

Year 1																					
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2											
<p>Progression of Core Texts <i>These texts will be updated and changed each year. Teachers will choose additional texts in order to meet the needs and interests of their class.</i></p>																					
<p>Knock Knock Open the door By Michaela Morgan Fiction</p> <p>How do you feel? Patrick George Non fiction</p>		<p>How do you feel? Patrick George Non fiction</p>		<p>Dear Mother Goose Michael Rosen Fiction</p>		<p>Dear Mother Goose Michael Rosen Fiction</p>		<p>Poems I like Gervaise Phinn Poetry</p>		<p>My Day at the Zoo Jay Dale NF Recount</p>		<p>The Three Little Pigs by Mara Alperin and Ag Jatkowska (Little Tiger) Fiction</p>		<p>Don't Spill the Milk! Fiction</p>		<p>Zim Zam Zoom James Carter Poetry</p>		<p>Boa's Birthday Jeanne Wilson Fiction</p>		<p>Hidden Ocean Libby Walden Non Fiction</p>	
<p>Vocabulary</p>																					
<p>cuddly funny noisy bouncy</p> <p>Happy cheerful delighted contented joyful Sad unhappy miserable blue gloomy cross mad irritated moody</p>		<p>Happy cheerful delighted contented joyful Sad unhappy miserable blue gloomy cross mad irritated moody</p>		<p>perhaps no wonder problem whenever</p>		<p>scurrying clattering rustling chattering</p>		<p>goal determination proud achieve</p> <p>Today First Next After At last</p>		<p>bellowed knocked yelped ran built</p>		<p>amid across through steady middle</p>		<p>enormous suitable disappointed wonderful insisted</p>		<p>species attract colourful rarely appearance</p>					
<p>Independent purposeful writing outcomes</p>																					
<p>Fic To write a new knock knock book</p> <p>NF To create a short book with images and sentences describing how we feel</p>		<p>NF To create a short book with images and sentences describing how we feel</p> <p>Fic To write a Mother Goose letter in reply to a problem</p>		<p>Poetry To write a poem based on one of the senses</p> <p>NF To write an information book about an important job/role</p>		<p>NF To write a recount about a school trip or event</p> <p>Fic To retell a known story</p>		<p>Fic To write a journey story</p> <p>Poetry To perform a poem to an audience To write a kenning poem</p>		<p>Fic To write a birthday story</p> <p>NF To create pages for a class lift the flap book about an animal/plant</p>											

Grammar and punctuation	<p>Fic Punctuating sentences using full stops Using and to join sentences</p> <p>NF Emotion and feeling words spaces between words punctuating sentences using full stops and question marks Capital letters for proper nouns</p>	<p>NF Emotion and feeling words spaces between words punctuating sentences using full stops and question marks Capital letters for proper nouns</p> <p>Fic Range of punctuation using and</p>	<p>Poetry Securing understanding of what a sentence is Spaces between words using and</p> <p>NF Sentences and spaces between words punctuation sentences using full stops and question marks</p>	<p>NF Simple cohesion Using and to join clause Using simple past tense verbs</p> <p>Fic Sequencing a story for coherence Using and to join clauses Capital letters full stops exclamation marks</p>	<p>Fic Capital letters and full stops exclamation marks</p> <p>Poetry Leaving spaces between words/punctuation/ Capital Letters for proper nouns</p>	<p>Fic Simple compound sentences questions</p> <p>NF Using and to join clauses Exclamation marks</p>
Phonics	<i>Little Wandle Letters and Sounds</i>					
Handwriting	<p>To form lower-case letters in the correct direction, starting and finishing in the right place form capital letters, Form digits 0-9; Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Use of Letter Join programme</p>					

Year 2	and or if that but adverbs?											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p>Progression of Core Texts <i>These texts will be updated and changed each year. Teachers will choose additional texts in order to</i></p>	Fatou Fetch the water (Fiction)	Snow in the Garden (poetry)	The Dragon Machine (fiction)	How to catch santa (instructions (hook	Reptiles (non fiction) x 4 weeks	The day Louis Got Eaten (Fiction)	Tell me a dragon (Poetry)	The boy who cried Ninja (Fiction)	Seed to sunflower (Non fiction life cycle)	Non fiction Biographies David Attenborough	My first book of the sea (Poetry)	

meet the needs and interests of their class.				outdoor woodland josie jefferies)							
vocab	(Fetch) Hurried Splendid Elegant unexpected Feast Bitter T3/context Compound Village Dalsis Baobab Kaftan well	Bare trees Pink sky Frost white Sun red	Unnoticed Havoc Troublesome Advice Clattered Clunked T3/context Advice Consulted Wildness Lumbered wreckage	Figure out Definitely Crafty Possibilities Distance Preparations Glimpse T3/context Reindeer Neighbours Whining Patient windowsill	habitat diet classification hibernate (next year to use phrase, and look at a better examples as model text)	unfortunately pursuit panic extremely clambered. and finally					
Independent purposeful writing outcomes	To write a journey story To write a poem about the season	To write a story using the pattern and familiar setting To write a set of instructions	To write non chronological report about an animal of their choice. to write a cumulative story	To write a descriptive poem	To write a moral story about telling the truth To write a life cycle text	To write a biography To write a poem about a the sea					
Grammar and punctuation	<u>Fiction- journey story</u> and expanded nounphrase adjectives question marks capital letters full stops <u>Poem- cold</u> adjectives commas as a list	<u>Fiction-</u> Verbs past tense commas in a list capital letters full stops and <u>non Fiction- instruction</u> Commans exclamation marks full stops commas in a list adverbs	<u>Fiction- cumulative/journey story</u> conjunction (when) adding the suffix ly apostrophe contractions (we're, didn't, i'll, it's) exclamation marks writing in the past tense proof read and edit <u>Non- Fiction- fact file</u> conjunction (that, but because) question marks verbs-present Adverbs expanded noun phrases exclamation marks	<u>Poem</u> adjectives noun phrases present tense rich vocabulary	<u>Fiction- moral story</u> conjunction (if) commas in a list Verbs past tense <u>Non- Fiction-life cycle</u> conjunction (when, that, if, but, because)	<u>Non- Fiction-life biography</u> conjunction (when, that, if, but) apostrophe possession (need to add to the text)) apostrophe contractions (wasn't, didn't, it's) and exclamation marks <u>Poem</u> commas in a list apostrophe contractions adjectives					

Phonics/spelling	<p><i>Autumn 1 - Little Wandle phase 5 review or summer 2 year 1 with data show lots of gaps Spring 1 - LW spelling programme</i></p>
Handwriting	<p>Form lower-case letters of the correct size relative to one another; · start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; · write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters; · use spacing between words that reflects the size of the letters. · any children aiming for GD by the end of Year 2 must have fluent, joined up handwriting. Use of Letter Join programme</p>