p>	<p>Mr Wolf’s Pancakes – Jan Fearley (depending on Pancake Day)</p> <p>Little Red Riding Hood</p> <p>Little Red – Bethan Woolvin</p> <p>Weald and Downland Trip</p> <p>The Lighthouse Keeper’s Lunch - David Armitage</p> <p>Grace Darling – Non-fiction</p> <p>Grace Darling: Big Cat Phonics</p> <p>Turquoise - Anita Ganeri</p>	<p>The Circus Ship – Chris Van Dussen</p> <p>The Acrobat - Alborozo</p> <p>Circus Skills workshop</p> <p>Circus non-fiction texts & video clips</p> <p>Welcome to the Circus - by Sean Callery</p>	<p>Owl Babies – Martin Waddell</p> <p>We are Starlings – Robert Furrow & Donna Jo Napoli</p> <p>Hawking About visit</p>	<p>Kites – Simon Mole</p> <p>Amelia Earhart – Little People, Big Dreams series</p> <p>Beach visit to fly kites</p>		



<p>Core Writing Outcomes</p>	<p>Non-Fiction - Simple sentence writing about themselves <i>•Develop an understanding of different sentence forms and punctuation and apply this in their writing (full stops and capital letters)</i></p>	<p>Fiction - Character description of gingerbread man in wanted poster format (adjectives revisit) use of ‘and’ <i>•Increasingly write in sentences.</i> <i>•Writing becomes more cohesive as they develop use of simple connectives</i></p> <p>Fiction - Alternative ending writing to The Gingerbread Man <i>•Begin to predict events and make inferences.</i></p> <p>Fiction - Character comparison of the giants</p> <p>Non fiction - Book review <i>•Suggest viewpoints through comments about events/actions</i></p>	<p>Non-fiction - Formal recount writing of trip using time conjunctions <i>•Sequence sentences to form short narratives</i> <i>•Join words and clauses using ‘and’</i></p> <p>Fiction - Diary Writing Grace Darling – description of the storm first person</p> <p>Fiction - Diary writing – Little Red (independent) <i>•Use of time related words/phrases</i></p> <p>Fiction - alternative ending to Little Red. <i>•Use some appropriate features of form</i> <i>•Signalling of opening and closings</i></p>	<p>Non-fiction Booklet - What is a circus?</p> <p>Fiction Describe a setting using senses from immersive experience – emotions link from animal perspective</p> <p>Fiction- Story writing - circus stories. Using knowledge of retelling previous stories. <i>•Sequence sentences to form short narratives</i></p> <p>Non fiction - How To be a... circus performer - development of instruction writing (flair) <i>•Make appropriate, simple word choices (that link to purpose and audience) drawing</i></p>	<p>Fiction - Sequence and retell a familiar story - Owl Babies</p> <p>Fiction - Description of a setting (adjectives)</p> <p>Non fiction – Non chronological report about Starlings – labels for pictures <i>•Increase their vocabulary and awareness of grammatical structures.</i></p> <p>Non Fiction - Recount of bird visit – simple sentence writing.</p> <p> kennings poem (focus on endings) <i>•Make some apt word choices to create interest</i></p>	<p>Non-fiction – Biography Amelia Earhart <i>•Develop some awareness that writers have viewpoints and purposes</i></p> <p>Non chronological report – developed from bird fact file</p> <p>Non-fiction Instruction writing – how to make a kite <i>•Use of headings/numbers</i> <i>•Become familiar with some different text types and their particular characteristics.</i></p>
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		<ul style="list-style-type: none"> •Sequence sentences to form short narratives 	<ul style="list-style-type: none"> •Clearly explain their understanding of what they have read/is read to them 	<ul style="list-style-type: none"> on experiences from across their learning (circus) •Make some apt word choices to create interest •Use of headings/numbers 		
<p>The craft of writing Editing</p> <p><i>In self-initiated and teacher directed activities, children choose to write and use talk to rehearse, compose and reflect on their work and that of others. They develop the habit of reading their own writing to check for sense and meaning.</i></p>		<p>Fiction - Letter to Jolly Postman</p> <p>Fiction - Labelling Jolly Postman map</p> <p>Fiction - Sequencing stories</p> <ul style="list-style-type: none"> •Become familiar with some different text types and their particular characteristics. •Develop an understanding of different sentence forms and punctuation and apply this in their writing. (question marks) •Write in sentences. 	<p>Non-fiction - Recipe writing/instruction writing for pancakes</p> <p>Fiction - Character description of Little Red – use of because</p> <p>Fiction -Little Red – share opinion on story – use of because</p> <p>Fiction - Write responses to Little Red’s mum – speech bubbles</p> <ul style="list-style-type: none"> •Develop some awareness that writers have viewpoints and 	<p>Fiction Circus ship prediction</p> <p>Fiction The Circus Ship language – alliteration -create own alliterative phrases</p> <p>Fiction Onomatopoeia /Rhyming couplets</p> <p>Non fiction Use of exclamation marks</p> <ul style="list-style-type: none"> •Increase their vocabulary and awareness of grammatical structures. •Begin to develop an understanding of different sentence forms and 	<p>Non-fiction Topic introduction - What do I want to know/find out?</p> <p>Fiction Prediction of Owl Babies</p> <p>Fiction Owl Babies speech bubbles Feelings and emotions writing (e4s link) Basic sentence structure</p> <p>Non-fiction We are Starlings – verb collection</p> <ul style="list-style-type: none"> •Discuss new word meanings & link to words already known 	<p>Non-fiction Features of instructions</p> <p>Imperative verbs</p> <ul style="list-style-type: none"> •Clearly explain their understanding of what they have read/is read to them <p>Non fiction Letter to Year 2 teacher</p>



		<ul style="list-style-type: none"> •Begin to predict events and make inferences. 	<p><i>purposes and be able to talk about broad themes in texts- e.g. good and bad.</i></p>	<p><i>punctuation and apply this in their writing. (exclamation marks)</i></p> <p>Non-fiction Persuasive writing – animals in circuses <ul style="list-style-type: none"> •Increasingly write in sentences. Writing becomes more cohesive as they develop the use of simple connectives. •Suggest viewpoint through comments about events or actions </p>	<p>Non-fiction Label a bird (science) <ul style="list-style-type: none"> •Develop an understanding of different sentence forms and punctuation and apply this in their writing (full stops and capital letters) •Writing becomes more cohesive as they develop the use of simple connectives. </p>	
<p>Oracy (Speaking, Listening and Drama)</p>		<p>Give partner instructions orally</p> <p>Oral retelling of fairy tales</p>	<p>Role play of fairy tales</p> <p>Role play responses to Little Red’s mum</p> <p>Talk about the stories – what did you like/dislike etc</p>	<p>Immersive circus ship drama</p>	<p>Retelling the Owl Babies story</p> <p>Questions about birds (for visit)</p> <p>Starlings sentence performance with partner – verb focus</p>	<p><i>Debate – should animals be in circuses?</i></p>



			<ul style="list-style-type: none"> •Discuss what they have written with teacher or peers <p>Grace Darling in role – hot seating</p>		<ul style="list-style-type: none"> •Say out loud what they are going to write about •Compose a sentence orally before writing it <p>Performance of poems</p> <ul style="list-style-type: none"> •Read their writing loud enough to be heard by their peers and the teacher 	
Poetry (analyse, create, perform)	<p>Shape poem/Calligram</p> <ul style="list-style-type: none"> •Develop a love of reading through hearing, sharing and discussing poetry •Making some apt word choices to create interest 	<p>Poetry performance</p> <ul style="list-style-type: none"> •Recognise and join in with familiar phrases •Become familiar with rhymes and poems, some which they recite by heart 		<p>Riddles – circus animals</p> <ul style="list-style-type: none"> •Use some appropriate features of the form 	<p> kennings poem – starlings/birds</p> <p>Perform poem</p> <ul style="list-style-type: none"> •Discuss new word meanings 	<p>Poetry performance</p> <ul style="list-style-type: none"> •Discuss favourite words and comment on language choices/effects
Reading spine	Josh and the Magic Balloon		<p>The Three Little Pigs</p> <p>A Lighthouse Story – Holly James</p>	<p>Nell and the Circus of Dreams – Nell Gifford</p> <p>Circus – Peter Spier</p>		
Grammar and punctuation	<ul style="list-style-type: none"> •Revisit Year R summer term including leaving spaces between words •Focus on the features of a sentence •Introduce capital letters for names, days and places and the personal pronoun I 		<ul style="list-style-type: none"> •Verbs, nouns and adjectives •Beginning to use basic sentence punctuation including exclamation and question marks 		<ul style="list-style-type: none"> •Use the spelling rule for adding -s and -es as the plural marker for nouns and the third person singular for verbs. 	



	<ul style="list-style-type: none"> •Naming letters in the alphabet 		<ul style="list-style-type: none"> •Conjunctions – joining words and clauses using and/because •Contractions – understand the apostrophe represents the missing letter. 		<ul style="list-style-type: none"> •Suffixes added to verbs -ing -ed -er -est where no change is needed in the spelling of the root word. •Prefix -un to change the meaning of adjectives and adverbs •Begin to introduce expanded noun phrases for those able •Begin to introduce commas for those able •Verbs related to <i>We are Starlings</i> 	
Phonics From Song of Sounds 	Song of Sounds Stage 1 revision & Stage 2 ai, ay, a_e/ee, ea, e_e/igh, ie, i_e/oa, ow, o_e/oo, ew, u_e	Vowels and consonants/Long vowels and short vowels/Long vowel revision/Tricky words	er, ur, ir/or, au, aw/ow, ou, ph/oi, oy, wh/air, are, ear/ear, ere, eer	Alternative pronunciations for graphemes and alternative spellings for phonemes	Revision of all Stage 1 and Stage 2 CVC, CVCC & CCVC words CCVCC, CCCVC & CCCVCC words Syllables Compound words Plurals -s -es Endings -ing -ed -er	Phonic screening preparation Alphabetical order 7 dictionaries Upper case and lower case letters
Spelling	Stage 1 Tricky Words & Days of the week Stage 2 Tricky words again, people, friend, your, our, oh, asked, school, where, their, Mr, Mrs		please, because, any, many, want, water, great, break, who, whole Revision of tricky words learnt so far		Move, prove, door, poor, floor, eye, shoe, hour, half, parents, busy, pretty, beautiful	
Handwriting Letter-join	<ul style="list-style-type: none"> • Beginning to form lower case letters in the correct direction, starting and finishing in the right place • Beginning to form capital letters • Forming digits 0- 9 • Leaving spaces between words 					