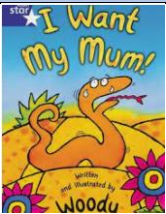


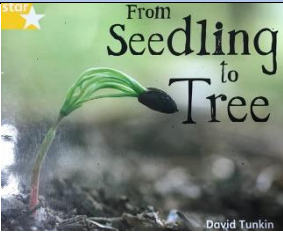
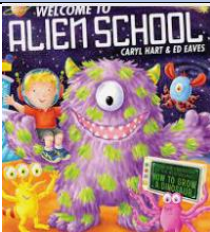
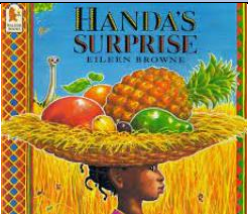


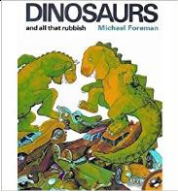


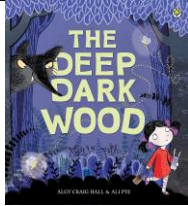
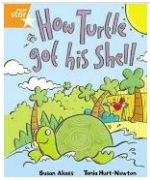



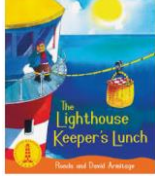





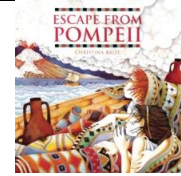




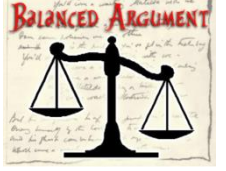

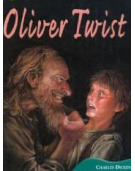
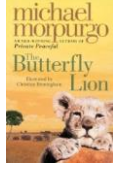

Cycle B

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	<p>Pencil grip Letter formation Name writing Joining in with repetitive language Role play</p> <p>Fiction & Non-Fiction: Listening attentively and responding to what they hear Offer ideas using recently introduced vocabulary</p> <p>Poetry: Through the Jungle</p>	<p>Pencil grip Letter formation Name writing</p> <p>Fiction & Non-Fiction: CVC words, lists and captions to include: Initial/medial/final sounds Finger spaces Tricky words</p> <p>ELG: Write recognisable letters, most of which are correctly formed</p>	<p>Letter formation Name writing</p> <p>Fiction & Non-Fiction: CVC words: initial / medial/ final sounds Captions (the.../it is a...) Finger spaces Tricky words</p> <p>ELG: Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Letter formation Name writing</p> <p>Fiction & Non-Fiction: CVC words: initial / medial/ final sounds Captions (the.../it is a...) Finger spaces Tricky words Simple sentence including capital 'T' and 'I' for opening words Full stops</p> <p>Poetry: The Farmyard</p> <p>ELG: Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Name writing</p> <p>Fiction & Non-Fiction: CVC words Captions Simple sentence including 'The, I, It, They' Finger spaces Tricky words Full stops</p> <p>ELG: Write recognisable letters, most of which are correctly formed</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Name writing</p> <p>Fiction & Non-Fiction: CVC words Captions Simple sentence including 'The, I, It, They' Tricky words Finger spaces Full stops Introduce sentence starters First, Then, Next</p> <p>Poetry: Eat Your Peas, Louise</p> <p>ELG: Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Year 1/2						
	<p>Fiction Narrative- <i>Where the Wild things are. The Secret Sky Garden.</i></p> <p>Non-fiction (based on a text above) Labels, lists, captions menus, invitations and postcards. Non-chronological report</p> <p>Poetry <i>There are no such things as monsters</i></p>	<p>Fiction Narrative- <i>Polar Express.</i></p> <p>Non-fiction (based on a text above) Instructions Letter writing/invitations Recount</p>	<p>Fiction Narrative- <i>Dinosaurs and all that rubbish.</i></p> <p>Fiction and Non fiction- Book of butterflies Non chronological reports, life cycle of a butterfly.</p>	<p>Fiction Fantasy Stories- <i>Prince Cinders.</i> Narrative- <i>Naughty Bus.</i></p> <p>Non-fiction (based on a text above) Non-Chronological reports Poetry- At the Zoo.</p>	<p>Fiction Narrative- <i>The Queens hat. The Queens handbag. Paddington.</i></p> <p>Non-fiction Instructions</p>	<p>Fiction Narrative- <i>The Deep Dark Wood.</i></p> <p>Non-fiction Australia (Topic) Travel brochure Recount/postcard</p> <p>Poetry- Poetry Fruit Salad (Y1) <i>The Night Sounds (Y1/2)</i></p>
Sentence and Text Structure	Fact file - concept of a sentence, capital letters and full stops, word choices.	Retell known narrative – concept of a sentence, capital letters and full stops, word choices, correct past tense form.	Retell known narrative – concept of a sentence, capital letters and full stops, word choices, correct past tense form.	How words can combine to make sentences.	Sequencing sentences to form short narratives. Recount an event/experience. Instructions – numbered steps and verbs.	How to join words and sentences.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2/3						
	<p>Fiction Retelling stories and character description <i>The Secret Sky Garden.</i></p> <p>Non-fiction Recount, letters, non-chronological report- London</p> <p>Poetry Autumn</p>	<p>Fiction Fatou Fetch the Water story</p> <p>Non-fiction Letter linked to Florence Nightingale. Instructions linked to Christmas decorations.</p>	<p>Fiction Traditional Tales - Three Little Pigs</p> <p>Non-fiction Diaries and recount letters linked to Samuel Pepys Newspaper report linked to The Great Fire of London</p>	<p>Fiction Retell and create own story using inspiration from a short animation</p> <p>Poetry The Magnificent Bull</p>	<p>Fiction Retell and innovate</p> <p>Non-fiction Persuasion Posters/letter to head teacher/ adverts</p>	<p>Non-fiction Explanation - How plants grow/get water</p> <p>Poetry Apes to Zebras</p>
Sentence and Text Structure	<p>Setting and character description from images and text – expanded noun phrases for description and specification.</p> <p>Basic non-chronological report – present tense, opening question, concluding exclamatory sentence, subordination and coordination to join information or to give reasons, adverbs</p> <p>Instructions – command sentences, commas in lists</p>	<p>Simple narratives – past tense, time adverbials to sequence events, adverbs to add detail.</p> <p>Recounts – past tense, exclamatory sentence to make personal comment, subordination (when, if, that, or, because) and coordination (or, and, but) to join information or to give reasons, adverbs of time to sequence events.</p>	<p>Correct choice of consistent use of present tense verses past tense throughout texts.</p> <p>Simple narratives – past tense, time adverbials to sequence events, adverbs to add detail.</p>	<p>Reading responses – conjunctions to join ideas or to give reasons</p> <p>Explaining a process in sequence. Description from images.</p> <p>How grammatical patterns in sentences indicate its function as a statement, question, exclamation or command.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Year 4						
	<p>Narrative – The Secret Sky Garden</p> <p>Narrative- Setting description Charlie and the Chocolate Factory</p> <p>Non-fiction Biography – Roald Dahl</p>	<p>Non-fiction Information Booklet - North America</p> <p>Letters</p> <p>Poetry Thanksgiving</p>	<p>Fiction Greek Myths – Perseus and Medusa</p> <p>Non-Fiction Newspaper</p>	<p>Non-fiction Reports including Formal Reports</p> <p>Non-fiction Persuasion Debate</p> <p>Poetry</p>	<p>Fiction Novel as a Theme - Escape to Pompeii</p> <p>Non-fiction Recount diary entry</p>	<p>Fiction Play Scripts and Film linked to school trip</p> <p>Poems linked to Topic - Rivers Haiku</p>
Sentence and Text Structure	Explanation - sequential and causal language organised in paragraphs, fronted adverbials	Use of paragraphs to organise ideas around a theme.	<p>Settings – expanded noun phrases</p> <p>Description from images – possessive apostrophe</p> <p>Characters - developed through dialogue and action</p>	<p>Recount and non-chronological report - organised in paragraphs</p> <p>Persuasive advert or leaflet - expanded noun phrases,</p>	<p>Developed narrative - sequence organised into paragraphs using fronted adverbials to indicate changes in time or place. Dialogue to show character.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Year 5/6 Year 6						
	<p>Poetry Free verse - Night of the Gargoyles</p> <p>Fiction Novel as a theme War Horse</p> <p>Non-fiction Balanced Argument</p>	<p>Non-fiction Persuasion</p> <p>Non-fiction Explanation</p> <p>Poetry Jinnie Ghost</p>	<p>Non-fiction Biography Autobiography</p> <p>Non-fiction Explanation Formal Writing</p>	<p>Fiction Older Literature Oliver Twist</p> <p>Non-fiction Information Text</p> <p>Poetry Finding Magic</p>	<p>Fiction Revising text types: Diary, Letter, Story, Non-chronological reports</p>	<p>Non-fiction Leaver Booklets Information texts</p> <p>Poetry Animals of Africa</p>
Sentence and Text Structure	<p>Texts with ideas and themes linked within and across paragraphs.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as, <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis.</p>	<p>Discussion writing – adverbials for cohesion, modal verbs and adverbs to position the argument.</p> <p>Developed texts with clear voice and sustained register and well-rounded ending.</p> <p>Journalistic writing – passive voice, shifts from formal to informal.</p> <p>Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>).</p>		<p>Explanation – adverbials for cohesion, cause and effect language.</p> <p>Narrative - atmosphere and mood created through effective word choice, sentence structure and literary devices, shifts in formality.</p> <p>Report writing – passive voice, formality.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech.</p>		<p>Information texts - layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p>

