

	Autumn term		Spring term		Summer term	
	Transition Books	Transition Books	Picture book / non-fiction book / short story	Picture book / non-fiction book / short story	Picture book / non-fiction book / short story	Picture book / non-fiction book / short story
Book choices	<i>Funnybones</i> <i>Danny's Picture</i> <i>Greedy Goat</i> <i>The Day the Crayons Quit</i> <i>Brown Bear, Brown Bear</i> (1 week per text) (	<i>How to be a Lion</i> <i>Billy's Bucket</i> <i>Giraffe's Can't Dance</i> <i>Spinderella</i> (1 week per text)	<i>Stanley's Stick</i> <i>Dogger</i> (2 weeks per text)	<i>April Rain</i> (1 week) <i>Old Bear</i> (1 week) <i>Fox's Socks</i> – poetry focus	<i>Magic Beach</i> (1 week) <i>The Lighthouse Keeper's Lunch</i> (1 week)	<i>Not Now Bernard</i> (1 week) <i>Where the Wild Things Are</i> (2 weeks)
Narrative focus	Traditional Tales – Fairy tales LRRH (2 weeks)		Contemporary fiction – stories reflecting children's own experience (4 weeks or 2+2 weeks)		Stories with predictable phrasing (6 weeks or 2+2+2 weeks)	
Brief	<p>Children will read a range of fairy tales discussing the repetitive language and similar themes in stories. The children will develop their oracy skills, practising their use of intonation and expression through shared reading of key phrases in the stories.</p> <p>The focus for writing will be description. The children will generate adjectives to describe the main characters in the story of Little Red Riding Hood. E.g. 'The scary, sneaky wolf' Additionally the children will re-tell a traditional story, summarising the main points in the beginning, middle and end of the story. Writing will focus on sentence construction and use of basic adjectives</p>		<p>Children will read a range of texts, discussing the pattern and language used by authors to gain attention and add detail.</p> <p>The children will begin to plan their own ideas for stories, using ideas from the text they share/ e.g. After reading Stanley's Stick, the children will generate their own ideas for what their own magic stick could turn into. The children will use these ideas to compose their own simple sentences to describe the objects they create.</p>		<p>Children will write simple sentences using patterned language, words and phrases taken from familiar stories to write their own simple narratives based on a shared text. E.g. After enjoying 'The Magic Beach', the children will create their own magic beaches and focus on the use of adjectives to describe the setting they create at their own magic beach. They will also follow text's structure e.g. using repetitive phrases to compose their own narratives and build sentences.</p>	
Non-fiction focus	Labels, lists and captions (1 week)	Recounts (2 weeks or 1+1 week)	Reports (2 weeks)	Instructions (2 weeks)	Reports (2 weeks) Continued from Spring term	Explanations (2 weeks)
Brief	In this short unit the children will write simple labels and sentences, using their phonetic knowledge to help make plausible attempts at	In this unit the children will write simple first-person recounts based on a personal experience. Writing will focus on using adverbs of time to	In this unit the children will write a non-chronological style report on materials. This will link to the year 1 science topic 'Materials' The	In this unit the children will learn about the importance of instructions. They will look at a range of different instructions and	In this unit, the children will write a simple non-chronological report using a simple series of sentences to describe the seasons and the weather.	In this unit the children will learn how to write clear and simple explanations. The children will draw their own pictures and use

	<p>words. Writing will link to Year 1 Science topic, Animals and Living Things, where the children learn about the 5 senses and the human body. The children will add labels to a body outline, labelling key parts of the body.</p>	<p>aid sequencing. Writing will be based on The Animal Man visit in Autumn term and Victorian School Day Spring term.</p>	<p>children will consider how to organise their writing and use sub-headings on types of materials, uses and properties. There will be a focus on accurate use of punctuation and writing simple, phonetically plausible sentences.</p>	<p>where and how they are used. Additionally, they will look at the organisation features of instructional texts and use of verbs to begin sentences. The children will then write their own set of instructions linked to the Year 1 science topic 'plants'. The children will write their own simple set of instructions explaining how to plant a seed, after completing this task in their science lessons.</p>	<p>Writing will have a cross curricular focus, linking to both year 1 science topic. 'Seasonal Change' and also year 1 geography objectives, describing the weather. The children will learn how writing needs to be in a specific order. The children will plan, write a record a simple weather forecast Additionally, the children will begin to use formal, impersonal language to write their report.</p>	<p>given images to illustrate a simple process and prepare sentences to support their explanation. As in all writing units, focus on accurate punctuation and phonetically plausible sentences. Additionally, children will be encouraged to use technical, topical vocabulary to explain specific features. Writing will be based on the topic of Lighthouses, linking to our text focus, 'The Lighthouse Keeper's Lunch' and our history topic about Historical Heroes, where we learn about Grace Darling.</p>
--	--	---	---	---	--	---