



## Class One

### Reception, Year 1 and 2

*\*Long term plan- this plan is being adapted, updated and evolved in regards to Drawing Club key texts and interests of pupils. Oracy, Grammar and Punctuation that is planned is being covered as planned so curriculum sequencing and coherence maintained. \**

### Cycle A 2025-2026


	English Text	Spoken Language (based on Oracy Cambridge Voice 21)	Grammar, spelling and punctuation	Learning outcomes	Published Piece
<b>Autumn A</b>	<b>Key Texts:</b> Not Now Bernard  Goldilocks  Room on the broom	To be able to read sentences out loud ensuring these are grammatically accurate	<b>Reception:</b> Orally rehearse sentences. Links sounds to letters, naming and sounding the letters of the alphabet. <b>Year 1:</b>	<b>Reception:</b> Begin to form shapes that look like recognisable letters <b>Year 1:</b>	<b>Reception:</b> To understand that sentences convey meaning. They are a means to communicate. <b>Y1 and 2:</b> To be able to write single clause

	The gingerbread man		<p>Orally share a sentence before writing it. Write in sentences that start with a capital letter. Use a full stop at the end of a sentence. Leave spaces between words when they are writing Join words and clauses using 'and'</p> <p><b>Year 2:</b></p> <p>Join words and clauses using and, because, but and so Punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark.</p> <p>Know what a noun is (a person, place, object or feeling) Know what an adjective is e.g. the grumpy giant. Know what a verb is e.g. the grumpy giant was shouting. Use a capital letter for names of people, places, days of the week and the pronoun 'I'</p>	<p>Know how to hold a pencil correctly and sit comfortably at a table Form lower case letters correctly, with the right orientation, starting and finishing in the correct place. Form capital letters correctly</p> <p><b>Year 2:</b></p> <p>As above but to include correct use of ascenders and descenders</p>	<p>sentences that are accurately punctuated e.g. <i>'The cat slept'</i></p> <p><b>Y2 extension:</b> to be able to write multi clause sentences e.g. <i>'The cat jumped and hit his head on the shelf.'</i></p>
<b>Aut B</b>	<p><b>Key texts:</b></p> <p>Roadrunner</p> <p>The Christmas Pine</p>	<p><b>Reception/Y1:</b> Turn taking in speaking and listening.</p>	<p><b>Transcription:</b></p> <p><b>Reception:</b> Begin to form shapes that look like recognisable letters. Begin to write CVC</p>	<p><b>Reception/Y1:</b> To be able to write single clause sentences that are accurately punctuated.</p>	<p><b>Reception/Y1:</b> To be able to read our sentences (oral or written) aloud to others.</p> <p><b>Year 2:</b></p>


	<p><b>Year 2 only-</b> Vlad</p> <p>To begin to be able to convey feeling and emotion through facial expression, gesture and intonation, as modelled e.g. I will do it myself! (cross face, emphasis given to 'myself' and stomped foot/use of hands to show emotion).</p> <p>Listen and respond appropriately to others.</p> <p>To be able to speak aloud clearly, developing voice projection.</p> <p>Give an appropriate level of eye contact during speaking and listening.</p> <p><b>Year 2:</b></p> <p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b></p>	<p>words.</p> <p><b>Year 1:</b></p> <p>Know how to hold a pencil correctly and sit comfortably at a table.</p> <p>Form lower case letters correctly, with the right orientation, starting and finishing in the correct place.</p> <p>Form capital letters correctly</p> <p><b>Grammar and Punctuation:</b></p> <p><b>Reception:</b></p> <p>Verbally use different verbs e.g. sowed, planted, baked, threshed</p> <p>Verbally use time connectives e.g. first, then, next, after that, finally.</p> <p><b>Year 1:</b></p> <p>Verbally use adverbial openers- unfortunately, happily, sadly, crossly...</p> <p>Pupils leave spaces between words when they are writing</p> <p>Pupils are able to join words and clauses using 'and'</p> <p><b>Year 2:</b></p> <p>Children are able to join words and clauses using and, because, but and so</p> <p>Children are able to punctuate sentences accurately using a capital</p>	<p>To understand that sentences convey meaning. They are a means to communicate.</p> <p>To join clauses using and.</p> <p><b>Year 2:</b></p> <p>Pose and ask questions, Debate-speculating, discussing and hypothesising</p> <p>Question writing</p> <p>Diary entry</p> <p>Comic strips</p>	<p>Create a comic strip re-telling the story of Boxtor's point of view</p>
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		<p>during speaking and listening.</p> <p><b>Turn taking</b> in speaking and listening</p> <p>To begin to be able to convey feeling and emotion through <b>facial expression, gesture and intonation</b>, as modelled e.g. I will do it myself! (cross face, emphasis given to 'myself' and stomped foot/use of hands to show emotion)</p> <p><b>Listen and respond</b> appropriately to others</p>	<p>letter, full stop, question mark or exclamation mark</p> <p>Children know what a noun is (a person, place, object or feeling)</p> <p>Children know what an adjective is e.g. the burning fire.</p> <p>Children know what a verb is e.g. the burning fire was crackling.</p> <p>Children can use subordinating conjunctions e.g. when, because, if</p>		
<b>Spring A</b>	<p><b>Key texts:</b></p> <p>The Giant Jam Sandwich</p> <p>Jack and the Beanstalk</p> <p>Popeye</p>	<p><b>Reception/ Y1:</b> To choose and use <b>appropriate vocabulary</b> to describe what is happening for the listener, with adult and text support.</p> <p>Beginning to use appropriate <b>intonation, gesture</b></p>	<p><b>Transcription: Reception:</b></p> <p>Begin to form shapes that look like recognisable letters. Begin to write CVC words.</p> <p><b>Year 1:</b> Know how to hold a pencil correctly and sit comfortably at a table. Form lower case letters correctly, with the right orientation, starting and finishing in the correct place.</p> <p>Form capital letters correctly</p>	<p><b>Reception/Y1:</b> To be able to write single clause sentences that are accurately punctuated. To understand that sentences convey meaning. They are a means to communicate. To join clauses using 'and'</p>	<p><b>Reception/ Y1:</b> To design a wanted poster for the giant</p> <p><b>Year 2:</b> To retell the story of Jack and the beanstalk.</p>

		<p><b>and facial expression</b> to enhance the story telling for the listener, as modelled by the adult. <b>Self assurance</b>-being able to overcome nerves to share and perform. To be able to speak aloud clearly, developing voice projection. Turn taking in speaking and listening.</p> <p><b>Year 2:</b> To use appropriate vocabulary to describe e.g. verbs, adverbs and adjectives</p> <p><b>Turn taking</b> in speaking and listening</p> <p>To begin to be able to convey feeling and emotion through <b>facial expression, gesture and intonation</b>, as modelled e.g. showing</p>	<p><b>Grammar and Punctuation:</b> <b>Reception:</b> Write simple phrases. Use adjectives to describe Join sentences, when speaking, using and. <b>Year 1:</b> As Reception (differentiated through language use and phonic expectation) Using adjectives to describe the beanstalk (differentiated through language use and phonic expectation) Using verbs to describe how the characters did things Join clauses using and Punctuate sentences using full stops and exclamation marks</p> <p><b>Year 2</b> Using adjectives to describe the beanstalk Using verbs to describe how the characters did things Pupils leave spaces between words when they are writing Pupils are able to join words and clauses using and, but, so. to punctuate sentences using a capital letter, full stop, question mark or</p>	<p><b>Year 2:</b> Design a wanted poster for the giant. Retell the story of Jack and the Beanstalk To describe a setting To describe a character</p>	
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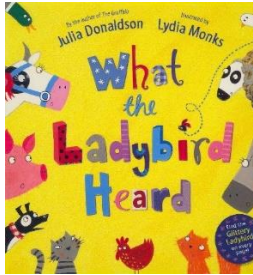
		<p>anger expression when when exclaiming 'fee, fi, fo, fum'</p> <p><b>Listen and respond</b> appropriately to others</p> <p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p>	<p>exclamation mark most of the time.</p> <p>Adding the endings –ing, and -ed where there is no change to the root word</p> <p>Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word</p> <p>To use subordinating conjunctions when, because, if</p>		
Spring B	<p><b><u>The Hibernation Hotel</u> by John Kelly</b></p> 	<p>Rec/Y1 To choose and use appropriate <b>vocabulary</b> to describe what is happening for the listener, with adult and text support.</p> <p>Y2: To use a more formal <b>register</b> to convey that this is a factual information composition.</p> <p><b>All: Self assurance</b>-being</p>	<p>Use <b>adjectives</b> to describe appearance and personality of characters</p> <p><b>Reception:</b> Write simple phrases. Use adjectives to describe Join sentences, when speaking, using and.</p> <p><b>Y1</b>-Pupils are able to join words and clauses using 'and'</p>	<p><b>Y1/2</b> individual and <b>reception</b> (shared write book) To retell the story of the Hibernation Hotel-making your own book</p> <p><b>Y1/2</b> individual and <b>reception</b> (shared write) To write a non-chronological report on one of the animals from the Hibernation Hotel. Pupils will need</p>	<p><b>Reception:</b> to write a fact sentence about an animal.</p> <p><b>Y1/2:</b> To write a non-chronological report on one of the animals from the Hibernation Hotel</p>

		<p>able to overcome nerves to share and perform to others.</p> <p>All: To be able to speak aloud clearly, developing <b>voice projection</b>.</p>	<p>Adding the endings –ing, and -ed where there is no change to the root word</p> <p>Y2: Children are able to join words and clauses using <i>and</i>, <i>because</i>, <i>but</i> and <i>so</i></p> <p>Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark</p> <p>Children can use subordinating conjunctions e.g. <i>when</i>, <i>because</i>, <i>if</i></p>	<p>to understand about headings (e.g. appearance, diet, habitat, special facts)</p> <p>Y1 and reception- Making own recording/film about different types of bears to share with other pupils.</p>	
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<p><b>Summer A</b></p>	<p><b>The World Around Me by Charlotte Guillian</b></p> 	<p>All-To choose and use appropriate <b>vocabulary</b> to describe what is happening for the listener, with adult and text support.</p> <p><b>All-Turn taking</b> in speaking and listening</p> <p>All-Use of <b>intonation, gesture and facial expression</b> to enhance the story telling for the listener, as modelled by the adult.</p> <p><b>All-Self assurance-</b> being able to overcome nerves to perform.</p>	<p><b>Y1 and Reception Verbally:</b> To use adjectives to describe the places we visit and the sights we see e.g. the majestic Taj Mahal or the colossal Himalayas,</p> <p><b>Y1</b> Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word e.g. in comparing different landmarks e.g. the Malvern hills are big, Ben Nevis is bigger and Mount Everest is the biggest.</p> <p>Pupils leave spaces between words when they are writing Pupils are able to join words and clauses using 'and'</p> <p>Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Adding the endings -ing, and -ed where there is no change</p>	<p><b>Y1/2-</b>To write our own journey around the world including 6 stops, creating our own fold out book.</p> <p><b>Reception</b> to draw and write labels and captions to describe the places.</p> <p><b>Y1/2</b> (full sentence descriptions) and <b>reception</b> (captions and labels to pictures)To write facts about different animals, landmarks and places around the world to add to our own drawings of the world.</p>	<p><b>Y1/2-</b>To write our own journey around the world including 6 stops, creating our own fold out book.</p> <p><b>Reception</b> to draw and attempt to write labels and captions to describe the places.</p>
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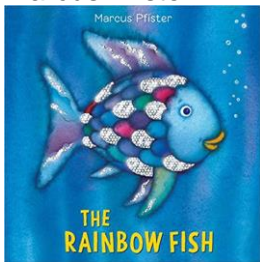


			<p>to the root word e.g. visited, landed, seeing</p> <p>Y2: Children can write expanded noun phrases e.g. the blue, sparkling sea.</p> <p>Children are able to form nouns from adjectives e.g. happy-happiness and sad-sadness</p> <p>Children know what an adverb is e.g. She walked <i>quietly</i> across the park</p>		
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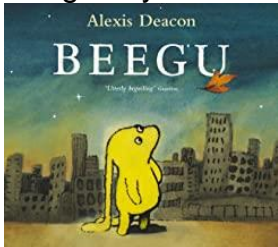
<p><b>Summer B</b></p>	<p><b>What the Ladybird Heard by Julia Donaldson</b></p> 	<p><b>Y1/2:</b> To be able to maintain a steady <b>pace</b> when performing and begin to use <b>tonal variation</b> as modelled.</p> <p><b>All:</b> Use of <b>intonation, gesture and facial expression</b> to enhance the story telling for the listener, as modelled by the adult.</p> <p><b>Y1/2: Liveliness and flair</b> developing as confidence improves.</p> <p>Y1/2: Use of <b>grammar</b> to enhance story telling e.g. may use a regional dialect for the farmer. <b>Listen and respond</b></p>	<p><b>Y1 and Reception Verbally:</b> Use verbs to describe actions e.g. the duck flapped in the pond or the cow chewed grass in the field.</p> <p><b>Y1</b> Pupils leave spaces between words when they are writing</p> <p>Pupils are able to join words and clauses using 'and'</p> <p>Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Children know what a noun is (a person, place, object or feeling)</p> <p>Children know what an adjective is and can use expanded noun phrases e.g. the filthy, messy floor.</p> <p>Children know what a verb is e.g. The man's eyes were gleaming</p>	<p><b>Y1/2 and Reception</b> (attempt captions) Retell the story of what the Ladybird Heard, focusing on the key events and characters.</p> <p><b>Y1/2:</b> Create a wanted poster for Hefty Hugh and Lanky Len. <b>Reception-</b> shared write</p> <p><b>Y1/2-</b>Create a character profile, using adjectives to describe appearance and personality</p>	<p><b>All:</b> Retell the story of what the Ladybird Heard, focusing on the key events and characters.</p>
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		appropriately to others	Children can use apostrophes for possession e.g. the man's bike		
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## Cycle B- 2026-27

Term	English Text/Stimulus	Spoken Language (based on Oracy Cambridge Voice 21)	Grammar, spelling and punctuation	Handwriting and Transcription	Learning outcomes	Published Piece
<b>Aut A</b>	<p>The Rainbow Fish by Marcus Pfister</p> 	<p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p>To be able to <b>organise time</b> to be able to give instructions to</p>	<p>Use <b>adjectives</b> to describe appearance and personality Pupils are able to join words and clauses using 'and' Adding the endings –ing, and -ed where there is no change to the root word *Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>	<p><b>Reception:</b> Can form most taught <b>lowercase letters</b> from <b>Little Wandle Phase 2</b> phonics teaching, starting in the correct place and moving in the correct direction.</p> <p>Understands that letters sit on a line (though spacing and size will still be inconsistent).</p> <p><b>Year 1:</b> Can form most taught <b>lowercase letters</b> from <b>Little</b></p>	<p>To write a character description for Rainbow Fish To write their own Rainbow Fish story (retelling)</p>	<p>To write instructions on how to care for a rainbow fish</p>

		<p>others so that they can follow these efficiently</p> <p>To be able to <b>organise ideas and thinking</b> to be able to compose, rehearse and provide clear and concise instructions.</p> <p>To be able to <b>maintain focus on task.</b></p> <p><b>Turn taking</b> in speaking and listening</p>		<p><b>Wandle</b> phonics teaching, starting in the correct place and moving in the correct direction.</p> <p><b>Year 2:</b></p> <p>All lowercase and capital letters are <b>accurately formed</b> and <b>correctly orientated</b>.</p> <p>Letters are <b>sized appropriately</b>, with clear distinction between tall letters (b, d, h, k, l, t), descenders (g, j, p, q, y) and other lowercase letters.</p> <p>Writing sits on the line, with letters placed within appropriate ascender/descender zones.</p>		
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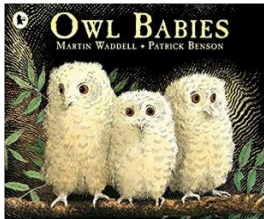
Aut B	<p>Beegue by Alexis</p> 	<p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p>To be able to <b>listen carefully</b> to what is being read.</p> <p>To be able to <b>maintain focus</b></p> <p><b>Turn taking</b> in speaking and listening</p>	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear</b></p> <p>To use adjectives to describe e.g. Beegu had flapping ears.</p> <p>Pupils leave spaces between words when they are writing</p> <p>Pupils are able to join words and clauses using 'and'</p> <p>Pupils are beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p>	<p><b>Reception:</b></p> <p>Can form most taught <b>lowercase letters</b> from <b>Little Wandle Phase 2</b> phonics teaching, starting in the correct place and moving in the correct direction.</p> <p>Understands that letters sit on a line (though spacing and size will still be inconsistent).</p> <p><b>Year 1:</b></p> <p>Can form most taught <b>lowercase letters</b> from <b>Little Wandle</b> phonics teaching, starting in the correct place and moving in the correct direction.</p> <p><b>Year 2:</b></p> <p>All lowercase and capital letters are <b>accurately formed</b></p>	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear or as part of a shared write</b></p> <p>To write a character description of Beegu</p> <p>To Write a diary entry as Beegu</p>	<p>To write a postcard to Beegu</p>
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				<p>and <b>correctly orientated</b>.</p> <p>Letters are <b>sized appropriately</b>, with clear distinction between tall letters (b, d, h, k, l, t), descenders (g, j, p, q, y) and other lowercase letters.</p> <p>Writing sits on the line, with letters placed within appropriate ascender/descender zones.</p>		
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Aut B	<p><b>Snowflakes</b></p> <p>Snowflakes, snowflakes Twirl around Snowflakes, snowflakes Touch the ground Snowflakes, snowflakes Land on my nose Snowflakes, snowflakes Freeze my toes Snowflakes, snowflakes In the air Snowflakes, snowflakes Everywhere!</p>	<p>To be able to maintain a steady <b>pace</b> when performing and begin to use <b>tonal variation</b> as modelled.</p> <p>To use modelled <b>gesture</b> and actions to help convey meaning.</p> <p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p>	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear</b></p> <p>Use adjectives to describe snowflakes and snow e.g. icy, snowy, delicate, fragile, melting Describe actions for snowflakes (verbs) e.g. flutter, swirl, twist, touch, land, dancing</p>	<p><b>Reception:</b> Can form most taught <b>lowercase letters</b> from <b>Little Wandle Phase 2</b> phonics teaching, starting in the correct place and moving in the correct direction.</p> <p>Understands that letters sit on a line (though spacing and size will still be inconsistent).</p> <p><b>Year 1:</b> Can form most taught <b>lowercase letters</b> from <b>Little Wandle</b> phonics teaching, starting in the correct place and moving in the correct direction.</p> <p><b>Year 2:</b> All lowercase and capital letters are <b>accurately formed</b></p>	<p><b>Y1 written and Reception verbal attempting writing using the sounds they hear or as part of a shared write</b></p> <p>To perform the Poem including actions</p> <p>To write sentences to describe snowflakes</p> <p>Create snowflake poems: Snowflakes, snowflakes, Spinning, swirling, Snowflakes, snowflakes, Touching, twirling</p>	<p>Poetry performance at Christmas service</p>
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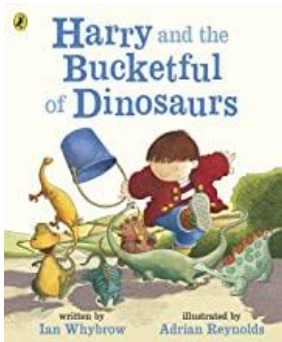
				<p>and <b>correctly orientated</b>.</p> <p>Letters are <b>sized appropriately</b>, with clear distinction between tall letters (b, d, h, k, l, t), descenders (g, j, p, q, y) and other lowercase letters.</p> <p>Writing sits on the line, with letters placed within appropriate ascender/descender zones.</p>		
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<p><b>Spring A (1)</b></p>	<p><b>The Owl Babies by Martin Waddell</b></p> 	<p>To begin to be able to convey feeling and emotion through <b>facial expression, gesture and intonation</b>, as modelled e.g. I want my mummy!</p> <p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p><b>Turn taking</b> in speaking and listening</p>	<p><b>Y1 and Reception Verbally:</b> To use verbs to describe how the owls moved e.g. The owl glided through the air. The owl shuffled along the branch.</p> <p>To use adjectives to describe how the owls were feeling e.g. the baby owls were frightened, terrified, relieved, ecstatic</p> <p>Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word e.g. big, bigger, biggest in describing the owls.</p> <p><b>Y1</b> Pupils leave spaces between words when they are writing</p>	<p><b>TBC</b></p>	<p><b>Y1/Reception:</b> To retell the story of the owl babies</p> <p><b>Y1 and Reception using a writing frame:</b> To write a nocturnal animal fact file</p> <p><b>Y1 and reception shared writing piece:</b> To write a recount on investigating an owl pellet e.g. what did you do and what did you find out?</p>	<p>Nocturnal animal factfile</p>
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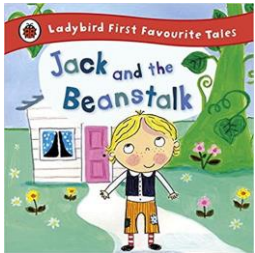
			<p>Pupils are able to join words and clauses using 'and'</p> <p>Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Adding the endings –ing, and -ed where there is no change to the root word e.g. swooping/swooped, flying.</p> <p>*Using spelling rules and common exception words taught so far (see Phonics and Spelling Overview)</p>			
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<p><b>Spring A (2)</b></p>	<p><b>The Gingerbread Man</b></p> 	<p>To begin to be able to convey feeling and emotion through <b>facial expression, gesture and intonation</b>, as modelled e.g. <i>Run, run as fast as you can, you can't catch me, I'm the Gingerbread Man!</i></p> <p>Speech and <b>clarity of pronunciation</b> clear so that the listener can enjoy the story.</p> <p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p>	<p><b>Y1 and Reception Verbally:</b></p> <p>Use conjunctions of time First, Then, Next, After that, Finally to verbally share instructions and then to write</p> <p>Use bossy verbs e.g. mix, stir, cut, roll</p> <p>Pupils leave spaces between words when they are writing</p> <p>Pupils are able to join words and clauses using 'and'</p> <p>Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p>	<p><b>TBC</b></p>	<p><b>Y1</b></p> <p>To write instructions for making gingerbread men</p> <p><b>Y1/Reception:</b></p> <p>To act out the story of the gingerbread man (using puppets)</p> <p><b>Y1</b></p> <p>To write the story of the gingerbread man using a comic strip presentation (adding speech bubbles and pictures)</p> <p>Reception to draw the different events in the story and then write phrases to describe, using writing frames where needed</p>	<p>To write the story of the gingerbread man using a comic strip presentation (adding speech bubbles and pictures)</p>
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		<p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p><b>Turn taking</b> in speaking and listening</p>				
Spring B (1)	<p><b>Rainbow Stew by Catherine Falwell</b></p> 	<p>Use of a more <b>formal register</b> to share the importance of healthy eating recognising that this is factual information not fiction.</p> <p>To be able to speak aloud clearly,</p>	<p><b>Y1 and reception</b> (differentiated by language use) : Use adjectives to describe a fruit or vegetable e.g. shiny pepper, glossy tomato, bitter lemon, sweet strawberry, tart raspberry</p> <p><b>Y1 and Reception</b> (differentiated by language use and</p>	<b>TBC</b>	<p><b>Y1 and Reception</b> (differentiated by language use and spelling/phonic expectation): Write descriptive sentences to describe a fruit or vegetable to go on display to encourage pupils to try new foods</p>	<p><b>Y1 and Reception as a small group piece:</b> Create a poster to share the importance of healthy eating with key facts and captions included as well as images</p>

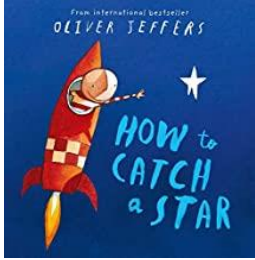
		<p>developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p><b>Turn taking</b> in speaking and listening</p>	<p>spelling/phonic expectation): Using imperative 'bossy' verbs</p> <p><b>Y1 and reception verbally and seen modelled within writing frame:</b> Using conjunctions of time e.g. first, then, next, after that and finally</p>		<p><b>Y1 and Reception</b> (differentiated by language use and spelling/phonic expectation): Write a recount of how you made rainbow stew using imperative 'bossy' verbs and time connectives</p>	<p>(photographs and pictures). This will be shared with parents and the school</p>
Spring B (2)	<p><b>Harry and his bucketful of dinosaurs by Ian Whybrow</b></p> 	<p>To choose and use appropriate <b>vocabulary</b> to describe what is happening for the listener, with adult and text support.</p> <p>Use of <b>intonation, gesture and facial expression</b> to enhance the</p>	<p><b>Y1 and reception</b> (differentiated by language use) To use adjectives to describe dinosaurs and the places visited (settings)</p> <p>Pupils leave spaces between words when they are writing Pupils are able to join words and clauses using 'and'</p>	TBC	<p>To create a dinosaur fact poster</p> <p>To plan and write a 'Harry' adventure story</p>	<p><b>Y1</b>-To write an adventure story with you instead of Harry (third person, past tense). <b>Reception:</b> To write a beginning, middle and end story writing captions and simple</p>

		<p>story telling for the listener, as modelled by the adult.</p> <p><b>Self assurance-</b>being able to overcome nerves to share and perform to others.</p> <p>To be able to speak aloud clearly, developing <b>voice projection.</b></p> <p><b>Turn taking</b> in speaking and listening</p>	<p>Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Adding the endings –ing, and -ed where there is no change to the root word e.g. the dinosaur jumped out of the bucket...Harry leaped down the road.</p> <p>Adding ‘er’ and ‘est’ to the end of a word, where no change is needed to the root of a word e.g. tall, taller, tallest in describing and comparing the dinosaurs</p>			sentences to describe/
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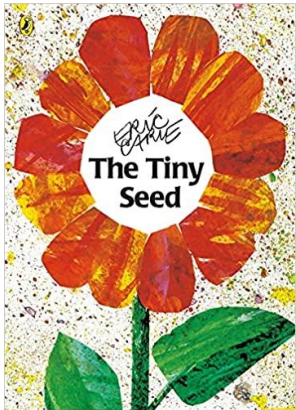
<p><b>Summer A (1)</b></p>	<p><b>Jack and the Beanstalk</b></p> 	<p>To choose and use appropriate <b>vocabulary</b> to describe what is happening for the listener, with adult and text support.</p> <p>Use of <b>intonation, gesture and facial expression</b> to enhance the story telling for the listener, as modelled by the adult.</p> <p><b>Self assurance</b>-being able to overcome nerves to share and perform to others.</p>	<p><b>Y1 and Reception</b> (differentiated through language use and phonic expectation) Using adjectives to describe the beanstalk e.g. towering, ginormous, vast</p> <p><b>Y1 and Reception</b> (differentiated through language use and phonic expectation) Using verbs to describe how the characters did things e.g. the giant bellowed, Jack sprinted, the cow ambled...</p> <p>Pupils leave spaces between words when they are writing Pupils are able to join words and clauses using 'and'</p>	<p>TBC</p>	<p>Retell the story of Jack and the Beanstalk</p> <p>Sensory and imaginative story writing: Imagine if a Beanstalk appeared in our school, where would it take you? What would you see? Who would you meet? What would you do? Designing a wanted poster for the giant</p>	<p>Writing own sensory narrative to tell the story of 'ourselves' and the Beanstalk e.g. Evie and the Beanstalk</p>
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		<p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p><b>Turn taking</b> in speaking and listening</p>	<p>Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p> <p>Adding the endings –ing, and -ed where there is no change to the root word e.g. Jack sprinted to the beanstalk.</p> <p>Adding ‘er’ and ‘est’ to the end of a word, where no change is needed to the root of a word e.g. the beanstalk grew taller and taller or Jack ran faster and faster or it was the biggest beanstalk the world had ever seen!</p>			
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<p><b>Summer A (2)</b></p>	<p><b>How to Catch a Star by Oliver Jeffers</b></p> 	<p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p>To be able to <b>organise time</b> to be able to give instructions to others so that they can follow these efficiently</p> <p>To be able to <b>organise ideas and thinking</b> to be able to compose, rehearse and</p>	<p><b>Y1 and Reception</b> (differentiated through language use and phonic expectation) Using adjectives to describe alien appearance e.g. gloopy, jelly- like, glowing, glistening, shining</p> <p>Y1 and reception (working towards): Pupils leave spaces between words when they are writing</p> <p>Y1: Pupils are able to join words and clauses using 'and'</p> <p>Y1: Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation</p>	<p>TBC</p>	<p>Y1 Write own instructional text on 'how to catch a star'</p> <p>Reception- write instructional sentences</p> <p>Y1 (extend thinking and sentences to explain why) and Reception: Write a list of things you would need to take with you on a rocket journey to space.</p>	<p>Y1 and Reception (differentiated by expectation in vocabulary and written transcription): Create a 'wanted' poster for an alien (based on own designed and made aliens)</p>
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		<p>provide clear and concise instructions.</p> <p>To be able to <b>maintain focus on task.</b></p> <p><b>Turn taking</b> in speaking and listening</p>	<p>mark most of the time.</p> <p>Y1: Adding the endings –ing, and -ed where there is no change to the root word e.g. The boy blasted off into space.</p> <p>Y1: Adding ‘er’ and ‘est’ to the end of a word, where no change is needed to the root of a word e.g. it was the fastest rocket in the Solar System!</p>			
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<p><b>Summer B (1)</b></p>	<p><b>The Tiny Seed by Eric Carle</b></p> 	<p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p> <p>To be able to <b>organise ideas and thinking</b> to be able to compose, rehearse and provide clear and concise explanations.</p> <p>To be able to <b>maintain focus on task</b>.</p>	<p><b>Y1 and Reception</b> (differentiated through language use and phonic expectation) Adjectives to describe different flowers, how they smell, feel, look like... e.g. delicate petals, beautiful smell, vibrant/bright colour</p> <p>Y1 and reception (Y1 written expectation to include to give coherence to writing: Using conjunctions of time to explain the life cycle of a flowering plant e.g. first, secondly, thirdly, then, next, after that and finally.</p> <p>Y1 and reception (working towards):</p>	<p>TBC</p>	<p>Writing explanations to include diagrams/pictures and photos to describe the life cycle of a seed</p> <p>Flower descriptions- exploring different flowers, learning their names and describing them using adjectives (could be added as captions to a display of painted flowers)</p>	<p>Written explanation of the life cycle of a flowering plant</p>
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		<p><b>Turn taking</b> in speaking and listening</p>	<p>Pupils leave spaces between words when they are writing</p> <p>Y1: Pupils are able to join words and clauses using 'and'</p> <p>Y1: Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p>			
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<p><b>Summer B (2)</b></p>	<p><b>Sing a Song of Sixpence</b>  Sing a song of sixpence,  A pocket full of rye.  Four and twenty blackbirds,  Baked in a pie.  When the pie was opened,  The birds began to sing;  Wasn't that a dainty dish,  To set before the king?  The king was in his counting house,  Counting out his money;  The queen was in the parlour,  Eating bread and honey.  The maid was in the garden,  Hanging out the clothes;  When down came a blackbird</p>	<p>To be able to maintain a steady <b>pace</b> when performing and begin to use <b>tonal variation</b> as modelled.</p> <p>To use modelled <b>gesture</b> and actions to help convey meaning.</p> <p>To be able to speak aloud clearly, developing <b>voice projection</b>.</p> <p>Give an appropriate level of <b>eye contact</b> during speaking and listening.</p>	<p>Y1:  Adding –ed and –ing endings to verbs e.g. opened, counting, hanging, pecked.</p> <p>Y1 and reception (working towards):  Pupils leave spaces between words when they are writing</p> <p>Y1: Pupils are able to join words and clauses using 'and'</p> <p>Y1: Pupils are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time.</p>	<p>TBC</p>	<p>Y1 and Reception: To understand the meaning behind a traditional poem e.g. what is a sixpence, four and twenty, a parlour, a counting house?</p> <p>Y1 and Reception (differentiated by phonic expectation)  To bring Sing a Song of Sixpence to life by drawing pictures to match each line so that the 'old fashioned vocabulary' is clearly understood for a reader.</p> <p>To change key words to innovate Sing a Song of Sixpence e.g.</p>	<p>Y1 (to have the speaking parts) and Reception:  To perform a poem, with instruments and actions to an audience (end of year service)</p>
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	<p>And pecked off her nose.</p> <p><b>If You Should Meet a Crocodile</b></p> <p>If you should meet a Crocodile,  Don't take a stick and poke him;  Ignore the welcome in his smile,  Be careful not to stroke him  For as he sleeps upon the Nile he gets thinner and thinner,  And whenever you meet a Crocodile he's ready for his dinner!</p>				<p>Four and Twenty caterpillars</p> <p>To perform a humorous poem using percussion instruments</p>	
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