

Class 1 - Year A					
Fiction texts	Fairy tales – from Grammarsaurus Jack and the Beanstalk	Finding tale Escape at the zoo! Grammarsaurus	Losing tale	Wishing tale Max and Margaret Grammarsaurus	Poetry Rhyming number poem
Independent and purposeful writing opportunities	The children will write their own fairy tale using a similar pattern focussing on sentence structure.	The children will write their own version of a finding tale focussing on describing settings.	The children will write their own version of a losing tale focussing on character.	The children will write their own version of a wishing tale focussing on punctuation.	The children will write their own rhyming numbers poem.
Non-fiction texts	Instructions (Making puppet/moving toy)	Persuasive advert (Milverton / walk)	Recount	Information (Animal - Science)	Recount – postcard (Visit to castle)
Independent and purposeful writing opportunities	The children will write a set of clear instructions for a given task.	The children will write a persuasive advert about a location they have visited.	The children will write a recount about a real experience.	The children will write an information text about an animal.	The children will write a postcard based on a story or their topic learning.
Class 1 - Year B					
Fiction texts	Fairy tales – from Grammarsaurus Jack and the Beanstalk	Finding tale Escape at the zoo! Grammarsaurus	Losing tale	Wishing tale Max and Margaret Grammarsaurus	Poetry Rhyming number poem
Independent and purposeful writing opportunities	The children will write their own fairy tale using a similar pattern focussing on sentence structure.	The children will write their own version of a finding tale focussing on describing settings.	The children will write their own version of a losing tale focussing on character.	The children will write their own version of a wishing tale focussing on punctuation.	The children will write their own rhyming numbers poem.
Non-fiction texts	Instructions (Habitat - Science)	Persuasive advert (Mexico - Geography)	Recount (Milverton /walk)	Information (Seasons- Science)	Recount – postcard (Trip)
Independent and purposeful writing opportunities	To write a set of clear instructions for a given task.	To write an advert for visiting Mexico.	To write a recount about a real experience.	The children will write an information text about a season..	The children will write a postcard based on a story or their topic learning.
Spoken language	<ul style="list-style-type: none"> ● Listen to and begin to express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently. <ul style="list-style-type: none"> ● Begin to discuss the sequence of events in books. ● Start to build up a repertoire of poems learnt by heart and reciting some. <ul style="list-style-type: none"> ● Discuss his/her favourite words and phrases. ● Answer and ask questions. ● Begin to participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. ● Begin to explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself. 				

<p style="text-align: center;">Spelling</p>	<ul style="list-style-type: none"> ● Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others. <ul style="list-style-type: none"> ● Spell words containing each of the 40+ phonemes already taught. ● Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes. <ul style="list-style-type: none"> ● Spell a few common exception words (e.g. I, the, he, said, of). <ul style="list-style-type: none"> ● Spell some common exception words. ● Spell the days of the week. ● Name the letters of the alphabet in order. ● Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. ● Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. <ul style="list-style-type: none"> ● Add prefixes and suffixes using the prefix un-. ● Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest. <ul style="list-style-type: none"> ● Apply simple spelling rules and guidance, as listed in English Appendix 1. ● Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. ● Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).
<p style="text-align: center;">Handwriting</p>	<ul style="list-style-type: none"> ● Sit correctly at a table, holding a pencil comfortably and correctly. <ul style="list-style-type: none"> ● Form most lower-case letters correctly. ● Form lower-case letters in the correct direction, starting and finishing in the right place. <ul style="list-style-type: none"> ● 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 practise these.
<p style="text-align: center;">Composition</p>	<ul style="list-style-type: none"> ● Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher <ul style="list-style-type: none"> ● Write down one of the sentences that he/she has rehearsed ● Compose and write sentences independently to convey ideas ● Write sentences, sequencing them to form short narratives (real or fictional) ● Write sentences by re-reading what he/she has written to check that it makes sense <ul style="list-style-type: none"> ● Discuss what he/she has written with the teacher or other pupils ● Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.
<p style="text-align: center;">Terminology</p>	<p>letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.</p>