

<u>Year 1:</u>						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic:	'Space' 	'Toy Story' 	'Home and Away' 	'Animals and creatures' 	'Seasons and adventures' 	'Historical Figures & Railways' 
Whole class texts:	Beegu Aliens love underpants	Dogger Non-Fiction (Toys)	Stanley's stick Lost and Found The Day the Crayons Quit	Where the Wild Things Are Animal Poetry	The Disgusting Sandwich We're going to find the monster	Paddington Bear Non-fiction (Railways/George Stephenson)
Other texts covered:	➤ The Smeds and the Smoos ➤ Man on the moon ➤ The first hippo on the moon ➤ Look up!	➤ I Love You, Blue Kangaroo ➤ Can I join your club? ➤ Mog's Christmas	➤ A Squash and a Squeeze ➤ Stanley's stick ➤ How to hide a lion ➤ The Way Back Home	➤ Harry and the dinosaurs ➤ Tyrannosaurus Drip ➤ Never show a T-Rex a book ➤ Marv and the Dino Attack	➤ The boy with flowers in his hair ➤ Our wild garden ➤ Loujain dreams of sunflowers	➤ The Sea Saw ➤ The Paper Bag Princess ➤ Journey ➤ Wave the Flag and Blow the Whistle

					➤ The Secret Sky Garden ➤ Poppy and the Blooms	
Text types:	• A report (simple sentence) • A short narrative • A wanted/missing poster • A recount (space week)	• A short narrative • A report	• A short narrative • A letter	• A short narrative • A poem	• A short narrative • A report	• A letter • A recount • A report
Pupil termly writing outcomes:	<u>Report: Landmark (simple sentence)</u> <i>Non-fiction / To inform</i> <u>Narrative: The story of Beegu</u> <i>Fiction/to inform & entertain</i> <u>Wanted/Missing Poster: Aliens love underpants:</u> <i>Fiction / to entertain/to inform</i>	<u>Narrative: Toys adventure</u> <i>Fiction / to entertain</i> <u>Report: Toys</u> <i>Non-fiction / to inform</i>	<u>Narrative: Stanley's stick</u> <i>Fiction / To entertain</i> <u>Narrative: Penguin adventure based on VIPERS text</u> <i>Fiction / to entertain</i> <u>Letter: From Duncan based on VIPERS text</u> <i>Fiction – to inform</i>	<u>Narrative: Where the wild things are</u> <i>Fiction / to entertain</i> <u>Narrative: Dinosaur egg discovery</u> <i>Fiction / to entertain</i> <u>Poetry: Animal similes</u> <i>Non-fiction / to inform</i>	<u>Instructions: How to make a disgusting sandwich</u> <i>Non-fiction instructions / to inform</i> <u>Narrative: We're going to find the monster</u> <i>Fiction / to entertain</i>	<u>Letter: Paddington Bear</u> <i>Fiction / to entertain/to inform</i> <u>Recount: Paddington Day</u> <i>Non-Fiction/to inform</i> <u>Report: Trains</u> <i>Non-fiction / to inform</i>

	<u>Recount: Space Week</u> <i>Non-Fiction/to inform</i>					
By the end of each term most children should:	● Segment sounds in words and write simple sentences/captions. ● Write simple sentences using a capital letter, finger spaces and full stop. ● BEGINS to use spacing between words. ● Use adjectives to describe nouns. ● BEGINS to use different features of texts with support (subheadings). ● Form MOST letters the correct orientation and the same size and relative to one another. ● Spell MOST reception common exception words and ● Spell SOME common exception words from Y1	● Write sentences using time connectives. ● Uses spacing between MANY words. ● Use the conjunction ‘and’ to extend sentences. ● Use their own ideas in writing. ● Uses new vocabulary and is excited about experimenting with new words. ● Uses capital letters for MANY names of people, places and the personal pronoun ‘I’. ● BEGINS to use question marks. ● Form handwriting clearly with MOST letters correctly formed. ● Spell MOST common exception words from Y1.	● Write at least 4 sentences to compose short narratives. ● Uses spacing between MOST words. ● Use extended sentences- conjunctions - but, so. ● Read work over to check it makes sense. ● BEGINS to use different features of texts with support (bullet points, subheadings). ● BEGINS to use exclamation marks. ● Form handwriting clearly with MOST letters correctly formed. (emerging use of cursive – lead) ● Spells MOST common exception words from Y1, and SOME from the Y2 list.			