



Class One

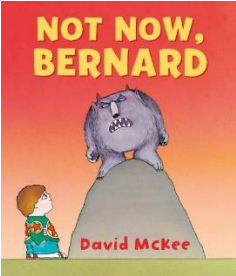
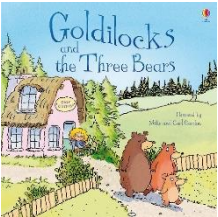
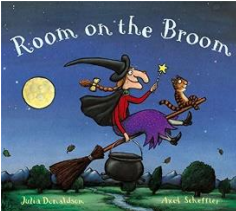
Reception, Year 1 and 2

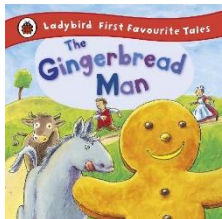
We use Drawing Club/ Curious Quests to enhance our Journey of Writing Approach, using quality texts and stories to build children's vocabulary and support them to apply sound and word level understanding into writing sentences and simple texts when ready. We have a published piece as our 'purpose' for writing.

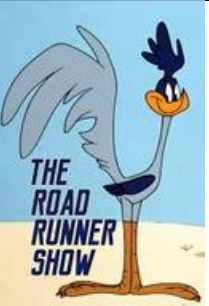
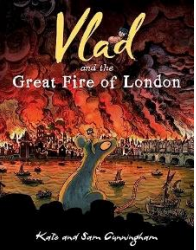
Progression in terms of independence and development as writers:

Term	Main Focus
Autumn 1	Oral Language, Sentence Construction and Transcription
Autumn 2	Vocabulary Development, Description and Sentence Expansion
Spring 1	Storytelling, Narrative Structure and Sequencing
Spring 2	Character, Viewpoint and Writing for Purpose
Summer 1	Detailed Description, Text Building and Audience Awareness
Summer 2	Independent Composition and Application of Writing Skills

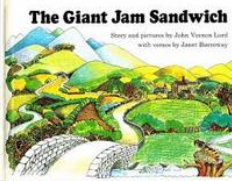
Cycle A 2025-2026

Term	English Text	Spoken Language (based on Oracy Cambridge Voice 21)	Grammar, spelling and punctuation	Learning outcomes	Published Piece
Autumn	Key Texts: Not Now Bernard  Goldilocks  Room on the broom 	To be able to read sentences out loud ensuring these are grammatically accurate	Grammar and Punctuation: Reception: Orally rehearse sentences. Links sounds to letters, naming and sounding the letters of the alphabet. Year 1: 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' Year 2: Join words and clauses using and, because, but and so Punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark. 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'	Reception: Begin to form shapes that look like recognisable letters Year 1: 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 Year 2: As above but to include correct use of ascenders and descenders	Reception: To understand that sentences convey meaning. They are a means to communicate. Y1 and 2: To be able to write single clause sentences that are accurately punctuated e.g. <i>'The cat slept'</i> Y2 extension: to be able to write multi clause sentences e.g. <i>'The cat jumped and hit his head on the shelf.'</i>

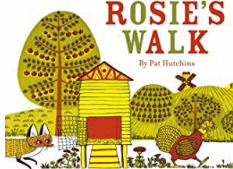
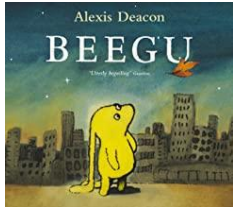
	The gingerbread man 		Handwriting and Transcription: Reception: Begin to form shapes that look like recognisable letters. Year 1: Know how to hold a pencil correctly and sit comfortably at a table. Form lower case letters correctly, with the right orientation, starting and finishing in the correct place. Form capital letters correctly Year 2: Children can form lower-case and capital letters that are mostly accurate and consistent. Children can maintain consistent spacing between words. Children can write with increasing fluency and legibility. Children can apply phonics and known spelling patterns when spelling words. Children can spell familiar common exception words accurately on most occasions. Children can reread their writing and identify some spelling errors.		
Autumn	Key texts: Roadrunner	Reception/Y1:	Grammar and Punctuation: Reception: Verbally use different verbs e.g.	Reception/Y1: To be able to write single	Reception/Y1: To be able to read our sentences

	 The Christmas Pine  Year 2 only- Vlad 	Turn taking in speaking and listening. 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). Listen and respond appropriately to others. To be able to speak aloud clearly, developing voice projection. Give an appropriate level of eye contact during speaking and listening. Year 2: To be able to speak aloud clearly, developing voice projection.	sowed, planted, baked, threshed Verbally use time connectives e.g. first, then, next, after that, finally. Year 1: Verbally use adverbial openers- unfortunately, happily, sadly, crossly... Children leave spaces between words when they are writing Children are able to join words and clauses using 'and' Year 2: Children are able to join words and clauses using and, because, but and so Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark Children know what a noun is (a person, place, object or feeling) Children know what a verb is e.g. the burning fire was crackling. Children can use subordinating conjunctions e.g. when, because, if Handwriting and Transcription: Reception:	clause sentences that are accurately punctuated. To understand that sentences convey meaning. They are a means to communicate. To join clauses using and. Year 2: Pose and ask questions, Debate-speculating, discussing and hypothesising Question writing Diary entry Comic strips	(oral or written) aloud to others. Year 2: Create a comic strip re-telling the story of Boxtor's point of view
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		Give an appropriate level of eye contact during speaking and listening. Turn taking in speaking and listening 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) Listen and respond appropriately to others	Children can hold and control a writing tool with increasing confidence. Children can make marks with a purpose and give meaning to their writing. Children can begin to form some recognisable letters from their name and familiar words. Children can attempt to write labels using their developing phonics knowledge. Year 1: Children can form most lower-case letters recognisably and begin to develop consistent letter formation. Children can form capital letters and digits 0–9 with increasing accuracy. Children can leave spaces between words. Children can write simple words and sentences using their phonics knowledge. Children can reread their writing to check that it makes sense. Year 2: Children can form lower-case and capital letters accurately and consistently. Children can maintain consistent spacing between words. Children can write with increasing fluency and legibility. Children can apply phonics and known spelling patterns when spelling words. Children can spell familiar common exception words accurately. Children can reread their writing and identify some spelling errors.		
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Spring	Key texts: The Giant Jam Sandwich  Jack and the Beanstalk  Popeye 	Reception/ Y1: To choose and use appropriate vocabulary to describe what is happening for the listener, with adult and text support. Beginning to use appropriate intonation, gesture and facial expression to enhance the story telling for the listener, as modelled by the adult. Self assurance-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. Year 2: To use appropriate vocabulary to describe e.g. verbs,	Grammar and Punctuation: Reception: Write simple phrases. Use adjectives to describe Join sentences, when speaking, using and. Year 1: 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 Year 2 Using adjectives to describe the beanstalk Using verbs to describe how the characters did things Children leave spaces between words when they are writing Children are able to join words and clauses using and, but, so. to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time. Adding the endings -ing, and -ed where there is no change to the root word Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word To use subordinating conjunctions when, because, if	Reception/Y1: 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' Year 2: Design a wanted poster for the giant. Retell the story of Jack and the Beanstalk To describe a setting To describe a character	Reception/ Y1: To design a wanted poster for the giant Year 2: To retell the story of Jack and the beanstalk.
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		adverbs and adjectives Turn taking in speaking and listening To begin to be able to convey feeling and emotion through facial expression, gesture and intonation, as modelled e.g. showing anger expression when when exclaiming 'fee, fi, fo, fum' Listen and respond appropriately to others To be able to speak aloud clearly, developing voice projection.	Handwriting and Transcription: Reception: Children can form a growing range of recognisable lower-case letters. Children can write their name and familiar words with increasing accuracy. Children can write simple labels and captions independently. Children can use their developing phonics knowledge to represent sounds in words. Year 1 Children can form lower-case and capital letters correctly and consistently, paying attention to size and orientation. Children can use spaces between words consistently. Children can write simple sentences with increasing fluency and legibility. Children can spell words using taught phonemes and graphemes. Children can spell an increasing number of common exception words. Children can reread and make simple corrections to their writing. Year 2: Children can form letters of the correct size and orientation, including ascenders and descenders. Children are developing a more fluent, legible handwriting style.		
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			Children can write with increasing speed while maintaining legibility. Children can apply taught spelling rules and patterns when spelling unfamiliar words. Children can spell common exception words accurately and independently. Children can use taught suffixes accurately when spelling words. Children can reread and independently correct errors in spelling, punctuation and handwriting.		
Spring	Rosie's Walk by Pat Hutchins  Beegu by Alexis Deacon  Rainbow Stew by Catherine Falmouth	Reception/Y1: To choose and use appropriate vocabulary to describe characters, settings and events for the listener. Beginning to use appropriate intonation, gesture and facial expression to enhance storytelling and role-play. To be able to speak aloud clearly, developing voice projection. Turn-taking in speaking and listening. To listen and respond appropriately	Grammar and Punctuation: Reception: Write simple sentences linked to stories and experiences. Use adjectives to describe characters and settings. Verbally sequence events using time connectives such as <i>first, next, then, finally</i>. Begin to use capital letters and full stops. Year 1: Use adjectives to describe Beegu and Rosie's Walk settings. Use verbs to describe actions and movement. Join clauses using <i>and</i>. Use capital letters and full stops consistently.	Reception/Y1: To understand that sentences communicate meaning. To sequence events from a story using pictures and oral retelling. To write simple sentences about Beegu and Rosie. To describe a character using simple adjectives. To write labels and captions linked to Rainbow Stew.	Reception: To create a simple picture and sentence retelling part of <i>Rosie's Walk</i>. Year 1: To create a character poster for Beegu. Year 2: To write a diary entry from Beegu's point of view. <i>or</i> To write a set of instructions for



to others. **Year 2:** To use adventurous vocabulary including adjectives, verbs and adverbs when discussing characters and events. To justify opinions about characters and their actions. Turn-taking in speaking and listening. To convey feelings and emotions through facial expression, gesture and intonation. Listen and respond appropriately to others. To be able to speak aloud clearly, developing voice projection.

Begin to use question marks and exclamation marks.

Year 2:
 Use expanded noun phrases to describe characters and settings.
 Use coordinating conjunctions *and, but, so* and subordinating conjunctions *because, when, if*.
 Use adjectives, verbs and adverbs to add detail.
 Punctuate sentences accurately using capital letters, full stops, question marks and exclamation marks.
 Use commas in lists.
 Write in the past tense when recounting events.

Handwriting and Transcription:

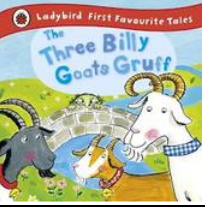
Reception:
 Children can form a growing range of recognisable lower-case letters.
 Children can write labels and captions independently.
 Children can use their developing phonics knowledge to represent sounds in words.

Year 1:

Year 2:
 To write a recount of Rosie's Walk from the fox's point of view.
 To describe a character using expanded noun phrases.
 To write a diary entry as Beegu.
 To retell events in chronological order using time connectives.
 To write instructions for making Rainbow Stew.

making Rainbow Stew.

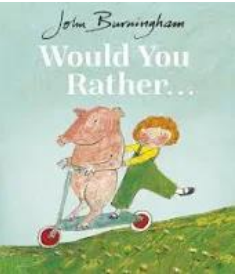
			Children can form lower-case and capital letters correctly and consistently. Children can use spaces between words consistently. Children can spell words using taught phonemes and graphemes. Children can reread and make simple corrections to their writing. Year 2: Children can form letters of the correct size and orientation, including ascenders and descenders. Children are developing a fluent, legible handwriting style. Children can apply taught spelling rules and common exception words accurately. Children can reread and independently correct spelling, punctuation and handwriting errors.		
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Summer	Bagpuss  Three Billy Goats Gruff 	To choose and use appropriate vocabulary to that has been taught in role-play. Articulate their ideas and thoughts in well-formed sentences. To choose and use appropriate vocabulary to describe what is happening for the listener, with adult and text support. Turn taking in speaking and listening Use of intonation, gesture and facial expression to enhance the story telling for the listener, as modelled by the adult. Self assurance-being able to overcome nerves to perform	Grammar and Punctuation Reception: Write simple sentences. Write common exception words and letter sounds (including digraphs) that have been taught. Use capital letters and full stops. To use adjectives to describe places we visit and the sights we see. Year 1: Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word. Children leave spaces between words when they are writing. Children are able to join words and clauses using 'and' Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time. Adding the endings -ing, and -ed where there is no change to the root word. To know adjectives to describe. Year 2: Children can write expanded noun phrases. Children are able to form nouns from adjectives. Children know what an adverb is. Know the difference between an exclamation, command and question. Children can use apostrophes for possession.	Reception: Begin to reread what they have written. Use and understand recently introduced vocabulary. To draw and write labels to describe a character. Year 1: To write own journey of the Billy Goats. To write facts about animals using full sentences. To write full sentence descriptions. Year 2: To write own journey of the Billy Goats. To write facts about animals using full sentences. To write full sentence descriptions.	Reception: To describe a character Year 1/2: To describe a character. To retell a story
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			Children can use apostrophes for contraction. Children to recognise the difference between past and present tense. Handwriting and Transcription Reception: Children can form most lower-case letters correctly and consistently. Children can form capital letters accurately where appropriate. Children can write their name and familiar words independently. Children can use their phonics knowledge to segment sounds and represent them with letters when writing words. Children can write simple words and short sentences that can be read by themselves and others. Children can use spaces between words with increasing consistency. Children can reread their writing and talk about what they have written. Children can write simple labels, captions and sentences independently for a range of purposes. Children can develop increasing control, fluency and confidence when writing. Year 1: Children can form lower-case letters correctly and consistently, including letters of the correct size relative to one another.		
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			Children can form capital letters correctly and use them appropriately. Children can leave clear spaces between words. Children can sit and hold a pencil correctly and develop a comfortable, efficient pencil grip. Children can write words and simple sentences using their phonics knowledge. Children can spell words containing the common graphemes taught in Year 1. Children can spell common exception words taught in Year 1. Children can write simple sentences independently, using capital letters and full stops. Children can reread their writing to check that it makes sense. Year 2: Children can form lower-case letters of the correct size and orientation, including ascenders and descenders. Children can use capital letters and lower-case letters appropriately when writing sentences. Children can use spaces between words consistently so that their writing is clear and easy to read. Children can write with increasing speed and fluency, maintaining legible handwriting. Children can spell words containing the common phonemes and graphemes taught in Year 2, applying known spelling patterns.		
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			Children can spell common exception words accurately. Children can apply taught spelling rules, including adding common suffixes such as -ing, -ed, -er, -est, -ful, -less and -ly. Children can use phonics knowledge and word structure to attempt the spelling of unfamiliar words. Children can reread their writing and make corrections to spelling, punctuation and letter formation. Children can join letters in handwriting, where appropriate, developing a fluent and legible handwriting style.		
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Summer	Froglets  The Trapdoor:  Would you Rather? 	To retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Describe events in detail. To use taught vocabulary within play. Use of intonation, gesture and facial expression to enhance the story telling for the listener, as modelled by the adult.	Grammar and Punctuation: Reception: Write simple sentences. Write common exception words and letter sounds (including digraphs) that have been taught. Use capital letters and full stops. To use adjectives to describe the sights we see. Year 1: Children leave spaces between words when they are writing. Children are able to join words and clauses using 'and'. Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time. Children know what a noun is (a person, place, object or feeling). Children know what an adjective is and can use expanded noun phrases. Year 2: Children leave spaces between words when they are writing. Children are able to join words and clauses using 'and'. Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time. Children know what a noun is (a person, place, object or feeling). Children know what an adjective is and can use expanded noun phrases.	Reception: Begin to reread what they have written. Use and understand recently introduced vocabulary. To shared write a wanted poster. To retell a story with actions and characters. Year 1/2: To retell the story of the Froglets. Create a wanted poster for a trapdoor character. Create a character profile.	Reception: To describe a character. Year 1/2: Character profile Retell a story
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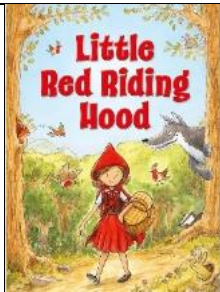
			Children know what a verb is e.g. The man's eyes were gleaming. Children to recognise the difference between past and present tense. Children can use apostrophes for possession e.g. the girl's bike Handwriting and Transcription Reception: Children can form most lower-case letters correctly and consistently. Children can form capital letters accurately where appropriate. Children can write their name and familiar words independently. Children can use their phonics knowledge to segment sounds and represent them with letters when writing words. Children can write simple words and short sentences that can be read by themselves and others. Children can use spaces between words with increasing consistency. Children can reread their writing and talk about what they have written. Children can write simple labels, captions and sentences independently for a range of purposes. Children can develop increasing control, fluency and confidence when writing. Year 1:		
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			Children can form lower-case letters correctly and consistently, including letters of the correct size relative to one another. Children can form capital letters correctly and use them appropriately. Children can leave clear spaces between words. Children can sit and hold a pencil correctly and develop a comfortable, efficient pencil grip. Children can write words and simple sentences using their phonics knowledge. Children can spell words containing the common graphemes taught in Year 1. Children can spell common exception words taught in Year 1. Children can write simple sentences independently, using capital letters and full stops. Children can reread their writing to check that it makes sense. Year 2: Children can form lower-case letters of the correct size and orientation, including ascenders and descenders. Children can use capital letters and lower-case letters appropriately when writing sentences. Children can use spaces between words consistently so that their writing is clear and easy to read. Children can write with increasing speed and fluency, maintaining legible handwriting.		
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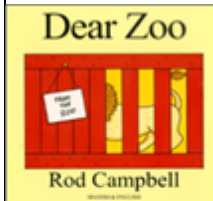
			Children can spell words containing the common phonemes and graphemes taught in Year 2, applying known spelling patterns. Children can spell common exception words accurately. Children can apply taught spelling rules, including adding common suffixes such as -ing, -ed, -er, -est, -ful, -less and -ly. Children can use phonics knowledge and word structure to attempt the spelling of unfamiliar words. Children can reread their writing and make corrections to spelling, punctuation and letter formation. Children can join letters in handwriting, where appropriate, developing a fluent and legible handwriting style.		
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Cycle B- 2026-27

Term	English Text	Spoken Language (based on Oracy Cambridge Voice 21)	Grammar, spelling and punctuation	Learning outcomes	Published Piece
Autumn	Key Texts: The Little Red Hen  The Enormous Turnip  Little Red Riding Hood	Reception/Y1: Turn taking in speaking and listening. 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).	Grammar and Punctuation: Reception: Orally rehearse sentences. Links sounds to letters, naming and sounding the letters of the alphabet. Year 1: 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' Year 2: Join words and clauses using and, because, but and so Punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark. 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' Handwriting and Transcription: Reception:	Reception: Begin to form shapes that look like recognisable letters Year 1: 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 Year 2: As above but to include correct use of ascenders and descenders	Reception- To orally recount and follow instructions for making bread Y1-To write a recipe (and shared method) for bread Making Y2- to write a recipe (ingredients and method)



Dear Zoo



[The Pink Panther
Season 1 Episode
1](#)



Begin to form shapes that look like recognisable letters.

Year 1:

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

Year 2:

Children can form lower-case and capital letters that are mostly accurate and consistent.

Children can maintain consistent spacing between words.

Children can write with increasing fluency and legibility.

Children can apply phonics and known spelling patterns when spelling words.

Children can spell familiar common exception words accurately on most occasions.

Children can reread their writing and identify some spelling errors.

Autumn	The Three Little Pigs – Roald Dahl Revolting Rhymes  The Way Back Home  The Leaf Thief 	Reception/Y1: Listen and respond appropriately to others. To be able to speak aloud clearly, developing voice projection. Give an appropriate level of eye contact during speaking and listening. Year 2: To be able to speak aloud clearly, developing voice projection. Give an appropriate level of eye contact during speaking and listening. Turn taking in speaking and listening 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) Listen and respond appropriately to others	Grammar and Punctuation: Reception: Verbally use different verbs e.g. sowed, planted, baked, threshed Verbally use time connectives e.g. first, then, next, after that, finally. Year 1: Verbally use adverbial openers- unfortunately, happily, sadly, crossly... Children leave spaces between words when they are writing Children are able to join words and clauses using 'and' Year 2: Children are able to join words and clauses using and, because, but and so Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark Children know what a noun is (a person, place, object or feeling) Children know what a verb is e.g. the burning fire was crackling. Children can use subordinating conjunctions e.g. when, because, if Handwriting and Transcription:	Reception/Y1: 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. Year 2: Pose and ask questions, Debate-speculating, discussing and hypothesising Question writing Diary entry Comic strips	Reception-To be able to recount and order a picture story Year 1 and 2: Diary entry comic strips
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[Captain Pugwash -
Monster Ahoy](#)



[The Snowman](#)



The Gruffalo's
Child

Reception:

Children can hold and control a writing tool with increasing confidence.

Children can make marks with a purpose and give meaning to their writing.

Children can begin to form some recognisable letters from their name and familiar words.

Children can attempt to write labels using their developing phonics knowledge.

Year 1:

Children can form most lower-case letters recognisably and begin to develop consistent letter formation.

Children can form capital letters and digits 0–9 with increasing accuracy.

Children can leave spaces between words.

Children can write simple words and sentences using their phonics knowledge.

Children can reread their writing to check that it makes sense.

Year 2:

Children can form lower-case and capital letters accurately and consistently.

Children can maintain consistent spacing between words.

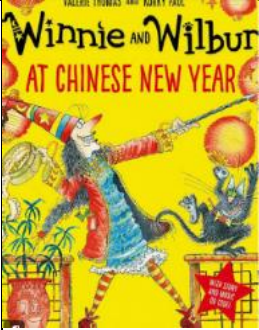
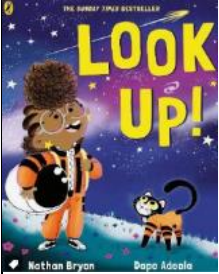
Children can write with increasing fluency and legibility.

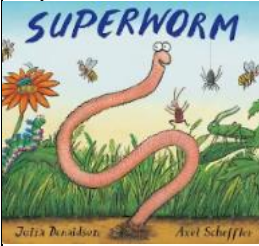
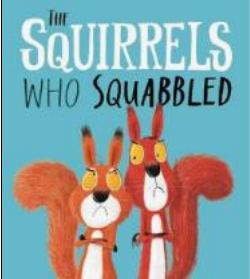
Children can apply phonics and known spelling patterns when spelling words.

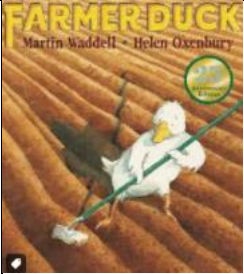
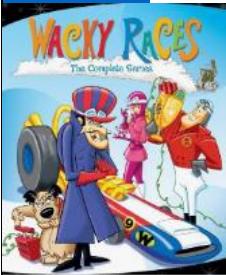
Children can spell familiar common exception words accurately.

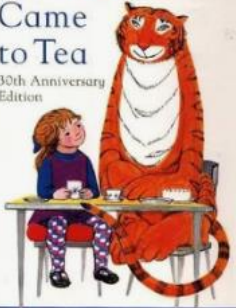
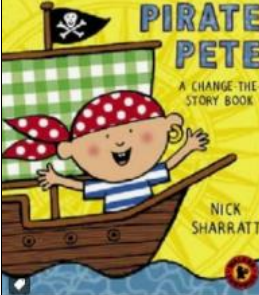
Children can reread their writing and identify some spelling errors.

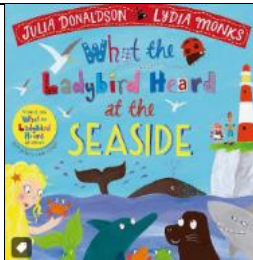
					
Spring 1	Pingu helps with incubating  The Odd Egg  Handa's Surprise	Reception/ Y1: To choose and use appropriate vocabulary to describe what is happening for the listener, with adult and text support. Beginning to use appropriate intonation, gesture and facial expression to enhance the story telling for the listener, as modelled by the adult. Self assurance-being able to overcome nerves to share and perform. To be able to speak aloud clearly, developing voice projection.	Grammar and Punctuation: Reception: Write simple phrases. Use adjectives to describe Join sentences, when speaking, using and. Year 1: 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 Year 2 Using adjectives to describe the beanstalk Using verbs to describe how the characters did things Children leave spaces between words when they are writing Children are able to join words and clauses using and, but, so.	Reception/Y1: 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' Year 2: Design a wanted poster for Handa's fruit. To describe a setting To describe a character	Reception: To write a simple supported sentence about a character, as part of shared writing Y1 and 2: Design a Wanted poster for Handa's Fruit

	 Bananaman (S01E01) - Meets Dr Gloom HD 		Children can spell an increasing number of common exception words. Children can reread and make simple corrections to their writing. Year 2: Children can form letters of the correct size and orientation, including ascenders and descenders. Children are developing a more fluent, legible handwriting style. Children can write with increasing speed while maintaining legibility. Children can apply taught spelling rules and patterns when spelling unfamiliar words. Children can spell common exception words accurately and independently. Children can use taught suffixes accurately when spelling words. Children can reread and independently correct errors in spelling, punctuation and handwriting.		
Spring 2	Look Up!  The Hundred Decker Bus	Reception/Y1: To choose and use appropriate vocabulary to describe characters, settings and events for the listener. Beginning to use appropriate intonation, gesture and facial expression to enhance storytelling and	Grammar and Punctuation: Reception: Write simple sentences linked to stories and characters. Use adjectives to describe characters and settings. Join ideas orally using <i>and</i>. Begin to use capital letters and full stops. Year 1: Use adjectives to describe characters and settings. Use verbs to describe actions. Join	Reception/Y1: To be able to write single clause sentences that are accurately punctuated. To understand that sentences convey meaning and communicate ideas. To join clauses using <i>and</i>.	Reception: To write a simple sentence describing a favourite character. Year 1: To create a character profile for Superworm or Farmer Duck.

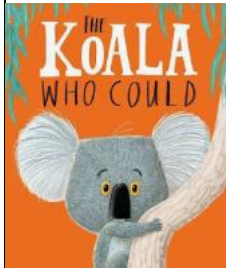
	 Superworm  The Squirrels Who Squabbled  Farmer Duck	role-play. To be able to speak aloud clearly, developing voice projection. Turn-taking in speaking and listening. To listen and respond appropriately to others. Year 2: To use adventurous vocabulary including adjectives, verbs and adverbs when discussing characters and events. To justify opinions about characters and their actions. Turn-taking in speaking and listening. To convey feelings and emotions through facial expression, gesture and intonation. Listen and respond appropriately to others. To be able to speak aloud clearly, developing voice projection.	clauses using <i>and</i>. Punctuate sentences using capital letters, full stops, question marks and exclamation marks. Begin to write simple questions. Year 2: Use expanded noun phrases to describe characters and settings. Use coordinating conjunctions <i>and, but, so</i> and subordinating conjunctions <i>because, when, if</i>. Use adjectives, verbs and adverbs to add detail. Punctuate sentences accurately using capital letters, full stops, question marks and exclamation marks. Use commas in lists where appropriate. Write questions and commands. Handwriting and Transcription: Reception: Children can form a growing range of recognisable lower-case letters. Children can write labels and simple captions independently. Children can use developing phonics knowledge to represent sounds in words. Year 1: Children can form lower-case and capital letters correctly and consistently. Children can use spaces between words consistently. Children can spell words using taught phonemes and graphemes. Children can reread and make simple corrections to their writing.	To describe a character using simple adjectives. To sequence events from a story. Year 2: To write a character description. To retell a story from a different character's viewpoint. To write a simple diary entry in role as a character. To describe a setting using expanded noun phrases. To write questions and commands linked to story events.	Year 2: To write a diary entry from the viewpoint of Farmer Duck or a character from Wacky Races.
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	 Classic Wacky Races See Saw to Arkansas 		Year 2: Children can form letters of correct size and orientation, including ascenders and descenders. Children are developing a fluent, legible handwriting style. Children can apply taught spelling rules and common exception words accurately. Children can reread and independently correct spelling, punctuation and handwriting errors.		
Summer	The Tiger who Came to Tea	To choose and use appropriate vocabulary to that has been taught in roleplay. Articulate their ideas and thoughts in well-formed sentences. To choose and use appropriate vocabulary to describe what is happening for the listener, with adult and text support.	Grammar and Punctuation Reception: Write simple sentences. Write common exception words and letter sounds (including digraphs) that have been taught. Use capital letters and full stops. To use adjectives to describe places we visit and the sights we see.	Reception: Begin to reread what they have written. Use and understand recently introduced vocabulary. To draw and write labels to describe a character. Year 1/2: To write own journey of what the Ladybird heard. To retell the story of the Gruffalo using different	Reception: To write a simple sentence to describe the Tiger/Gruffalo's Child/Pirate Pete Y1/2: To retell the story of the Gruffalo's Child

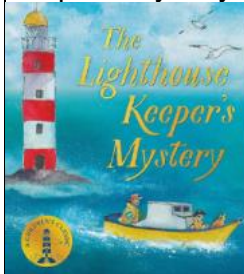
	The Tiger Who Came to Tea 30th Anniversary Edition  Pirate Pete  What the Ladybird Heard at the Seaside!	Turn taking in speaking and listening Use of intonation, gesture and facial expression to enhance the story telling for the listener, as modelled by the adult. Self assurance-being able to overcome nerves to perform	Year 1: Adding 'er' and 'est' to the end of a word, where no change is needed to the root of a word. Children leave spaces between words when they are writing. Children are able to join words and clauses using 'and' Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time. Adding the endings -ing, and -ed where there is no change to the root word. To know adjectives to describe. Year 2: Children can write expanded noun phrases. Children are able to form nouns from adjectives. Children know what an adverb is. Know the difference between an exclamation, command and question. Children can use apostrophes for possession. Children can use apostrophes for contraction.	characters and/or settings. To write full sentence descriptions.	
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The Koala Who Could



The Lighthouse Keeper's Mystery



[Batfink - The Short Circuit Case](#)

Children to recognise the difference between past and present tense.

Handwriting and Transcription

Reception:

Children can form most lower-case letters correctly and consistently.

Children can form capital letters accurately where appropriate.

Children can write their name and familiar words independently.

Children can use their phonics knowledge to segment sounds and represent them with letters when writing words.

Children can write simple words and short sentences that can be read by themselves and others.

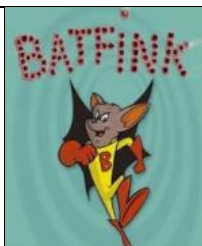
Children can use spaces between words with increasing consistency.

Children can reread their writing and talk about what they have written.

Children can write simple labels, captions and sentences independently for a range of purposes.

Children can develop increasing control, fluency and confidence when writing.

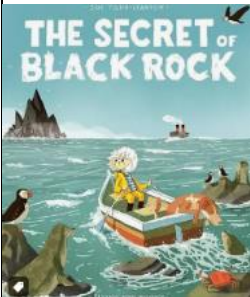
Year 1:

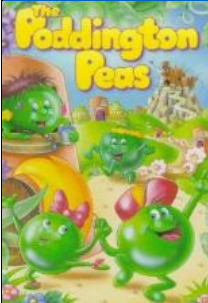


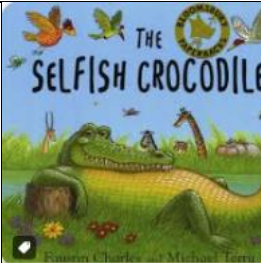
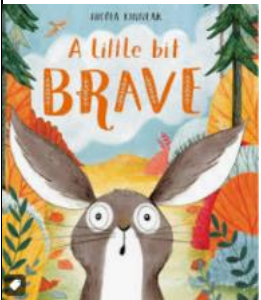
Children can form lower-case letters correctly and consistently, including letters of the correct size relative to one another.
Children can form capital letters correctly and use them appropriately.
Children can leave clear spaces between words.
Children can sit and hold a pencil correctly and develop a comfortable, efficient pencil grip.
Children can write words and simple sentences using their phonics knowledge.
Children can spell words containing the common graphemes taught in Year 1.
Children can spell common exception words taught in Year 1.
Children can write simple sentences independently, using capital letters and full stops.
Children can reread their writing to check that it makes sense.

Year 2:

Children can form lower-case letters of the correct size and orientation, including ascenders and descenders.
Children can use capital letters and lower-case letters appropriately when writing sentences.
Children can use spaces between words consistently so that their writing is clear and easy to read.

			Children can write with increasing speed and fluency, maintaining legible handwriting. Children can spell words containing the common phonemes and graphemes taught in Year 2, applying known spelling patterns. Children can spell common exception words accurately. Children can apply taught spelling rules, including adding common suffixes such as -ing, -ed, -er, -est, -ful, -less and -ly. Children can use phonics knowledge and word structure to attempt the spelling of unfamiliar words. Children can reread their writing and make corrections to spelling, punctuation and letter formation. Children can join letters in handwriting, where appropriate, developing a fluent and legible handwriting style.		
Summer	The Secret of Black Rock  Luna Loves Gardening	To retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Describe events in detail. To use taught vocabulary within play. Use of intonation, gesture and facial expression to enhance the story telling	Grammar and Punctuation: Reception: Write simple sentences. Write common exception words and letter sounds (including digraphs) that have been taught. Use capital letters and full stops. To use adjectives to describe the sights we see. Year 1:	Reception: Begin to reread what they have written. Use and understand recently introduced vocabulary. To shared write a wanted poster. To retell a story with actions and characters. Year 1/2: To retell the story of Farmer Duck. Create a diary for the selfish crocodile. Create a character profile.	Reception: To retell the story of Farmer Duck through simple sentences Y1/2: Create a Diary for the Selfish Crocodile

	 The Poddington Peas 01 The Vegetable Show  The Selfish Crocodile	for the listener, as modelled by the adult.	Children leave spaces between words when they are writing. Children are able to join words and clauses using 'and'. Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time. Children know what a noun is (a person, place, object or feeling). Children know what an adjective is and can use expanded noun phrases. Year 2: Children leave spaces between words when they are writing. Children are able to join words and clauses using 'and'. Children are able to punctuate sentences using a capital letter, full stop, question mark or exclamation mark most of the time. Children know what a noun is (a person, place, object or feeling). Children know what an adjective is and can use expanded noun phrases. Children know what a verb is e.g. The man's eyes were gleaming. Children to recognise the difference between past and present tense.		
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	 A Little Bit Brave  The Magic Roundabout – Bubbles 		Children can use apostrophes for possession e.g. the girl's bike Handwriting and Transcription Reception: Children can form most lower-case letters correctly and consistently. Children can form capital letters accurately where appropriate. Children can write their name and familiar words independently. Children can use their phonics knowledge to segment sounds and represent them with letters when writing words. Children can write simple words and short sentences that can be read by themselves and others. Children can use spaces between words with increasing consistency. Children can reread their writing and talk about what they have written. Children can write simple labels, captions and sentences independently for a range of purposes.		
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			Children can develop increasing control, fluency and confidence when writing. Year 1: Children can form lower-case letters correctly and consistently, including letters of the correct size relative to one another. Children can form capital letters correctly and use them appropriately. Children can leave clear spaces between words. Children can sit and hold a pencil correctly and develop a comfortable, efficient pencil grip. Children can write words and simple sentences using their phonics knowledge. Children can spell words containing the common graphemes taught in Year 1. Children can spell common exception words taught in Year 1. Children can write simple sentences independently, using capital letters and full stops. Children can reread their writing to check that it makes sense.		
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			Year 2: Children can form lower-case letters of the correct size and orientation, including ascenders and descenders. Children can use capital letters and lower-case letters appropriately when writing sentences. Children can use spaces between words consistently so that their writing is clear and easy to read. Children can write with increasing speed and fluency, maintaining legible handwriting. Children can spell words containing the common phonemes and graphemes taught in Year 2, applying known spelling patterns. Children can spell common exception words accurately. Children can apply taught spelling rules, including adding common suffixes such as -ing, -ed, -er, -est, -ful, -less and -ly. Children can use phonics knowledge and word structure to attempt the spelling of unfamiliar words.		
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			Children can reread their writing and make corrections to spelling, punctuation and letter formation. Children can join letters in handwriting, where appropriate, developing a fluent and legible handwriting style.		
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