



Christleton Primary School

English



Pathways to Write



Pathways to Poetry

Overview of
Writing
Genres and
Texts

6	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2	Summer 2
	Star of Hope, Star of Fear by Jo Hoestlandt An Eagle in the Snow by Michael Morpurgo	A Tiger in the Zoo by Leslie Norris	Can We Save the Tiger? by Martin Jenkins The Jungle Book by Rudyard Kipling	Selfish Giant by Oscar Wilde Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell or The Happy Prince and Other Tales by Oscar Wilde	The Sea by James Reeves	The Day the War Came by Nicola Davies SMSC - Refugees	Manfish by Jennifer Berne Dolphin Song by Lauren St. John	Sonnet Written at the Close of Spring By Charlotte Smith	Sky Chasers by Emma Carroll
	Outcome Fiction: flashback story & Non-chronological report Greater Depth To write a narrative with a flashback including a section in recount genre e.g. <i>diary, letter, eye-witness account</i>	Outcome To write a poem in a chosen form about an endangered mammal, choosing whether to describe the creature in its natural habitat or in captivity Greater Depth: To write a poem in a chosen form about an endangered mammal, contrasting the creature in its natural habitat and in captivity	Outcome Information/explanation/persuasion: hybrid booklet about an amazing animal & Recount: diary Greater Depth Write a Newsround TV style report about the tiger crisis	Outcome Fiction: retelling of a classic narrative from a character's point of view & Explanation Greater Depth Write the narrative from viewpoint the viewpoint of the special tree	Outcome To write a narrative poem about a journey across the sea, including personification of the waves Greater depth: To write a narrative poem about a journey across the sea, in first person as the sea	Outcome Writing outcome: To write a letter to raise awareness of the plight of refugees Greater Depth To choose the form and the audience for a piece of writing about refugees	Outcome Recount: biography of Jacques Cousteau & Fiction: adventure story Greater Depth Include a section entitled 'How Jacques Cousteau inspired me'	Outcome To write a poem in the style of a sonnet to describe the view of the countryside from a hot air balloon Greater depth: To write a sonnet to describe the view of the countryside from a hot air balloon	Outcome Fiction: adventure story from two different viewpoints & Recount: autobiography Greater Depth Include a section written from the viewpoint of another person
	Word	Poetry Keys: Make effective language choices, drawing on a range of descriptive techniques Make authorial choices, selecting from a range of forms, to suit the purpose	Word	Word Recognise vocabulary for formal speech and writing	Poetry Keys: Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques	Word	Word	Poetry Keys: Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques	Word Recognise vocabulary for formal speech and writing
	Sentence Recap: Use expanded noun phrases to convey complicated information concisely Use passive verbs		Sentence Recap: Use modal verbs or adverbs to indicate degrees of possibility	Sentence Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs		Sentence Use passive verbs	Sentence Recap: Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun		Sentence Recognise structures for formal speech and writing, including subjunctive forms
	Text Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i>		Text <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	Text <i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i>		Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Recap: Variety of verb forms used correctly and consistently	Text Use a wider range of devices to build cohesion		Text <i>Identify the audience and purpose for writing</i> <i>Choose the appropriate register</i>
	Punctuation Punctuate bullet points consistently Additional writing: Use a colon to introduce a list		Punctuation Recap: Use brackets, dashes or commas to indicate parenthesis	Punctuation Use semi-colons to mark boundaries between independent clauses Additional writing: Punctuate bullet points consistently		Punctuation Use colons and dashes to mark boundaries between independent clauses	Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity		Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses

5	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2	Summer 2
	Queen of the Falls by Chris Van Allsburg Goodnight Stories for Rebel Girls by Elena Favilli or The Boy who Swam with Piranhas by David Almond	The Moon	The Lost Happy Endings by Carol Ann Duffy Hansel and Gretel by Neil Gaiman	Arthur and the Golden Rope by Joe Todd-Stanton Myths of the Norsemen by Roger Lancelyn Green	Finding Magic by Eric Finney	The Brilliant Deep Geography/Science – protecting the environment	The Paperbag Prince by Colin Thompson The Last Wild by Piers Torday	Animals of Africa Puns and wordplay	The Hunter by Paul Geraghty The Child's Elephant by Rachel Campbell-Johnston
	Outcome Recount: series of diary entries Greater Depth Series of diary entries including her viewpoint on other characters	Outcome To write their own poem about the moon using a range of techniques Greater Depth: To write their own poem about the moon selecting own form and structure	Outcome Fiction: traditional tale with an alternative ending Greater Depth Tell the traditional tale from the point of view of a woodland creature	Outcome Fiction: write a myth, creating characters and settings Greater Depth Tell the myth from an alternative viewpoint	Outcome To write a free verse poem describing the wonder of the world using metaphor. Greater Depth: To choose the form of the poem and apply other poetry techniques experimented with.	Outcome Write an information leaflet to inform people about coral reefs with a persuasion to ask people to care for the environment. Greater Depth Include an extra section in informal first person	Outcome Persuasion/ information: hybrid leaflet about waste management Greater Depth Write an oral presentation for a TV or online broadcast	Outcome To write a poem about an African animal (which is fun to read out loud) Greater Depth: To write a poem about an African animal including similes and metaphor, and using their own style and structure	Outcome Fiction: adventure story with alternative characters and setting Greater Depth Tell the story from the animal's point of view
	Word	Poetry Keys: Use a range of descriptive language techniques to create effective imagery, e.g. metaphor, simile, playing with word order Experiment with a range of poetry forms	Word	Word	Poetry Keys: Experiment with metaphor to make effective comparisons Experiment with a range of poetry forms	Word	Word	Poetry Keys: Use a range of descriptive language techniques to create effective imagery e.g. metaphor, simile, playing with word order Experiment with a range of poetry forms	Word
	Sentence		Sentence Use expanded noun phrases to convey complicated information concisely	Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun		Sentence Use modal verbs to indicate degrees of possibility	Sentence Use modal verbs to indicate degrees of possibility		Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
	Text <i>Identify the audience for and purpose of writing</i> Organise paragraphs around a theme with a focus on more complex narrative structures		Text <i>Describe settings, characters and atmosphere</i> <i>Integrate dialogue to convey character and advance the action</i>	Text Link ideas across paragraphs using adverbials		Text Link ideas across paragraphs using adverbials Recap: Variety of verb forms used correctly and consistently	Text Use devices to build cohesion within a paragraph <i>Choose the appropriate register</i> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>		Text Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	Punctuation Recap: Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing		Punctuation Recap: Use of inverted commas and other punctuation to punctuate direct speech	Punctuation Use commas to clarify meaning or avoid ambiguity in writing		Punctuation Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	Punctuation Use brackets, dashes or commas to indicate parenthesis		Punctuation

4	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2	Summer 2
	Gorilla by Anthony Browne Gorilla Journal by Carolyn Franklin	The Lost Lost-Property Office by Roger McGough	Leon and the Place Between by Graham Baker-Smith The Big-Top Mysteries: The Case of the Vanishing Granny by Alexander McCall Smith	Escape from Pompeii by Christina Balit Pompeii: A Roman Girl's Diary by Sue Reid	Windrush Child by John Agard	When the Giant Stirred by Celia Godkin Journey to the Centre of the Earth Usborne Young Reader or Ariki and the Island of Wonders by Nicola Davies	Where the Forest Meets the Sea by Jeannie Baker & 100 facts – Rainforests by Miles Kelly The Boy Who Biked the World: Part 1 by Alastair Humphreys	Haiku	Blue John by Berlie Doherty Alternative Berlie Doherty novel or A Bear Grylls Adventure: Cave Challenge by Bear Grylls
	Outcome Fiction: fantasy story based on <i>Gorilla</i> Greater Depth Re-tell the story from the animal's viewpoint and include speech	Outcome To write a group list poem based on 'The Lost Lost-Property Office' by Roger McGough and perform Greater Depth: Write in couplets or change the setting of the poem e.g. 'Under the bed' or 'The back of the drawer'	Outcome Recount: diary from Leon's point of view Greater Depth Write from Abdul Kazam's point of view	Outcome Fiction: historical narrative from character's point of view Greater Depth Write from the point of view of the captain	Outcome To write a free verse, personal narrative poem based on the structure of 'Windrush Child', describing what it feels like to leave and go to a new place. Greater depth: Write a similar poem with freedom to change the structure and include feelings vocabulary.	Outcome Fiction: adventure story from point of view of the boy Greater Depth Write from the point of view of the God	Outcome Non-chronological report: information board for a rainforest exhibit Greater Depth Include an interactive element	Outcome To write individual Haiku based on the natural world and link these with others in the group to make a series, known as Renga Greater depth: To write individual Haiku as above, extend these to make the Tanka form and perhaps continue to link several to make Renga of their own	Outcome Explanation: letter in role as a caving expert, including an explanation Greater Depth Include a persuasive section about Treak Cliff Caverns
	Word	Poetry Keys: Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration, hyperbole Create own repeating patterns and experiment with simple forms	Word Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	Word Use Standard English forms for verb inflections	Poetry Keys: Use increasingly effective similes to create imagery Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration	Word	Word Recognise the grammatical difference between plural and possessive 's'	Poetry Keys: Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs Create own repeating patterns and experiment with simple forms	Word
	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials		Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Sentence		Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	Sentence		Sentence Build a varied and rich vocabulary and an increasing range of sentence structures
Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		Text <i>Build a varied and rich vocabulary</i>	Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms		Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text <i>Build a varied and rich vocabulary</i> Use paragraphs to organise information and ideas around a theme <i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</i>		Text Use paragraphs to organise information and ideas around a theme Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	
Punctuation Use commas after fronted adverbials Recap: Use inverted commas for direct speech		Punctuation Indicate possession by using the possessive apostrophe with plural nouns	Punctuation Use and punctuate direct speech (using dialogue to show the relationship between characters)		Punctuation Use and punctuate direct speech Use commas after fronted adverbials	Punctuation Indicate possession by using the possessive apostrophe with plural nouns.		Punctuation	

3	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2	Summer 2
	Seal Surfer by Michael Foreman The Dancing Bear by Michael Morpurgo	Dance with Me, Autumn by The Literacy Company	Winter's Child by Angela McAllister Ice Palace by Robert Swindell	Stone Age Boy by Satoshi Kitamura The Iron Man by Ted Hughes	The Magnificent Bull from the Dinka tribe	Big Blue Whale by Nicola Davies This morning I met a whale by Michael Morpurgo	Journey by Aaron Becker Tilly Mint Tales by Berlie Doherty	Apes to Zebras	Zeraffa Giraffa by Dianne Hofmeyr The White Fox by Jackie Morris
	Outcome Recount: letter in role recounting events of the story Greater Depth Write a letter from Grandad in response to one of his grandson's letters	Outcome To write and perform a five-couplet poem about winter, based on the structure of Sing to Me, Autumn Greater depth: Pupils should follow the same structure but ensure syllables per line are consistent throughout the poem	Outcome Fiction: fantasy story based on a fable Greater Depth Narrative from a different point of view	Outcome Fiction: historical narrative set in the Stone Age Greater Depth Write from the point of view of a person from the Stone Age	Outcome To write and perform a poem celebrating the blue whale in the style of a Dinka poem Greater depth: Pupils should follow the same structure but ensure syllables per line echo the original poem	Outcome Persuasion: informative article persuading for the protection of the blue whale Greater Depth Include a fact file about other endangered sea creatures	Outcome Fiction: adventure story based on <i>Journey</i> using the language of Berlie Doherty Greater Depth Include a new setting route to lead from one place into another	Outcome To write a concrete poem about a giraffe Greater depth: Pupils should reflect the part of the giraffe's body in the content of the line	Outcome Persuasion: tourism leaflet for the <i>Jardin des Plantes</i> in Paris Greater Depth Include a section of a researched Paris landmark
	Word	Poetry Keys: Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme Create own repeating patterns and use simple forms	Word Use a or an according to whether the next word begins with a vowel or consonant	Word Form nouns with a range of prefixes	Poetry Keys: Create similes	Word	Word Use a or an according to whether the next word begins with a vowel or consonant	Poetry Keys: Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme	Word
	Sentence Use prepositions to express time, place and cause.		Sentence Use conjunctions and adverbs to express, time, place and cause	Sentence		Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause	Sentence Use prepositions, conjunctions and adverbs to express time, place and cause		Sentence Build an increasing range of sentence structures
Text Group related ideas into paragraphs <i>Build a varied and rich vocabulary</i>	Text In narratives, create characters, settings and plot		Text Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	Text Use headings and sub-headings to aid presentation. Assess the effectiveness of own and others' writing		Text Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	Text Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation		
Punctuation Introduce inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech		Punctuation Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)	Punctuation		Punctuation	Punctuation		

2	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2	Summer 2	
	Troll Swap by Leigh Hodgkinson Trolls Go Home (Troll Trouble series) by Alan MacDonald	The Owl and the Pussycat by Edward Lear	The Owl Who Was Afraid of the Dark by Jill Tomlinson (picture book) The Owl Who Was Afraid of the Dark (chapter version) by Jill Tomlinson	Dragon Machine by Helen Ward The Dragonsitter Disasters (The Dragonsitter series) by Josh Lacey	Night Sounds by Berlie Doherty	Major Glad, Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton	The Last Wolf by Mini Grey Fantastic Mr. Fox by Roald Dahl	Fox by Kathy Henderson	Grandad's Secret Giant by David Litchfield The BFG by Roald Dahl	
	Outcome Fiction: story with focus on characters Greater Depth Story about two invented contrasting characters who swap places	Outcome To write the first two verses of a new poem based on The Owl and the Pussycat Greater depth: To write additional verses of a new poem based on The Owl and the Pussycat	Outcome Non-chronological report: fact sheet about owls Greater Depth Alter the layout to include own subheadings and extra features	Outcome Fiction: adventure story with change of character and machine Greater Depth Story written in 1 st person	Outcome To write a Night Sounds poem of their own based on Berlie Doherty's version Greater depth: To write an extended Night Sounds poem including questions and answers using their own repetitive phrases	Outcome Recount: diary entry of historical events from Major Glad's point of view Greater Depth Diary entry to include the feelings of Major Dizzy	Outcome Letter: letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP	Outcome Write a descriptive wildlife poem Greater depth: Research own animal to write a descriptive wildlife poem with an environmental message	Outcome Fiction: story with a moral focus Greater Depth Story from the point of view of the giant	
	Word	Poetry Keys: Experiment with words e.g. alliteration, humour Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	Word Add -ly to turn adjectives into adverbs	Word	Poetry Keys: Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	Word	Word Add -er and -est to adjectives Use homophones and near homophones	Poetry Keys: Experiment with words e.g. alliteration, humour Use adventurous word choices of nouns, adjectives and verbs to describe observations	Word Add suffixes to spell longer words (e.g. -ment, -ful)	
	Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words.									
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify		Sentence Use co-ordination (but, or)	Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when)		Sentence Use subordination (apply because, when; introduce that)	Sentence Use subordination (if, that)		Sentence Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify	
	Text		Text	Text Use present and past tenses correctly and consistently (some progressive)		Text Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	Text		Text Use present and past tenses correctly and consistently including the progressive form	
	Punctuation Use punctuation correctly - full stops, capital letters		Punctuation Use commas to separate items in a list	Punctuation Use punctuation correctly - exclamation marks, question marks		Punctuation Use punctuation correctly - introduce apostrophe for the possessive (singular)	Punctuation Use punctuation correctly - apostrophes for contracted forms			

1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2	Summer 2
	Lost and Found by Oliver Jeffers Salina Yoon's Penguin stories Be brave little penguin by Giles Andreae The Emperor's Egg by Martin Jenkins The Penguin who Wanted to Find Out by Jill Tomlinson	There Are No Such Things as Monsters!! by Roger Stevens	Nibbles: The Book Monster by Emma Yarlett Goldilocks and the Three Bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the Wild Things are by Maurice Sendak	The Lion Inside by Rachel Bright How to be a lion by Ed Vere The Tiger who came to Tea by Judith Kerr Mog the Forgetful Cat by Judith Kerr Zoo-ology by Joelle Jolivet	At the Zoo by W. M. Thacker	The Curious Case of the Missing Mammoth by Ellie Hattie Lost in the Toy Museum by David Lucas Woolly Mammoth by Mick Manning How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley A Great Big Cuddle by Michael Rosen	Toys in Space by Mini Grey Traction Man by Mini Grey Biscuit Bear by Mini Grey It was a dark and stormy night Janet and Allan Ahlberg One True Bear by Ted Dewan Dr Xargles by Jeanne Willis	Poetry Fruit Salad	Goldilocks and Just the One Bear by Leigh Hodgkinson Goldilocks and the Three Bears by Emma Chichester Clark Me and You by Anthony Browne Old Bear Stories by Jane Hissey Dogger by Shirley Hughes
	Outcome Fiction: adventure story based on the structure of <i>Lost and Found</i> Greater Depth Change the setting and characters of the story	Outcome To create and describe new monsters to add to the model poem Greater depth: To create and describe new monsters to write own version of the poem (including elements of rhyme)	Outcome Recount: diary entry based on Nibbles' adventures Greater Depth To add a new adventure based on a previously read text	Outcome Fiction: journey story based on the structure of <i>The Lion Inside</i> Greater Depth Change both animals in the story	Outcome Add their own items to a list poem about a visit to a museum Greater depth: Write a list poem of their own about a visit to a museum including elements of rhyme with the option to use own opening and closing lines	Outcome Fiction: adventure story based on the structure of <i>The Curious Case of the Missing Mammoth</i> with a change of character Greater Depth Change the setting of the story	Outcome Fiction: fantasy story based on the structure of <i>Toys in Space</i> , changing the characters Greater Depth Change the settings of the story Extension: Instructions	Outcome Write a poem about fruit using senses vocabulary in a shape and join with others to make a 'fruit salad' poetry sequence Greater depth: Write a shape poem or two as above with own choice of fruit and combine with a partner's poems to make their own 'fruit salad'.	Outcome Fiction: traditional story with new character or setting based on <i>Goldilocks and just the one bear</i> . Greater Depth Change the character/setting Extension: Non-chron. report
	Word	Poetry Keys: Create imaginative ideas List words and phrases Use simple language patterns e.g. repetition and rhyme	Word Use plural noun suffixes -s and -es	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	Poetry Keys: Play with words e.g. onomatopoeia, rhyme List words and phrases Use simple language patterns e.g. repetition and rhyme	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-	Poetry Keys: Create imaginative ideas Play with words e.g. onomatopoeia, rhyme Describe using the senses	Word
Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught and spell common exception words									
	Sentence Combine words to make sentences		Sentence Join words using <i>and</i>	Sentence Join words and clauses using <i>and</i>		Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>		Sentence Join words and clauses using <i>and</i> Use simple description
	Text		Text Sequence sentences to form short narratives (link ideas or events by pronoun)	Text		Text	Text		Text Sequence sentences to form short narratives (link ideas or events by pronouns)
	Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'		Punctuation Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people	Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks		Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark		Punctuation Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

EYFS

Texts	Outcomes	Communication and Language	Reading	Writing
<p>Autumn 1</p> <p>The Gingerbread Man by Mara Alperin</p>	<ul style="list-style-type: none"> To depict the main events of the story using between 3 and 5 images – pupils to mark make next to each image explaining what is happening 	<ul style="list-style-type: none"> Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
<p>Autumn 2</p> <p>Creepy Crawly by Anon Busy Bugs by James Carter</p>	<ul style="list-style-type: none"> Class performance poem 	<p>Begin to understand how to listen carefully and why listening is important</p> <ul style="list-style-type: none"> Engage in story time Engage in non-fiction books Learn new vocabulary Articulate their ideas and thoughts Describe events in some detail 		
<p>Autumn 2</p> <p>Star in a Jar by Sam Hay</p>	<ul style="list-style-type: none"> To label a plan and attempt to write a simple caption 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books. 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school’s phonic programme 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense
<p>Spring 1</p> <p>Silly Doggy by Adam Stower</p>	<ul style="list-style-type: none"> To rewrite the story 	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition 	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school’s phonic programme 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense

<p>Spring 2</p> <p>The Farmyard by A. A. Attwood</p>	<ul style="list-style-type: none"> • To contribute two lines to a class poem working in small groups 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Use new vocabulary throughout the day • Describe events in some detail • Begin to use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen • Learn rhymes poems and songs • Listen carefully to rhyme and songs paying close attention to how they sound 	<ul style="list-style-type: none"> • Blend sounds into words so that they can read short words • Read individual letters by saying the sounds for them • Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words 	
<p>Spring 2</p> <p>Supertato by Sue Hendra</p>	<ul style="list-style-type: none"> • To rewrite the story 	<ul style="list-style-type: none"> • Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them • Connect one idea or action to another using a range of connectives • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words • Read a few common exception words matched to the school's phonic programme 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letters • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense
<p>Summer 1</p> <p>Naughty Bus by Jan Oke</p>	<ul style="list-style-type: none"> • To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus 	<ul style="list-style-type: none"> • Use new vocabulary through the day • Articulate their ideas and thoughts • Describe events in some detail Listen to and talk about stories to build familiarity and understanding • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that each represent one sound and say sounds for them • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words • Read a few common exception words matched to the school's phonic programme 	<ul style="list-style-type: none"> • Form lower-case letters correctly Write short sentences with words with known sound letter correspondences • Spell words by identifying the sounds and then writing the sound with letter/s • Re-read what they have written to check that it makes sense

<p>Summer 2</p> <p>Eat Your Peas, Louise! by Pegeen Snow & Dinner-time Rhyme by June Crebbin</p>	<ul style="list-style-type: none"> • To contribute phrase/captions/lines to a class poem 	<ul style="list-style-type: none"> • Use new vocabulary in different contexts • Articulate their ideas and thoughts in well-formed sentences • Use talk to help work out problems and organise thinking and activities 	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words 	<ul style="list-style-type: none"> • Form lower case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s • Re-read what they have written to check that it makes sense
<p>Summer 2</p> <p>Something Else by Kathryn Cave</p>	<ul style="list-style-type: none"> • To orally retell the story • To rewrite a shortened version of the story 	<ul style="list-style-type: none"> • Develop narratives and explanations by connecting ideas or events. • Answer how and why questions in response to stories • Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future 	<ul style="list-style-type: none"> • Use phonic knowledge to decode regular words and read them aloud accurately • Read and understand simple sentences • Demonstrate understanding about what has been read to them 	<ul style="list-style-type: none"> • Use phonic knowledge to write words in ways that match spoken sounds • Write simple sentences (in meaningful contexts) • Apply taught digraphs into writing