

Key text/s		Supertato 	Superworm 	The Gunpowder Plot	Zim Zam Zoom 	Charlie's Superhero Underpants 				Weather 	The Gruffalo 		The Booktime Book of Fantastic Poems 	Rumble in the Jungle 	The Little Red Hen 	The Easter story 	The Rainbow Fish 	Tiddler 	Grandad's Island 	The Lighthouse Keeper's Lunch 	Competition in the Ocean 	The Shark in the Dark 	
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National Curriculum Objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Composition (planning, drafting, editing and proof-reading)	<ul style="list-style-type: none"> Write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense 					

	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils Read their writing aloud, clearly enough to be heard by their peers and the teacher 					
NC: Sentence level	How words can combine to make sentences - including the use of nouns and verbs		Joining words and joining clauses using 'and'	How words can combine to make sentences		
NC: Word level (including punctuation)	<p>Leave spaces between words</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Beginning to punctuate sentences using a capital letter and a full stop , question mark or exclamation mark	<p>Leave spaces between words</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	
NC: Grammar terminology	letter, capital letter, word, sentence, punctuation, full stop,	letter, capital letter, word, sentence, punctuation, full stop,	letter, capital letter, word, sentence, punctuation, full stop, exclamation mark	letter, capital letter, word,, sentence, punctuation, full stop, question mark, exclamation mark	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
NC: Spelling	<p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> naming the letters of the alphabet in order 	<p>Add prefixes and suffixes:</p> <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 			<p>Add prefixes and suffixes:</p> <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 	<p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example,

		singular marker for verbs			singular marker for verbs • using the prefix un–	helping, helped, helper, eating, quicker, quickest]
NC: Spelling	Discrete spelling lessons - see long term plan Spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week Name the letters of the alphabet: <ul style="list-style-type: none"> using letter names to distinguish between alternative spellings of the same sound Apply simple spelling rules and guidance, as listed in English appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far					
NC: Handwriting	Discrete handwriting lesson - see long term plan. Application in writing lessons <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these 					

Writing purpose compositional choices

This should also include revisited learning from other years	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to entertain	<ul style="list-style-type: none"> Pictures or illustrations can help the reader see what you are writing about in their mind Use a title to hook the reader's interest and to know what the writing might be about 					

	<ul style="list-style-type: none"> Stories usually have a main character and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story Introduce idea of fall-rise story shape for basic narrative structure
Writing to inform	<ul style="list-style-type: none"> Pictures or illustrations can help the reader see what you are writing about in their mind Use a title to hook the reader's interest and to know what the writing might be about Use labels or captions to show the reader something they might not know about You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something

Genre features

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Genre Features	Factsheet: Title Sub-headings to section information Factual information Pictures with captions/labels Use of technical language Narrative - character description Describe what the character looks like Describe how the character acts Describe what the character feels	Poetry - shape Descriptive language around theme of poem Shape reflects theme Use of alliteration Use interesting adjectives	Biography: Describe and discuss the life of a real person Factual information The person's life story is told with respect to other people and events of the time in which they lived Usually written in third-person Incidents, dialogue, and people are accurate and from a reliable source Usually structured in chronological order	N	Explanation: Contains diagrams/ illustrations with labels May have technical vocabulary specific to the topic being explained Usually in present tense to clarify for the reader how something works at the time of writing Stages of a process are clearly broken down into steps to make this understandable for the	Poetry shape: Specific structures of poems can include exploring surprising and/or unusual word combinations to experiment with expressive and figurative language Poetry will often use metaphor and / or personification to create vivid images for the reader by comparison with something that is more readily visualised or understood Shape enhances theme

	<p>Use interesting adjectives</p> <p><u>Narrative - sequence sentences.</u> See below</p>		<p><u>Poetry narrative:</u> Specific structures of poems can include exploring surprising and/or unusual word combinations to experiment with expressive and figurative language Poetry will often use metaphor and / or personification to create vivid images for the reader by comparison with something that is more readily visualised or understood</p> <p>Include all the elements of a story such as characters, setting, conflict, dialogue, climax, resolution, etc. Narrative poems use literary devices such as similes, metaphors and figurative language Narrative poems often rhyme although not always</p>		<p>reader to follow</p>	<p>Well presented with high impact</p>
	<p><u>Narrative:</u> Sequence sentences to form a beginning, middle and end Use adjectives for description of characters/setting/events Introduce idea of fall-rise story shape for basic narrative structure</p>					

