

Whole School Literacy Curriculum Overview

Curriculum Milestones:

Transcription - Handwriting							
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Curriculum Expectation for end of year:
	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>		
F1	Children will use their own print to communicate meaning	Children will know how to draw circles	Children will know how to draw horizontal lines. Children will know how to draw vertical lines.	Children will begin to write their own name	Children will write some letters accurately	Children will write their name.	
	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	
	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>		
F2	Children will begin to learn how to correctly form the letters m,a,s,d t l n p g o c k u b f e l h r j v w x y z q Children will know how to write their name. Children will learn to place the letters on a line.	Children will continue to learn how to correctly form the letters m,a,s,d t l n p g o c k u b f e l h r j v w x y z q	Children will continue to learn how to correctly form the letters m,a,s,d t l n p g o c k u b f e l h r j v w x y z q	Children will practise how to correctly form the letters m,a,s,d t l n p g o c k u b f e l h r j v w x y z q <i>Children will begin to learn how to correctly form capital letters.</i>	Children will practise how to correctly form the letters m,a,s,d t l n p g o c k u b f e l h r j v w x y z q <i>Children will continue to learn how to correctly form capital letters.</i> <i>Children will begin to use books with tram lines (Y1)</i>	Children will continue to learn how to correctly form capital letters. <i>Children will continue to use books with a tram line learning where to place each letter.</i>	Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Write recognisable letters, most of which are correctly formed.

	Stage 13	Stage 14	Stage 15	Stage 16	Stage 17	Stage 18	
	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>		
Year 1	Children practise correct letter formation. Children will continue practising lower case letters correctly on a line guide (Green RWI group)	Children practise correct letter formation. Children will practise where to place upper case letters on a line guide (Purple RWI group)	Children practise correct letter formation. Children learn where to place the letters on a lineguide (lower case and corresponding uppercase). (Pink RWI group)	Children practise correct letter formation. Children will practise where to place the letters on a lineguide (lower case and corresponding uppercase). (Orange RWI group)	Children begin to practise a more mature style of writing where lower case letters are the correct size relative to one another. (Yellow RWI group) Children will begin to use books with smaller tram lines (y2)	Children begin to practise a more mature style of writing where lower case letters are the correct size relative to one another. (Yellow RWI group) Children will continue to use books with smaller tram lines learning where to place each letter.	Pupils should be taught to: Sit correctly at a table, holding a pencil comfortably and correctly. Begin 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.
	Stage 19	Stage 20	Stage 21	Stage 22	Stage 23	Stage 24	
	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>		
Year 2	Children practise a more mature style of writing where lower case letters are the correct size relative to one another. Capital letters will also be of the correct size. Spacing will reflect the size of the letters. (Blue RWI group)	Children practise a more mature style of writing where lower case letters are the correct size relative to one another. Capital letters will also be of the correct size. Spacing will reflect the size of the letters. (Grey RWI group)	Children begin to practise using some diagonal and horizontal strokes needed to join letters. They will also learn which letters are best left unjoined.	Children continue to practise using some diagonal and horizontal strokes needed to join letters. They will also learn which letters are best left unjoined.	Children continue to practise using some diagonal and horizontal strokes needed to join letters. They will also learn which letters are best left unjoined.	Children to practise using some diagonal and horizontal strokes needed to join letters. They will also learn which letters are best left unjoined.	Pupils should be taught to: 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.

Transcription - Dictated Sentences

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Curriculum Expectation for end of year:
	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>		
F1							
	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	
	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>		
F2		Will learn to write 2 word captions with taught gpc, I, the Eg the dog I ran	Will learn to write a simple phrase using taught gpc, also no, to, go, into Eg Go to the mat Put it into the pot No I am not	Will learn to write a short caption with finger spaces Use They was my Eg They can hop It was hot My pen	Children will begin to hold and write a short sentence with a full stop. Use he, she, said EG He said no She said yes	Children will begin to hold and write a short sentence with a full stop and capital letter. Use We Me Be EG We go into the shop Me and my dad. It can be my go	
	Stage 13	Stage 14	Stage 15	Stage 16	Stage 17	Stage 18	
	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>		
Year 1	Write a sentence including: - Set 1 GPCs - Put, the, I, no, of, my, for, he	Write a sentence including: - Adjectives - First 6 set 2 GPCs - Your, said, you are, be	Write a sentence including: - Second 6 set 2 GPCs - To, me, go, baby, days of the week - Plurals	Write a sentence including: -ed -ing - Conjunction 'and' - Set 3 GPCs9 - All, like, I've, want, call, we, her, she, some, so	Write a sentence including: - Set 2 and 3 GPCs - What, do, they, old, we	Write a sentence including: - Tense -ed endings - Saw, watch, school, their, were, who, I'm, there, any	Write from memory simple sentences dictated by the teacher that includes words using the GPCs and common exception words taught so far.
	Stage 19	Stage 20	Stage 21	Stage 22	Stage 23	Stage 24	
	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>		
Year 2	Write a sentence including: - Full stops, capital letters, question marks - noun phrases	Write a sentence including: - Conjunctions and, but, so - Commas in a list <i>Revisit last half term</i>	Write a sentence including: - questions, commands, exclamations. - Contracted words <i>Revisit last half term</i>	Write a sentence including: - Conjunctions because, when, if, so, so that <i>Revisit last term</i>	Write a sentence including: - Apostrophes for possession <i>Revisit prior learning</i>	Write a sentence including: Devise sentences to pick up on any misconceptions/ weaknesses	Write from memory simple sentences dictated by the teacher that includes words using the GPCs and common exception words taught so far.

Transcription - Spelling (phonics and other word spelling)

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Curriculum Expectation for end of year:
	Autumn Term		Spring Term		Summer Term		
F1							
	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	
	Autumn Term		Spring Term		Summer Term		
F2	Will learn to orally segment	Will write cv and some cvc with taught gpc Drawing Club Introduce spelling of 'l' 'the'	Children will know how to write CVC words. Drawing Club Introduce spelling of 'no' 'to' 'go' into'	Children will use known gpc to write a short caption Drawing Club Introduce spelling of 'they' 'was' 'my'	Children will use known gpc to write a short sentence Drawing Club Introduce spelling of 'he' 'she' 'said'	Children will continue to use known gpc to write a sentence. Drawing Club Introduce spelling of 'we' 'me' 'be'	Spell words by identifying sounds in them and representing the sounds with a letter or letters
	Stage 13	Stage 14	Stage 15	Stage 16	Stage 17	Stage 18	
	Autumn Term		Spring Term		Summer Term		
Year 1	Spell words containing sh, th, ch, qu, ng, nk, ll, ff, ss and ck. Spell put, the, I, no, of, my, for, he.	Spell words containing ay, ee, igh, ow, oo, oo in addition to previously taught GPCs. Spell your, said, be, you and are in addition to previously taught common exception words.	Spell words containing ar, or, air, ir, ou, and oy in addition to previously taught GPCs. Spell to, me, go, baby and days of the week in addition to previously taught common exception words.	Spell words containing Set 3 sounds in addition to previously taught GPCs. Spell all, like, I've, want, call, we, her, she, some and so in addition to previously taught common exception words.	Spell words containing all Set 2 and 3 sounds. Spell what, do, they, old and we in addition to previously taught common exception words.	Spell words containing all Set 2 and 3 sounds. Spell saw, watch, school, their, were, who, I'm, there, any and where in addition to previously taught common exception words.	spell: Words containing each of the 40+ phonemes already taught common exception words The days of the week Name the letters of the alphabet: 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 ♣ using the prefix un- ♣ using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - GDS

							apply simple spelling rules and guidance, as listed in English Appendix 1
	Stage 19	Stage 20	Stage 21	Stage 22	Stage 23	Stage 24	
	Autumn Term		Spring Term		Summer Term		
Year 2	Spell does, other, two, could, ball, would, water, wash, anyone, over, wasn't, through, once, son, whole, people in addition to previously taught common exception words.	Spell should, come, many, mother, father, above, here, buy, bought, great, someone, another walk, caught, worse, everyone, talk, thought, love, wear in addition to previously taught common exception words.	RWI Spelling Programme 2a Unit 1 or sound spelt a before l and ll Unit 2 soft c Special focus red words Unit 3 suffix y Unit 4 suffix y (words ending in e) Special focus homophones Unit 5 suffix ly Unit 6 The n sound spelt kn gn Special focus red words	RWI Spelling Programme 2a Unit 7 igh spelt y Unit 8 suffix ing Special focus homophones Unit 9 suffix ing Unit 10 the j sound Special focus contractions and apostrophes Unit 11 The o sound spelt a after w and qu Unit 12 suffix ed	RWI Spelling Programme 2a Special focus u spelt o and the or sound spelt ar after w Unit 13 suffix ed Unit 14 suffix ed Special focus possessive apostrophes RWI Spelling Programme 2b Unit 1 r spelt wr Unit 2 suffix er est Special focus red words Unit 3 suffix er est Unit 4 suffix er est	RWI Spelling Programme 2b Unit 5 ee spelt ey Unit 6 suffix ness Unit 7 suffix ness Unit 8 words ending -le Unit 9 words ending -el Unit 10 words ending -al Unit 11 & 12 suffix ful and less	spell by: ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl's book] ♣ distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1

Transcription - Punctuation

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Curriculum Expectation for end of year:
	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>		
F1							
	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	
	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>		
F2			Children will begin to recognise upper case letters and match them to the lower-case letters.	Children will begin to use a space to separate words.	Children will begin to use a full stop at the end of a sentence.	Children will begin to use a capital letter at the beginning of a sentence	
	Stage 13	Stage 14	Stage 15	Stage 16	Stage 17	Stage 18	
	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>		
Year 1	Children will begin to use a capital letter at the beginning of a sentence and a full stop at the end.	Children will write sentences that begin with a capital letter and end with a full stop.	Children to use capital letters for days of the weeks	Child begins to use capital letter to start a range of proper nouns	Children can recognise and use a question mark. Children will understand its purpose.	Children can recognise an exclamation mark and understand its purpose. Children are beginning to use exclamation marks in writing - GDS	Children are beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Children are using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
	Stage 19	Stage 20	Stage 21	Stage 22	Stage 23	Stage 24	
	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>		

Year 2	Recap how to use capital letters, full stops, question marks. Teach how to use an exclamation mark. <i>Stand alone sessions and then secure the application of taught punctuation when writing.</i>	Commas in a list Apostrophes for contracted forms <i>Stand alone sessions and then secure the application of taught punctuation when writing.</i>	Revisit commas in a list. Revisit apostrophes for contracted forms,	Apostrophes for possession.	Revisit commas in a list. Revisit apostrophes for contracted forms, Revisit apostrophes for possession.	Application of taught punctuation	Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
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Transcription - Grammar

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Curriculum Expectation for end of year:
	Autumn Term		Spring Term		Summer Term		
F1							
	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	
	Autumn Term		Spring Term		Summer Term		
F2							
	Stage 13	Stage 14	Stage 15	Stage 16	Stage 17	Stage 18	
	Autumn Term		Spring Term		Summer Term		
Year 1	Child understands the difference between common noun and proper noun.	Children understand that proper nouns begin with a capital letter.	using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs eating,]	using -ing, -ed, where no change is needed in the spelling of root words [for example, helping, helped,	using -er and -est where no change is needed in the spelling of root words [for example, quicker, quickest]	using the prefix un-	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 using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words
	Stage 19	Stage 20	Stage 21	Stage 22	Stage 23	Stage 24	
	Autumn Term		Spring Term		Summer Term		
Year 2	Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly] The present and past tenses correctly and consistently including the progressive form	Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Part 1 The present and past tenses correctly and consistently including the progressive form	Sentences with different forms: statements, questions, exclamation & commands The present and past tenses correctly and consistently including the progressive form	Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Part 2 The present and past tenses correctly and consistently including the progressive form	Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Part 3 - all The present and past tenses correctly and consistently including the progressive form	Revisit all previous grammar and apply in writing The present and past tenses correctly and consistently including the progressive form	learn how to use: ♣ sentences with different forms: statement, question, exclamation, command ♣ expanded noun phrases to describe and specify [for example, the blue butterfly] ♣ the present and past tenses correctly and consistently including the progressive form ♣ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ♣ the grammar for year 2 in English Appendix 2 ♣ some features of written Standard English

Whole School Literacy Curriculum Overview

Oral Composition & Comprehension

Curriculum Milestones:

Talk Through Stories

	Autumn Term		Spring Term		Summer Term		
F1	Engage in extended conversations about the stories: Harry and the Dinosaurs go to school. Enjoy listening to longer stories: Elmer, Farmer Duck, The best Gift of all Understand how others feel: Not Now Bernard Recall repeated phrase and what happened: Little Red Hen Non Fiction- Learn new vocabulary: Happy Non-Fiction- Knows print has different purposes All Kinds of People	Engage in extended conversations about the stories: I am a girl, Poppies Day Listen to longer stories and can remember what happens: Rama and Sita, The Donkey's first Christmas Spots words that rhyme: Stick man	Recall repeated phrases and what happened using 'We're going on a bear hunt' and 'The three little Pigs'. Engage in extended conversations about the stories "Ridiculous" Lost and Found Learn new vocabulary using the stories 'Blue Penguin' & 'Issac and Iris'	Knows there are different parts of story: Goldilocks & the 3 bears Engage in extended conversations about stories: Cinderella Learn new vocabulary using the story: Rosie's walk Be able to answer why questions using the story 'We're going on a picnic'.	Knows print has different purposes- Non Fiction: Chicken and Egg Also Broad Bean Knows there are different parts of story: Jack and the Beanstalk	Engage in conversations about feelings in stories: Titch and Omar and the bees'. Recall repeated phrases and what happened using 'The Enormous Turnip' Be able to answer why questions using the story 'Rain'. 'Engage in extended conversations about the stories 'The Very Hungry Caterpillar'.	
	Autumn Term		Spring Term		Summer Term		
F2	Talk Through Stories Ruby's Worry Click Clack Moo Farmer Duck	Talk Through Stories Frockodile Stickman Stanley Stick Once upon a Star	Talk Through Stories Ravi's Roar Lost & Found Can't you sleep little bear?	Talk Through Stories Handa's Hen Slow Samson Gecko's Echo	Talk Through Stories Five Minutes Peace Jasper* Jack & the Beanstalk* Billy and the Dragon	Talk Through Stories Rainbow Fish Tiddler My Monster & Me	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

	Autumn Term		Spring Term		Summer Term		
Year 1	A Little Bit Brave Billy and the Beast After the Fall Billy's Bucket	Aliens Love Underpants One Snowy Night Elmer	Burglar Bill Supertato The Scarecrow's Wedding Peace at Last Owl Babies	On the Way Home I'm in Charge Six Dinner Sid Cottonwool Colin	The Wall and the Wild Zog Poetry Week*	Winnie the Witch Dogger	Develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to and discussing a wide range of stories beyond that at which they can read independently ♣ being encouraged to link what they read or hear read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognising and joining in with predictable phrases ♣ discussing word meanings, linking new meanings to those already known
	Autumn Term		Spring Term		Summer Term		
Year 2	Where the Wild Things Are Cops and Robbers Hugless Douglas Room on the Broom The Invisible	The Lion Inside Mog the Forgetful Cat Perfectly Norman Anna Hibiscus' Song Billy Monster's Daymare	The Koala Who Could George and the Dragon The Tear Thief Rapunzel	Gigantosaurus The Wonky Donkey by Craig Smith How to be a Viking The Giant Jam Sandwich	The Owl Who Was Afraid of the Dark The Squirrels Who Squabbled There's a Snake in my School The Slightly Annoying Elephant	The Bear and the Piano My must have mum The Rapping Princess The Extraordinary Gardener	Pupils should be taught to: ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ♣ discussing their favourite words and phrases ♣ understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ making inferences on the basis of what is being said and done

Core Texts for English Sessions

	Autumn Term		Spring Term		Summer Term		Additional texts
F1	RWI Story and Poetry Time Incy Wincy Spider/ Alternative Hickory Dickory Dock / Alternative Twinkle Twinkle Little Star/ The apple Tree 5 fat peas Here are Grandma's Spectacles Head Shoulders Knees and Toes	RWI Grow vocabulary through the day 10 little fingers The Grand Old Duke of York	RWI build sentences orally RWI Make up stories 5 little men in a flying saucer 5 little speckled frogs 5 fat sausages 2 little dicky bird 5 big hippos	RWI Role play together Old Mother Hubbard Little Bo-Peep Jack and Jill Miss Polly had a Dolly When Goldilocks went to the house of the bears Cobbler Cobbler mend my shoe 5 little firemen	RWI Growing vocabulary through play 5 little monkeys swinging from a tree 5 little apples 5 little ducks	RWI Growing vocabulary through play Here is the beehive 10 little men	
F2	Drawing Club Not Now Bernard Mixed Wacky Races	Drawing Club Room on the Broom What is in the Witches' Kitchen The Ginger Bread man Three Billy Goats Gruff Wilo The Wisp Bat Fink	Drawing Club Captain Pugwash The 3 Little Pigs Popeye Penguin Goldilocks	Drawing Club The Magic Porridge Pot Bananaman meets Dr. Gloom The Hairy Toe Rapunzel Bgapuss the Old Man's Beard Superworm	Drawing Club We're going on a bear hunt The Tiger who came for tea. Little Red Hen Chicken Licken Mr Benn - Zookeeper Road Runner The Odd Egg	Drawing Club Pirate Pete Hanzel and Gretal The Night Pirates Jack and the Beanstalk Trap Door The Magic Roundabout	
Year 1	Fiction: Drawing Club Lost and Found A little bit brave Colour Monster Meg and Mog Little Rabbit Foo Foo - verbs Billy and the Beast Tiddler - nouns - common/proper nouns Christopher Pumpkin	Fiction: Poetry: Christmas/Winter (1 week) Drawing Club Little Red Riding Hood Aliens Wear Under Pants - un prefix A dark dark tale The enormous turnip Adjectives Giant Jam Sandwich	Fiction: Burglar Bill- Singular and plural nouns in dictated sentences. Supertato Prefix un dictated sentences. Stick corresponding words together eg un and fair, tidy etc. The Scarecrow's Wedding	Fiction: On the Way Home Linking two sentences using and - verbally and dictated. Orion and the Dark Cottonwool Colin Dictated sentences to	Fiction: Goldilocks and Just the One Bear Prefix un in independent sentences. Oi Cat Zog Non-Fiction: UK Countries	Fiction: Meesha Makes a Friend Winnie the Witch Independent sentences s and es in potion. Mr Big The Way Back Home (story writing) Ed endings in dictated sentences. Non-Fiction: Plants	

			Owl Babies (1 week) Peace at last (1 week) Non-Fiction: Transport	include ed and ing. Non-Fiction: PSHE Food Poetry: Nut tree		Joining sentences using and. Seaside Poetry:	
	Autumn Term		Spring Term		Summer Term		
Year 2	Fiction: Into the Forest-speaking & listening (1 week) Jack & the Beanstalk - character profile (1 week) Goldilocks & the Three Bears Story (2 weeks) The Three Little Pigs - Instructions (1 week) Into the Forest -Letter (1 week) Non-Fiction The Great Fire of London - report & diary (2 weeks)	Fiction: The Lion Inside (1 week) The way home for wolf (1 week) Meerkat Mail - letter (1 week) Non-Fiction: Lions (1 week) Meerkats (1 week) Yorkshire Wildlife Park - Recount (1 week) Poetry: Christmas/Winter (1 week)	Fiction: George's Marvellous Medicine - character profile, instructions & story (3 weeks) The Twits - character profile, diary (2 weeks) Non-Fiction: Kings & Queens (1 weeks)	Fiction: The Koala Who Could (1 week) Geronimo Non-Fiction: Penguins/ Antarctica (1 week) Continents & Oceans - NCR (2 weeks) Poetry: Roald Dahl's Revolting Rhymes (1 week)	Fiction: Tadpole's Promise (1 week) Squirrels who squabbled (1 week) The Owl who was afraid of the dark (1 week) Non-Fiction: Woodland animals (2 weeks) Old Moor - recount (1 week)	Fiction: There's a snake in my school The Slightly Annoying Elephant Non-Fiction: Kenya (2 weeks) Poetry: From around the world	

Oral & Written Composition

Curriculum Expectation for end of year:

Year 1	<i>Write sentences by:</i> - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read aloud their writing clearly enough to be heard by their peers and the teacher.
Year 2	<i>Develop positive attitudes towards and stamina for writing by:</i> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes <i>Consider what they are going to write before beginning by:</i> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence <i>Make simple additions, revisions and corrections to their own writing by:</i> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.