

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------------|---|---|---|--|---|---|
| Key Texts | <p><i>The Gruffalo</i> Julia Donaldson <i>The Smeds and the Smoos</i> Julia Donaldson <i>Monkey Puzzle</i> Julia Donaldson</p> | <p><i>Little Red</i> Bethan Woollvin <i>Aurora A Tale of the Northern Lights</i> Mandy Dwyer <i>The Night Before Christmas</i> Clement C Moore</p> | <p><i>We're All Wonders</i> RJ Palacio <i>Real Superheroes</i> DK <i>When We Grow Up</i> Melanie Walsh</p> | <p><i>Farmyard Hullabaloo</i> Giles Andreae <i>Commotion in the Ocean</i> Giles Andreae <i>Giraffes Can't Dance</i> Giles Andreae</p> | <p><i>The Extraordinary Gardener</i> Sam Broughton <i>The Tiny Seed</i> Eric Carle <i>The Very Hungry Caterpillar</i> Eric Carle</p> | <p><i>Star in the Jar</i> Sam Hay <i>Look Up!</i> Nathan Bryon <i>Man on the Moon</i> Simon Bartram</p> |
| Writing Outcome And Writing Purpose | <p>Narrative: A friendship story Purpose: To tell and write a friendship story</p> <p>Recount: Animal information Purpose: To inform</p> | <p>Narrative: A traditional tale Purpose: To tell and write a traditional tale</p> <p>Instructions: How to trap the Big Bad Wolf Purpose: To instruct</p> | <p>Narrative: A Superhero story Purpose: To tell and write a superhero story</p> <p>Information: A letter wanting to be a sidekick Purpose: To inform</p> | <p>Narrative: An animal story Purpose: To tell and write an animal story</p> <p>Poems: Animal poems Purpose: To describe</p> | <p>Narrative: A transformational story Purpose: To tell and write a transformational story</p> <p>Instructions: How to grow a garden plant/vegetable Purpose: To instruct</p> | <p>Narrative: A Finding Narrative Purpose: To tell and write a finding story</p> <p>Information: Poster to find a lost star Purpose: To inform (and describe)</p> |
| Grammar: Word | <p>Focus on: Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the Reception year. It is important to encourage the application of subject skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS offer. Phonetically plausible attempts will be expected until new graphemes have been taught.</p> | | | | | |
| | <p>Teach high frequency words: I, no, go, to, the, is, it, in, at, and,</p> | <p>Teach high frequency words: is, it, in, at, and, he, she, we</p> | <p>Teach high frequency words: Me, be, was, my, you</p> | <p>Teach high frequency words: her, they, all, are, some, one</p> | <p>Teach high frequency words:</p> | <p>Teach high frequency words:</p> |

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| | | | | | Said, come, do, so, were, when, | Have, there, out, like, little, what |
| Grammar: Sentence | Focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) | Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) | Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using 'and' Joining words and clauses using 'and' | Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using 'and' Joining words and clauses using 'and' | Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using 'and' Joining words and clauses using 'and' | Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using 'and' Joining words and clauses using 'and' |
| Grammar: Text | Focus on: Sequencing spoken sentences to form short narratives orally. Help retell stories orally by: 1) Using repeated story language e.g. she ran and she ran 2) Using time adverbials e.g. first, then, next, finally, eventually, suddenly | Build on previous units & focus on: Sequencing sentences to form short narratives Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran 2) Using time adverbials e.g. first, then, next, finally, eventually, suddenly | Build on previous units & focus on: Sequencing sentences to form short narratives Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran 2) Using time adverbials e.g. first, then, next, finally, eventually, suddenly | Build on previous units & focus on: Sequencing sentences to form short narratives Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran 2) Using time adverbials e.g. first, then, next, finally, eventually, suddenly | Build on previous units & focus on: Sequencing sentences to form short narratives Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran 2) Using time adverbials e.g. first, then, next, finally, eventually, suddenly | Build on previous units & focus on: Sequencing sentences to form short narratives Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran 2) Using time adverbials e.g. first, then, next, finally, eventually, suddenly |
| Grammar: Punctuation | Focus on: Letter formation Separation of words with spaces | Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I | Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full stops | Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full stops | Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full stops Capital letters for names | Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full stops Capital letters for names |
| Terminology for Pupils | Letter, capital letter, word, sentence, full stop, question mark | | | | | |



Seeking life in all its fullness