
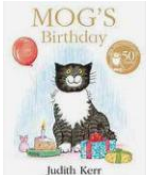
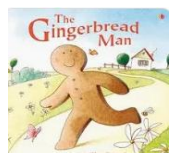



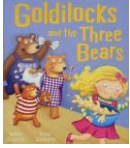











Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction <i>Driver text, model text based on driver text to include toolkit elements and SPAG</i>	The little red hen (Traditional tale)  Finding/cumulative story	Mogs Birthday (Author Focus – Judith Kerr)  Journey story	The Gingerbread man (Traditional tale)  Journey story	The Hungry Caterpillar (Author Focus - Eric Carlisle)  Cumulative story	The three billy goats gruff (Traditional Tale)  Defeat the monster	Supertato (Author Focus – Sue Hendra and Paul Linnet)  Defeat the monster
Toolkit	Settings	Description	Dialogue	Openings and endings	Action	Description
(Everyday Toolkit may be introduced in Summer term)	Use adjectives to talk about what places look like e.g. sunny farm.	Orally use adjectives to describe characters.	Have an awareness that characters speak. Orally use dialogue within their story telling.	Orally use story phrases e.g. once upon a time, early one morning, happily ever after. Orally use time connecting language e.g. first, next, last, finally.	Orally use verbs for a specific purpose.	Orally use adjectives to describe characters and setting.
Non-fiction Writing	Labels and lists Label a farm scene (Little Red Hen)	Labels and lists Shopping list of food (For Mogs Party) Christmas list	Information text Information about the gingerbread man	Information text Information about the life cycle of a caterpillar	Instructions (shared write-oral rehearsal) Instructions on how to trap a troll	Instructions (shared write – independent write) Instructions on how to trap Evil Pea
SPAG	Grapheme-phoneme correspondence Mark making letter shapes	CVC word building Letter formation	Introduce finger spaces for phrases	Introduce finger spaces for phrases	Introduce capital letter and full stop	Introduce capital letter and full stop
Link texts	The Little Green Witch – Barbara Barbieri	Mog – Judith Kerr The Tiger who came to Tea – Judith Kerr One night at the Zoo – Judith Kerr	The Runaway Pancake The Runaway Chapati The Runaway Pea – Kjartan Poskitt The Gingerbread Bear Bing Videos Ninjabread Man Bing Videos Mr Greedy and the Gingerbreadman	Eric Carlisle Books Brown Bear, Brown Bear What do you see? Polar bear, Polar bear what do you hear? The Tiny Seed	The Three Triceratops Tuff – Stephen Shaskan	The Supertato collection by Sue Hendra and Paul Linnet (except Supertato presents Jack and the beanstalk) Barry the Fish with fingers collection (Sue Hendra and Paul Linnet) Hansel and Gretel Rapunzel
Poetry/nursery rhymes	Nursery Rhyme a week e.g. Humpty Dumpty, Grand Old Duke of York, Incy Wincey Spider, I'm a Little Teapot, Jack and Jill, Five Little Ducks, Row Row Row Your Boat					




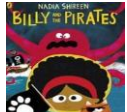

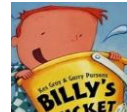


Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction <i>Driver text, model text based on driver text to include toolkit elements and SPAG</i>	Goldilocks and the Three Bears (Traditional tale)  Journey story	Stickman (Author focus - Julia Donaldson)  Journey story	Jack and the Beanstalk (Traditional Tale)  Defeat the monster	The way back home (Author focus – Oliver Jeffers)  Finding tale	I want my hat (Author focus – Jon Klassen)  Loosing tale	Little red riding hood (Traditional tale)  Warning tale
Toolkit (Everyday Toolkit must also be used) Planning – innovate text map/story mountain	Openings and endings Key toolkit	Dialogue	Description Key toolkit	Action Key toolkit	Settings	Characterisation
	Use different ways to start the story e.g. 'once upon a time', 'In a land far away', 'A long time ago' etc Develop endings e.g. 'happily ever after', 'they never... again' etc	Show character feelings through speech Powerful verbs for said	Choose adjectives to help the reader picture the object e.g. huge, green beanstalk; shiny, gold egg. Name it – goose rather than bird, dalmatian rather than dog. Use a simile e.g. as hot as the sun	Choose powerful action verbs e.g. leapt, dashed, grabbed Use adverbs to describe how something does something e.g. she watched quietly Use dramatic sentence openers e.g. suddenly, unfortunately	Choose a name for the setting e.g. sunny farm, dangerous jungle, Include time and weather e.g. it was a hot night. Use powerful adjective to describe the setting <i>*Introduce boxing up for planning.</i>	Give the character a name to describe them e.g. Big, Bad Wolf Describe the character using 2 adjectives e.g. a clever, brave girl Use alliteration e.g. slow, sleepy snail <i>*Introduce boxing up for planning.</i>
Non-fiction Model text Including toolkit	Recount - diary Diary for Goldilocks	Information report Information page about Winter	Instructions How to find the Giants house	Information report Information about space/alien	Recount	Instructions
	Opening to describe when, who, what of the main event e.g. Last week Bob visited his Gran. A middle section to describe events in more detail e.g. While he was there, he had lunch... A conclusion to round it off, and show feelings e.g. Eventually, I went home happy as I had a lovely time. Begin to use past tense correctly. Include time conjunctions to show the sequence.	Opening to introduce the topic e.g. Dinosaurs are large reptiles which lived millions of years ago. Information section about the topic e.g. Some dinosaurs ate meat and they were called carnivores. A conclusion with a final fact e.g. Dinosaurs are now all extinct! Use conjunctions and, because within sentences to link ideas. Use an exclamation mark for an amazing fact.	Clear title Equipment/ingredient list Time conjunctions to clearly sequence e.g. first, next, then, after that. Bossy verbs carefully selected to be specific e.g. cut, bake, glue. Try to avoid general e.g. get, put. New line for each instruction	Opening to introduce the topic e.g. Dinosaurs are large reptiles which lived millions of years ago. Information section about the topic e.g. Some dinosaurs ate meat and they were called carnivores. A conclusion with a final fact e.g. Dinosaurs are now all extinct! Use conjunctions and, because within sentences to link ideas. Use an exclamation mark for an amazing fact.	Opening to describe when, who, what of the main event e.g. Last week Bob visited his Gran. A middle section to describe events in more detail e.g. While he was there, he had lunch... A conclusion to round it off, and show feelings e.g. Eventually, I went home happy as I had a lovely time. Begin to use past tense correctly. Include time conjunctions to show the sequence.	Clear title Equipment/ingredient list Time conjunctions to clearly sequence e.g. first, next, then, after that. Bossy verbs carefully selected to be specific e.g. cut, bake, glue. Try to avoid general e.g. get, put. New line for each instruction



Year 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
SPAG focus New focus listed (continue to consolidate previous terms)	Spelling	Plural s/es e.g. bears, fishes (vocab singular/plural) Common exception words (x15)	Spelling	Pre-fix – un changing meaning Common exception words (x15)	Spelling	Suffix – est/er no change to the root Common exception words (x15)	Spelling	Suffix – ing present tense Compound words e.g. spaceship Consolidate common exception words	Spelling	Suffixes – ed past tense Consolidate common exception words	Spelling	Suffix – er verb to noun Consolidate common exception words
	Punctuation	Finger spaces Capital letter to begin a sentence Capital letter for I Full stops	Punctuation	Introduce capitals for names Introduce exclamation mark Speech bubble	Punctuation	Introduce question mark	Punctuation	Consolidate exclamation mark	Punctuation	Consolidate question mark	Punctuation	Consolidate exclamation/ question Introduce apostrophe for contractions e.g. can't, I'm
	Sentence	Read sentence to check it makes sense Simple sentence	Sentence	Introduce exclamation sentence	Sentence	Compound sentences – introduce and/but as conjunctions Introduce question sentence	Sentence	Consolidate exclamation sentence Consolidate and/but as conjunctions Introduce wider range of conjunctions e.g. so, because	Sentence	Consolidate question sentence Correct use of past tense	Sentence	Use of conjunctions to extend sentences (compound or complex)
	Word/ language	Introduce story telling language (5 sentence openers)	Word/ language	'Iy' sentence openers e.g. unluckily, luckily, unfortunately, fortunately	Word/ language	Introduce adjectives to embellish sentence (expanded noun phrases) Introduce simile	Word/ language	Introduce powerful verbs to interest the reader Introduce adverbs to add detail	Word/ language	Use of precise vocabulary choices e.g. dalmatian not dog Consolidate verb/ adverb to add detail	Word/ language	Introduce alliteration Consolidate expanded noun phrases Introduce preposition/ time sentence opener
Link texts	Goldy Luck and the three Pandas Goldilocks and the three Crocodiles Goldilocks and just the one bear		Julia Donaldson books The Snail and the Whale – author and journey The smartest giant in town – author and journey Peggy – Anna Walker On the way home – Jill Murphy		Jack and the Jelly beanstalk – Rachel Mortimer Jim and the beanstalk – Raymond Briggs Supertato presents Evil Pea and the beanstalk – Sue Hendra Superworm – Julia Donaldson The Giant Jam Sandwich – John Vernon		Oliver Jeffers Books Up and down Lost and found A little Stuck The new jumper		Jon Klassen books This is not my hat We found a hat Sam and Dave dig a hole Have you seen my blankie? – Lucy Rowland Mrs Mole I'm home - Jarvis		Little Red Riding Hood Little Red – Bethan Wollvin Mr Wolves story - Oops – Colin McNaughton Lon Po Po: a red riding hood story from China Little Red and the very hungry lion – Alex Smith	
Poetry	Rhyming words		List poems A treasury of songs – Julia Donaldson 		Action poems and poems from other cultures		Poems with repeated phrases		Acrostic		Alliteration poems Zim Zam Zoom – James Carter 	



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction <i>Driver text, model text based on driver text to include toolkit elements and SPAG</i>	The Magic Porridge Pot (Traditional tale)  Finding tale	The Mango that spoke (Traditional tale)  Journey story	The three little pigs (Traditional tale)  Defeat the monster	Billy and the Pirates (Author Focus –Nadia Shireen)  Finding tale	The Sea Saw (Author focus – Tom Percival)  Loosing Tale	Billy's Bucket (Author focus – Kes Gray)  Warning Tale
Toolkit	Openings and endings Key toolkit	Dialogue	Description Key toolkit	Action Key toolkit	Settings	Characterisation
Bold are new to Y2 (Everyday Toolkit must also be used) Planning – box up	Use different ways to start the story e.g. 'once upon a time', 'In a land far away', 'A long time ago' etc Add in a time word to a sentence opener e.g. 'early one morning' Develop ways to show the reader the story is ending e.g. In the end, Just in the nick of time Develop endings e.g. 'happily ever after', 'they never... again' etc	Show character feelings through speech Powerful synonyms for said Use said plus an adverb e.g. he said nervously	Choose adjectives to help the reader picture the object e.g. huge, green beanstalk; shiny, gold egg. Name it – goose rather than bird, dalmatian rather than dog. Use a simile e.g. as hot as the sun Pile up description with sentence of 3 e.g. Fred was tired, old and bored. Use alliteration e.g. Sally slept silently	Choose powerful action verbs e.g leapt, dashed, grabbed Use adverbs to describe how something does something e.g. she watched quietly Include action sentence of 3 e.g. He ran down the lane, leapt over the wall and screamed! Use onomatopoeia to interrupt – Snap! Crash!	Choose a name for the setting e.g. sunny farm, dangerous jungle, Include time and weather e.g. it was a hot night. Use powerful adjective to describe the setting Pile up description with a sentence of 3 e.g. the sea was calm, warm and welcoming Help the reader picture it with a simile e.g. the cave was as dark as night.	Give the character a name to describe them e.g. Big, Bad Wolf Describe the character using 2 adjectives e.g. a clever, brave girl Use alliteration e.g. slow, sleepy snail Use repetition to add detail e.g. a lean cat, a mean cat Use a simile to describe a feature e.g. his hair was as soft as silk
Non-fiction Model text	Instructions How to make porridge	Recount – diary Diary of the farmer	Recount – news article Newspaper report about the Big Bad Wolf	Instructions How to be a pirate	Information report The Ocean	Non-chronological report Information report about the ocean
Including toolkit	Clear title Introduction to hook the reader e.g. Would you love to be a pirate for the day... Subheadings for each section e.g. what you need... Equipment/ingredient list Time conjunctions to clearly sequence e.g. first, next, then, after that. Imperative (Bossy) verbs carefully selected to be specific e.g. cut, bake, glue. Try to avoid general e.g. get, put. New line for each instruction Introduce adverbs to explain how to carry out a step e.g. Carefully, grab you cutlass	Opening to describe when, who, what of the main event e.g. Last week Bob visited his Gran. A middle section to describe events in more detail e.g. While he was there, he had lunch... A conclusion to round it off, and show feelings e.g. Eventually, I went home happy as I had a lovely time. Use to use past tense correctly and consistently. Include time conjunctions to show the sequence. Use specific technical vocabulary for accuracy.	Opening to describe when, who, what of the main event e.g. Last week Bob visited his Gran. A middle section to describe events in more detail e.g. While he was there, he had lunch... A conclusion to round it off, and show feelings e.g. Eventually, I went home happy as I had a lovely time. Use to use past tense correctly and consistently. Include time conjunctions to show the sequence. Use specific technical vocabulary for accuracy.	Clear title Introduction to hook the reader e.g. Would you love to be a pirate for the day... Subheadings for each section e.g. what you need... Equipment/ingredient list Time conjunctions to clearly sequence e.g. first, next, then, after that. Imperative (Bossy) verbs carefully selected to be specific e.g. cut, bake, glue. Try to avoid general e.g. get, put. New line for each instruction Introduce adverbs to explain how to carry out a step e.g. Carefully, grab you cutlass	Opening to introduce the topic and hook the reader e.g. Dinosaurs are huge often dangerous reptiles that lived millions of years ago. Information section about the topic including more than one idea e.g. dinosaur diet, dinosaur habitat etc A conclusion with an amazing fact e.g. Dinosaurs are now all extinct! Use conjunctions and, because, but, or, if within sentences to link ideas. Use correct sentence punctuation including an exclamation mark for an amazing fact.	Opening to introduce the topic and hook the reader e.g. Dinosaurs are huge often dangerous reptiles that lived millions of years ago. Information section about the topic including more than one idea e.g. dinosaur diet, dinosaur habitat etc A conclusion with an amazing fact e.g. Dinosaurs are now all extinct! Use conjunctions and, because, but, or, if within sentences to link ideas. Use correct sentence punctuation including an exclamation mark for an amazing fact.



			<i>Choose adjectives and similes to add detail and precision.</i>		<i>Choose adjectives and similes to add detail and precision.</i>				<i>Use well-chosen adjectives to denote size, colour, behaviour etc</i>		<i>Use well-chosen adjectives to denote size, colour, behaviour etc</i>	
Year 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
SPAG focus New focus listed (continue to consolidate previous terms)	Spelling	<i>Suffix – ly, change adjective to adverb</i> <i>Common exception words (x15)</i>	Spelling	Suffixes – ing, ed, er, est <i>change root word by dropping ‘e’</i> <i>Common exception words (x15)</i>	Spelling	Consolidate plural <i>Introduce ‘drop y add ies’ for words ending in y e.g. baby, fairy</i> <i>Common exception words (x15)</i>	Spelling	<i>Suffixes – full/less change word class to adjective (no change to root word)</i> <i>Common exception words (x15)</i>	Spelling	Suffixes - er, est <i>change adjective (no change to root word)</i> <i>Consolidate common exception words</i>	Spelling	<i>Homophones and near homophones</i> <i>Consolidate common exception words</i>
	Punctuation	Consolidate capital letters for proper nouns, I Consolidate apostrophes for contraction	Punctuation	<i>Introduce commas to separate items in a list</i> Consolidate exclamation and question mark	Punctuation	<i>Consolidate commas in a list</i> Consolidate exclamation and question mark	Punctuation	<i>Introduce apostrophe for possession</i> <i>Consolidate Y2 punctuation</i>	Punctuation	<i>Consolidate apostrophe for possession</i> <i>Consolidate Y2 punctuation</i>	Punctuation	<i>Introduce comma after fronted adverbial</i> <i>Consolidate Y2 punctuation</i>
	Sentence	<i>Introduce command (imperative verb)</i> <i>Introduce co-ordinating conjunctions (or, and, but) to add detail to compound sentences</i>	Sentence	Consolidate exclamation and question sentence <i>Consolidate co-ordinating conjunctions (or, and, but) to add detail to compound sentences</i>	Sentence	Consolidate exclamation and question sentence <i>Introduce subordinating conjunctions (when, if, that, because) to add detail to complex sentences</i>	Sentence	<i>Consolidate command (imperative verb)</i> <i>Consolidate subordinating conjunctions (when, if, that, because) to add detail to complex sentences</i>	Sentence	<i>Vary sentence openers</i>	Sentence	
	Word/ language	Consolidate ‘ly’ sentence openers	Word/ language	Use adverbs to add description	Word/ language	<i>Introduce 2 adjective noun phrases e.g. cuddly, fluffy teddy</i> <i>Use simile for description</i>	Word/ language		Word/ language		Word/ language	
Link texts			Chicken Licken The Girl, the bear and the magical shoes – Julia Donaldson Blown Away – Rob Biddulph	Three Little Aliens and the Big Bad robot – Margaret McNamara Bing Videos The three little pugs and the big bad cat – Becky Davis Three little wolves and the big bad pig – Eugene Trivisaz The Three Pigs – David Weizner The true story of the three little pigs – Jon Scieszka	Nadia Shireen Books Billy and the beast Billy and the dragon Barbara throws a wobbler Finding tales Alladin – first readers The Bog Baby - Jeanne Willis	Tom Percival books The River Rav’s Roar Perfectly Norman Float – Daniel Miyares (wordless picture book) Knuffle Bunny – Mo Williams	Kes Gray Books Daisy (series) Oi Frog (series) Gigantic – Rob Biddulf Kassim and the Greedy Dragon (Pie Corbet model text) The boy who cried wolf (warning tale) The Lorax – Dr Seuss (warning tale)					
Poetry	Rhyming couplets		Calligram (shape poems)	Riddles	Free verse/Poems from other cultures The Nature Trail – Benjamin Zephania	Ciquain	Narrative poetry					



						
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