



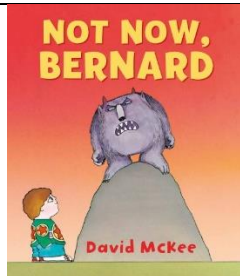
Class One

Reception, Year 1 and 2

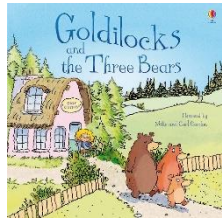
We use Drawing Club/ Curious Quests Approach, using quality texts and stories to build children's vocabulary and support them to apply sound and word level understanding into writing sentences and simple texts when ready. We have a published piece as our 'purpose' for writing.

Cycle A 2025-2026

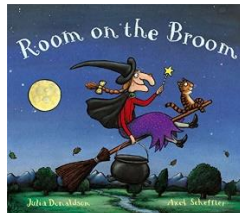
	English Text	Spoken Language (based on Oracy Cambridge Voice 21)	Grammar, spelling and punctuation	Learning outcomes	Published Piece
Autumn A	Key Texts: Not Now Bernard	To be able to read sentences out loud ensuring these are grammatically accurate	Reception: Orally rehearse sentences. Links sounds to letters, naming and sounding the letters of the alphabet. Year 1: Orally share a sentence before writing it.	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	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



Goldilocks



Room on the broom



The gingerbread man



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'

Form lower case letters correctly, with the right orientation, starting and finishing in the correct place.

Form capital letters correctly

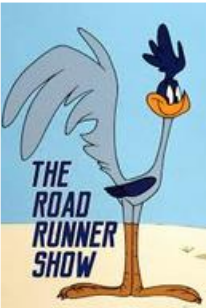

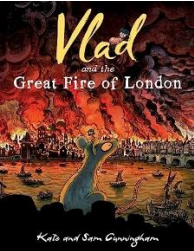
Year 2:

As above but to include correct use of ascenders and descenders

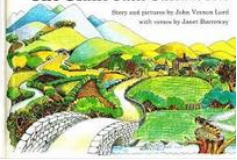
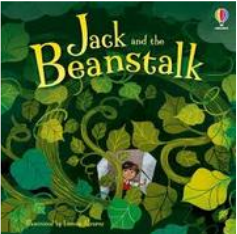
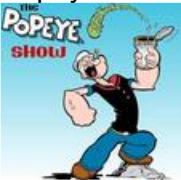
accurately punctuated e.g.

'The cat slept'


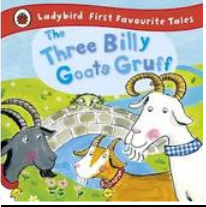
Y2 extension: to be able to write multi clause sentences e.g. *'The cat jumped and hit his head on the shelf.'*

<p>Aut B</p>	<p>Key texts:</p> <p>Roadrunner</p>  <p>The Christmas Pine</p>  <p>Year 2 only- Vlad</p> 	<p>Reception/Y1:</p> <p>Turn taking in speaking and listening.</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>Year 2:</p> <p>To be able to speak aloud clearly,</p>	<p>Transcription:</p> <p>Reception:</p> <p>Begin to form shapes that look like recognisable letters.</p> <p>Begin to write CVC words.</p> <p>Year 1:</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>Grammar and Punctuation:</p> <p>Reception:</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>Year 1:</p> <p>Verbally use adverbial openers- unfortunately, happily, sadly, crossly...</p> <p>Children leave spaces between words when they are writing</p> <p>Children are able to join words and clauses using 'and'</p>	<p>Reception/Y1: To be able to write single clause sentences that are accurately punctuated.</p> <p>To understand that sentences convey meaning. They are a means to communicate.</p> <p>To join clauses using and.</p> <p>Year 2:</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>Reception/Y1:</p> <p>To be able to read our sentences (oral or written) aloud to others.</p> <p>Year 2:</p> <p>Create a comic strip re-telling the story of Boxtor's point of view</p>
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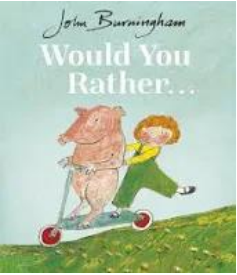
		<p>developing voice projection.</p> <p>Give an appropriate level of eye contact during speaking and listening.</p> <p>Turn taking in speaking and listening</p> <p>To begin to be able to convey feeling and emotion through facial expression, gesture and intonation, as modelled e.g. I will do it myself! (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>Year 2:</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 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>		
Spring A	<p>Key texts:</p> <p>The Giant Jam Sandwich</p>	<p>Reception/ Y1: To choose and use appropriate vocabulary to describe what is happening for the listener, with adult and</p>	<p>Transcription: Reception:</p> <p>Begin to form shapes that look like recognisable letters. Begin to write CVC words.</p> <p>Year 1: Know how to hold a pencil correctly and sit comfortably at a table. Form</p>	<p>Reception/Y1: To be able to write single clause sentences that are accurately punctuated. To understand that sentences convey</p>	<p>Reception/ Y1: To design a wanted poster for the giant</p> <p>Year 2: To retell the story of Jack and the beanstalk.</p>

	<p>The Giant Jam Sandwich <small>Story and pictures by John Vernon Lord with verses by Janet Blumenthal</small></p>  <p>Jack and the Beanstalk</p>  <p>Popeye</p> 	<p>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.</p> <p>Year 2: To use appropriate vocabulary to describe e.g. verbs, adverbs and adjectives</p> <p>Turn taking in speaking and listening</p> <p>To begin to be able to convey feeling and emotion through</p>	<p>lower case letters correctly, with the right orientation, starting and finishing in the correct place. Form capital letters correctly</p> <p>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</p> <p>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</p>	<p>meaning. They are a means to communicate. To join clauses using 'and'</p> <p>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</p>	
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		<p>facial expression, gesture and intonation, as modelled e.g. showing anger expression when when exclaiming 'fee, fi, fo, fum'</p> <p>Listen and respond appropriately to others</p> <p>To be able to speak aloud clearly, developing voice projection.</p>	<p>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</p>		
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<p>Summer A</p>	<p>Bagpuss</p>  <p>Three Billy Goats Gruff</p> 	<p>To choose and use appropriate vocabulary to that has been taught in role-play.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>To choose and use appropriate vocabulary to describe what is happening for the listener, with adult and text support.</p> <p>Turn taking in speaking and listening</p> <p>Use of intonation, gesture and facial expression to enhance the story telling for the listener, as modelled by the adult.</p> <p>Self assurance-being able to overcome nerves to perform</p>	<p>Grammar and Punctuation</p> <p>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.</p> <p>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.</p> <p>Year 2:</p>	<p>Reception: Begin to reread what they have written. Use and understand recently introduced vocabulary. To draw and write labels to describe a character.</p> <p>Year 1: To write own journey of the Billy Goats. To write facts about animals using full sentences. To write full sentence descriptions.</p> <p>Year 2: To write own journey of the Billy Goats. To write facts about animals using full sentences. To write full sentence descriptions.</p>	<p>Reception: To describe a character</p> <p>Year 1/2: To describe a character. To retell a story</p>
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			<p>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. Children to recognise the difference between past and present tense.</p> <p>Handwriting and Transcription</p> <p>Reception: Form recognisable letters. To draw and write labels</p> <p>Year 1: Form recognisable letters. To draw and write labels. To leave spaces between words.</p>		
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<p>Summer B</p>	<p>Froglets</p>  <p>The Trapdoor:</p>  <p>Would you Rather?</p> 	<p>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.</p>	<p>Grammar and Punctuation:</p> <p>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.</p> <p>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.</p> <p>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,</p>	<p>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.</p> <p>Year 1/2: To retell the story of the Froglets. Create a wanted poster for a trapdoor character. Create a character profile.</p>	<p>Reception: To describe a character.</p> <p>Year 1/2: Character profile Retell a story</p>
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			<p>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). Children know what an adjective is and can use expanded noun phrases.</p> <p>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</p> <p>Handwriting and Transcription</p> <p>Reception: Form recognisable letters. To draw and write labels To form lower case and capital letters accurately.</p> <p>Year 1: Form recognisable letters. To draw and write labels. To leave spaces between words</p>		
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Cycle B- 2026-27

****Being developed as part of our journey using Drawing club/Curious Quests****