

Intent

In the Jubilee with Pebblebed Federation, we believe that words are the building blocks of learning. Language is the means by which children are able to express who they are and influence those around them, thereby fulfilling the school vision to 'Be who God meant you to be and you will set the world on fire'. It is our intent therefore, to provide children with an inspirational English curriculum that will create a thirst for the development of vocabulary. This in turn will lead to an ability to communicate effectively across all areas of the curriculum, both orally and when writing, whilst developing reading skills to increase independence.

We recognise the importance of nurturing a culture where children take pride in their written work, where they can write clearly and accurately and adapt their language and writing style for a range of contexts. Therefore, we deliver a cross-curricular approach to the teaching of Literacy, engaging children by teaching from high-quality texts in many genres which are, wherever possible, linked to their learning in other areas of the curriculum.

Children are able to experience real examples of writing: they are introduced to a range of local authors, as well as those from different countries and cultures.

By understanding our children, their interests and their experiences, we are able to seek out exciting opportunities which allow for the development of writing for all. Children are encouraged to read and write for a range of practical purposes and audiences, while developing enjoyment in reading and writing for their own sake and as a means to develop their creativity, through the expression of their ideas, knowledge and opinions.

A writer from the Jubilee with Pebblebed Federation will:

- Develop a neat, legible, consistent and accurate style of cursive handwriting.
- Develop the grammatical understanding needed to be able to discuss their reading and writing and to talk and write with accurate syntax and grammar where it is required.
- Be able to apply the patterns and rules taught effectively, to develop and maintain accuracy in spelling.
- Plan and organise the structure of their writing, making appropriate use of paragraphs and using strategies to develop cohesion within and between paragraphs.
- Become confident in writing in a range of styles and genres, adapting the language, structure and style of their writing according to its purpose and audience.
- Show awareness of audience, carefully selecting words and phrases for impact and considering the effect they will have on the reader of their writing.
- Show pride in their writing, both in English and across the curriculum.
- Be able to express their individuality in their writing, through what they choose to write about as well as the way they express themselves.



Cycle A	Autumn			Spring			Summer			
Topic	Childhood			Bright Lights	Big City		School Days			
	Shade and S	Shelter (Everyday I	Materials)	• Taxi			Plant Parts			
	Let's explore	e the world		Rain and Su	n Rays		Animal Parts			
							Street View			
				The Neughts Train Ride Mis Dought the			Chop, Slice, Mash			
Progression of Core Texts	Outdoor Wonderland (Y2/3 text)	Fatou, Fetch the Water	What I like (Y1 text)	The Naughty Bus	Train Ride	My Day at the Zoo	Daisy Doodles By Michelle Robinson	Seed to Sunflower	Zim, Zam, Zoom	
Genre	Instruction Writing	Narrative using patterns and settings	Poems about the senses	Character & settings description Descriptive Writing	Poetry	Recount	Narrative	Non-Fiction Information poster	Poetry:	
Key Tasks/ outcomes, including independent purposeful writing outcomes	To write a page for an information book that contains a set of instructions.	To write own version of the story using the pattern and a familiar setting.	To write a poem based on one of the senses.	To write own story about the adventures of a favourite toy.	To write a 'journey' story with a clear sequence of events in the style of 'The Train Ride'.	To write a recount of a school trip or event.	Write their own birthday story	To create a poster or booklet about the life cycle of another plant or animal which includes an introduction, labelled pictures, clear information and an associated glossary using the non-fiction voice of a scientist.	Perform a poem as part of a class/group, using intonation, rhythm and rhyme to entertain an audience. Write a poem using ideas from the models provided, showing word choice for effect on the reader and rhythm appropriate to	

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									the particular poem.
Key vocabulary	sentence, full stop, exclamation mark, question mark, comma, apostrophe, possessive, statement, question, exclamation, command	sentence, full stop, exclamation mark, question mark, noun, verb, adjective, expanded noun phrase, noun phrase.	letter, word, suffix, root word, noun, verb, expanded noun phrase, finger space	letter, capital letter, word, sentence, punctation, full stop, question mark, exclamation mark statement, question, exclamation, command tense, progressive		letter, capital letter, word, singular, sentence, punctuation, full stop, exclamation mark noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	capital letter, sentence, punctuation, full stop noun, noun phrase, adjective	letter, capital letter, word, sentence, punctuation, full stop compound, verb, comma	letter, capital letter, word sentence, punctuation, full stop, question mark, exclamation mark.
EYFS/	3 and 4 year	3 and 4 year	3 and 4 year	3 and 4 year	3 and 4 year	3 and 4 year	3 and 4 year	3 and 4 year	3 and 4 year olds
Foundation Objectives Children will be encouraged, taught and provided with opportunities to:	olds will be learning to: Communication and Language Enjoy listening to stories and can remember much of what happens	olds will be learning to: Communication and Language Enjoy listening to stories and can remember much of what happens	olds will be learning to: Communication and Language Enjoy listening to stories and can remember much of what happens	olds will be learning to: Communication and Language Enjoy listening to stories and can remember much of what happens	olds will be learning to: Communication and Language Enjoy listening to stories and can remember much of what happens	olds will be learning to: Communication and Language Enjoy listening to stories and can remember much of what happens	olds will be learning to: Communication and Language Enjoy listening to stories and can remember much of what happens	olds will be learning to: Communication and Language Enjoy listening to stories and can remember much of what happens	will be learning to: Communication and Language Enjoy listening to stories and can remember much of what happens Use a wider range of vocabulary



Use a wider	Use a wider	Use a wider	Use a wider	Use a wider	Use a wider	Use a wider	Use a wider	
range of	range of	range of	range of	range of	range of	range of	range of	Use longer
vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	sentences of four
,	,	,	,	,	,	,	,	to six words
Retell the story,	Literacy	Literacy	Use longer	Use longer	Use longer	Use longer	Use longer	
once they have	Understand the	Understand the	sentences of	sentences of	sentences of	sentences of	sentences of	Understand
developed a	5 key concepts	5 key concepts	four to six	four to six	four to six	four to six	four to six	'why' questions,
deep familiarity	about print	about print	words	words	words	words	words	like: "Why do
with the text,								you think the
some as exact	Engage in	Physical	Retell the story,	<u>Literacy</u>	Literacy	Literacy	Be able to	caterpillar got
repetition and	extended	Development	once they have	Understand the	Understand the	Understand the	express a point	so fat?"
some in their	conversations	Use one-handed	developed a	5 key concepts	5 key concepts	5 key concepts	of view and to	
own words.	about stories,	tools and	deep familiarity	about print	about print	about print	debate when	Literacy
	learning new	equipment, for	with the text,	·	·	·	they disagree	Understand the 5
Literacy	vocabulary	example making	some as exact	Physical	Physical	Engage in	with an adult or	key concepts
Understand the	,	snips in paper	repetition and	Development	Development	extended	a friend, using	about print
5 key concepts	Physical	with scissors	some in their	Use one-handed	Use one-handed	conversations	words as well as	·
about print	Development		own words.	tools and	tools and	about stories,	actions	Write some
·	Use one-handed	Show		equipment, for	equipment, for	learning new	Use talk to	letters accurately
Engage in	tools and	preference for a	<u>Literacy</u>	example making	example making	vocabulary	organise	·
extended	equipment, for	dominant hand.	Understand the	snips in paper	snips in paper		themselves and	Physical
conversations	example making		5 key concepts	with scissors	with scissors	Write some	their play: "Let's	Development
about stories,	snips in paper		about print			letters	go on the	Use one-handed
learning new	with scissors			Use a	Use a	accurately	busyou sit	tools and
vocabulary			Engage in	comfortable	comfortable		thereI'll be the	equipment, for
	Show		extended	grip with good	grip with good	<u>Physical</u>	driver."	example making
<u>Physical</u>	preference for a		conversations	control when	control when	Development		snips in paper
<u>Development</u>	dominant hand.		about stories,	holding pens	holding pens	Use one-handed	<u>Literacy</u>	with scissors
Use one-handed			learning new	and pencils.	and pencils.	tools and	Understand the	
tools and			vocabulary			equipment, for	5 key concepts	Use a
equipment, for				Show	Show	example making	about print	comfortable grip
example making			<u>Physical</u>	preference for a	preference for a	snips in paper		with good control
snips in paper			<u>Development</u>	dominant hand.	dominant hand.	with scissors	Engage in	when holding
with scissors			Use one-handed				extended	pens and pencils.
			tools and			Use a	conversations	
Show			equipment, for			comfortable	about stories,	Show preference
preference for a			example making			grip with good	learning new	for a dominant
dominant hand.						control when	vocabulary	hand.

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Writing Curricularit F	IGIT CIGSS I						
		snips in paper			holding pens		
		with scissors			and pencils.	Write some	
						letters	
		Use a			Show	accurately	
		comfortable			preference for a		
		grip with good			dominant hand.	Physical	
		control when				Development	
		holding pens				Use one-handed	
		and pencils.				tools and	
						equipment, for	
		Show				example making	
		preference for a				snips in paper	
		dominant hand.				with scissors	
						Use a	
						comfortable	
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						control when	
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and Language and Lai	nguage and Language	and Language	and Language	and Language	and Language	and Language	and Language
Understand Unders	tand Understand	Understand	Understand	Understand	Understand	Understand	Understand how
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important import		important	important	important	important	important	
	·						
Learn new Learn r	ew Learn new	Learn new	Learn new	Learn new	Learn new	Learn new	Learn new
vocabulary vocabu	lary vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary



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to achieve a good posture when sitting at a table or sitting on the floor. The floor of the flo				•			•	•		
good posture when sitting at a table or sitting on the floor. Spell words by identifying the sound with letters. Spell words by identifying the sounds and they writing the sounds and they identifying the sounds and they writing the sounds and they identifying the sounds and they identifying the sounds and they writing the sounds and they identifying the sounds and they writing the sounds and they identifying the sounds and they writing the sounds and they identifying the sounds and they writing the sounds and they identifying the sounds and they writing the sounds and they identifying the sounds and they writing the sounds and they identifying the sounds and they writing the sounds and they writing the sounds and they identifying the sounds and they writing the sounds and they when sitting and vocabulary. Spell words by identifying the sounds and they when sitting and vocabulary. Spell words by identifying the sounds and they when sitting and vocabulary. Spell words by identifying the sounds and they when sitting and vocabulary. Spell words by identifying the sounds and they when sitting and vocabulary. Spell words by identif		•	_	_		·	sound with		-	sound
when sitting at a table or sitting on the floor. Spell words by identifying the sound with letters. Spell words by identifying the sounds and they writing the sounds and they identifying the sounds are the first at a table or sitting own with inter		to achieve a	to achieve a	_		•	letters.	with the text,	new knowledge	correspondences
a table or sitting on the floor. Spell words by identifying the sounds and they writing the sound with letters. Spell words by identifying the sounds and they identifying the sounds and they letters correctly Spell words by identifying the sounds and they letters correctly Spell words by identifying the sounds and they letters. Spell words by identifying the sounds and they letters. Spell words by identifying the sounds and they letters. Spell words by identifying the sounds and they letters. Spell words by identifying the sounds and they letters. Spell words by identifying the sounds and they letters. Spell words by identifying the sounds and they letters correctly with known letter-sound correspondence sound with letters. Spell words by identifying the sounds and they letters correctly with known letter-sound correspondence exception letter words. Spell words by identifying the sounds and they letters. Spell words by identifying the sounds and they with known letter-sound correspondence sound with letters. Spell words by identifying the sounds and they with known letter-sound correspondence sound with correspondence sound with letters.		good posture	good posture	on the floor.	case and capital	new knowledge		some as exact	and vocabulary	and , where
on the floor. Spell words by identifying the sounds and they writing the sound with letters. Spell words by identifying the sounds and they belongment Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Spell words by identifying the sounds and they Development Use their core muscle strength letters. Spell words by identifying the sounds and they Development Use their core muscle strength letters. Spell words by identifying the sounds and they Development Use their core muscle strength letters. Spell words by identifying the sound sand they belong the sound with letters. Spell words by identifying the sound sand they when sitting at a table or sitting on the floor. Spell words by identifying the sounds and they when sitting at a table or sitting on the floor. Spell words by identifying the sounds and they identifying the sounds and they belong the sounds and they identifying the sounds		when sitting at	when sitting at		letters correctly	and vocabulary.	<u>Physical</u>	repetition and		necessary, a few
identifying the sounds and they writing the sound with letters. Spell words by identifying the sounds and they videntifying the sounds and they believed sounds and they writing the sounds and they believed sounds and they with known letter-sound with letters. Physical Development Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Physical Development Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Write short sentences made up of words with known sentences made letter-sound correspondence sound with letter-sound necessary, a few known sound-letter sound with letters. Spell words by identifying the sounds and they writing the sounds with known letter-sound correspondence exception letter sound correspondence sound with correspondence sound with letters.		a table or sitting	a table or sitting				Development	some in their	<u>Literacy</u>	exception words.
sounds and they writing the sound with letters. Spell words by identifying the Sounds and they Development Use their core muscle strength Sounds and they writing the sounds and they with sound with letters. Sounds and they writing the sounds and they writing the muscle strength Sounds and they writing the sounds and they writing the letters. Spell words by identifying the sounds and they writing the sounds and they writing the letters. Spell words by identifying the sounds and they writing the sounds and they writing the sound with letters. Spell words by identifying the sounds and they writing the sounds and they writing the sound with letters. Spell words by identifying the sounds and they writing the sound with letter-sound correspondence sound with letters. Spell words by when sitting at a table or sitting on the floor. Write short with known sound, where words words with known letter-sound correspondence sound with sound-letter sound with letters.		on the floor.	on the floor.		Spell words by	<u>Literacy</u>	Use their core	own words.	Read simple	
writing the sound with letters. Spell words by identifying the Development Use their core muscle strength Writing the sound with letters. Ietters correctly good posture when sitting at a table or sitting on the floor. Spell words by identifying the sounds and they writing the sounds and they Use their core muscle strength When sitting at a table or sitting on the floor. Write short with known sound with letter-sound correspondence sound with correspondence sound with letters. Writing the sound sand they writing the sound with letter-sound correspondence sound with letters. Writing the sound with known letter-sound correspondence sound with sound-letter sound correspondence sound with letters.					identifying the	Form lower-	muscle strength		phrases and	Form lower-case
sound with letters. Spell words by identifying the Sounds and they Development Use their core muscle strength Spell words by identifying the sounds and they Use their core muscle strength Spell words by identifying the sounds and they brases and sentences made up of words with known sound-letter-sound with known letter-sound with known letter-sound necessary, a few known sound-correspondence sound with letters. Spell words by identifying the sounds and they writing the sounds with known letter-sound necessary, a few known sound-letter sound with letters. Spell words by identifying the sounds and they writing the sounds with known letter-sound necessary, a few known sound-letter sound with letters.					•	case and capital	to achieve a	<u>Literacy</u>	sentences made	and capital
letters. Spell words by identifying the sounds and they Use their core muscle strength Development mu					writing the	letters correctly	good posture	Read simple	up of words	letters correctly
Physical Sounds and they Sounds and they Sounds and they Writing the Sound with So					sound with		when sitting at	phrases and	with known	
Physical Sounds and they With known s and , where words with known letter-sound letter correspondence corre					letters.	Spell words by	a table or sitting	sentences made	letter-sound	Write short
Development Use their core muscle strength letters. Development Use their core muscle strength Development Use their core muscle strength letters. Development writing the sound with correspondence of the sound with letters words. Development writing the sound with correspondence of the sound with letters words. Development Use their core sound with letters words. Development writing the sound with letters words. Development Use their core sound with letters words. Development Use their core with letters with letters with letters words with letters words. Development Use their core with letters with letters with letters with letters words with letters words words with letters words with letters words with letters words words with letters words words with letters words words words with letters words with letters words words words words with letters words words words words words words words with letters words words words words with letters words with letters words w						identifying the	on the floor.	up of words	correspondence	sentences with
Use their core sound with correspondence exception letter muscle strength letters. s and , where words. correspondences					<u>Physical</u>	sounds and they		with known	s and , where	words with
muscle strength letters. s and , where words. correspondences					<u>Development</u>	writing the		letter-sound	necessary, a few	known sound-
					Use their core	sound with		correspondence	exception	letter
to achieve a necessary, a few using a capital					muscle strength	letters.		s and , where	words.	correspondences
					to achieve a			necessary, a few		using a capital
good posture Physical exception letter and full					good posture	<u>Physical</u>		exception		
when sitting at <u>Development</u> words. stop.					when sitting at	Development		=		stop.

Aubitee with Pebblebed Federation

 ricing Curriculum	i i idii Ciass I			 		
		a table or sitting	Use their core		Form lower-	
		on the floor.	muscle strength	Form lower-	case and capital	Re-read what
			to achieve a	case and capital	letters correctly	they have written
			good posture	letters correctly		to check that it
			when sitting at		Write short	makes sense.
			a table or sitting	Spell words by	sentences with	
			on the floor.	identifying the	words with	<u>Physical</u>
				sounds and they	known sound-	<u>Development</u>
				writing the	letter	Develop the
				sound with	correspondence	foundations of a
				letters.	s using a capital	handwriting style
					letter and full	which is fast,
				Write short	stop.	accurate and
				sentences with		efficient
				words with	Re-read what	
				known sound-	they have	
				letter	written to check	
				correspondence	that it makes	
				s using a capital	sense.	
				letter and full		
				stop.	<u>Physical</u>	
					<u>Development</u>	
				Re-read what	Develop the	
				they have	foundations of a	
				written to check	handwriting	
				that it makes	style which is	
				sense.	fast, accurate	
					and efficient	
				<u>Physical</u>		
				<u>Development</u>		
				Develop the		
				foundations of a		
				handwriting		
				style which is		
				fast, accurate		
				and efficient		



Year 1	Use capital	Compose	Say out loud	Punctuate	Say out loud	Combine words	Leaving spaces	Leave spaces	Leave spaces
Objectives	letters to begin	sentence orally.	what they are	sentences using	what they are	to make	between words	between words.	between words.
	a sentence and		going to write.	a capital letter	going to write	sentences.	joining words		
Children will be	for 'I'.	Use joining		and a full stop,	about,		and clauses/	Combine words	Join words and
taught to:		words 'and'.	Leave spaces	question mark	composing a	Join words and	sentences using	to make	clauses/
	Use finger		between words.	or exclamation	sentence orally	clauses/	'and'.	sentences.	sentences using
	spaces	Finger spaces.		mark.	before writing	sentences using			'and'.
	appropriately.		To use words		it.	'and'.	Begin to	Join words and	
	Use end of	Capital letter for	ending in -ing,	Use a capital	Sequence	Begin to	punctuate	clauses/	Begin to
	sentence	people's names.	changing the	letter for names	sentences to	punctuate using	sentences using	sentences using	punctuate
	punctuation		root word	of people,	form short	a capital letter	a capital letter	'and'.	sentences using a
	(.!?).	Use of	(verb).	places, days of	narratives.	and a full stop	and a full stop,		capital letter and
		adjectives.		the week and		of exclamation	question mark	Begin to	a full stop,
	Use verbs		To understand	the personal	Begin to	mark.	or exclamation	punctuate	question mark or
	Use joining		what a noun is.	pronoun 'l'.	punctuate		mark.	sentences using	exclamation
	words 'and'.				sentences using	Use a capital		a capital letter	mark.
			To understand		a capital letter	letter the		and a full stop,	
			what a verb is.		for the personal	personal		question mark	
					pronoun 'l '	pronoun 'l'.		or exclamation	
			To create					mark.	
			expanded noun			Learn how to			
			phrases.			use both		Learn how to	
						familiar and		use both	
						new		familiar and	
						punctuation		new	
						including full		punctuation	
						stops, capital		correctly	
						letters,		including full	
						exclamation		stops and	
						marks.		capital letters.	
						Learn how to			
						use exclamatory			
						sentences.			
Year 2	Use	Encapsulate	Create	Use both		Learn how to	Learn how to	Learn how to	Learn how to use
Objectives	grammatical	what they want	expanded noun	familiar and		use both	use both	use both	both familiar and
30,000,703	patterns to	to say sentence	phrases.	new		familiar and	familiar and	familiar and	new punctuation
	indicate	by sentence.	p.iiases.	punctuation		new	new	new	correctly
	marcate	by scrittinee.	l	parictuation		TICVV	110 44	TICVV	correctly



Children will be	function of		Be able to proof	correctly	punctuation	punctuation	punctuation	including full
taught to:	sentence.	Re-read for	read work for	(including . CL!	correctly	correctly,	including	stops, capital
		sense.	punctuation and	?).	including	including full	exclamation	letters,
	Use past and		spelling.		question marks.	stops, capital	marks and	exclamation
	present	Verbs indicating		Use sentences		letters,	question marks.	marks, question
	consistently	time are used	Encapsulate	with different	Learn how to	exclamation		marks.
	including	correctly and	what they want	forms:	use sentences	marks, question	Learn how to	
	progressive.	consistently.	to say sentence	statement,	with different	marks.	use commas to	Learn how to use
			by sentence.	question,	forms:		separate items	expanded noun
	Use	Use of question		exclamation,	statement,	Learn how to	in a list.	phrases to
	subordination	marks and	Use progressive	command.	question,	use expanded		describe and
	(when, if, that,	exclamation	present tense	Consistently use	command,	noun phrases to	Learn how to	specify.
	or , because).	marks.	consistently.	verbs in the	understanding	describe and	use the present	
				progressive	how the	specify.	and past tenses	
	Learn how to	Use expanded		form.	grammatical		correctly and	
	use familiar and	noun phrases.			patterns in a		consistently	
	new			Use the past	sentence		throughout	
	punctuation			and present	indicate its		writing.	
	correctly (. CL!			tenses correctly	function.			
	?,') for			and			Learn how to	
	contracted			consistently.	Learn how to		use	
	forms and the				use the present		subordination	
	possessive				and past tenses		(when, if,	
	(singular).				correctly and		because).	
					consistently.		_	
							Learn how to	
					Learn how to		use	
					use the		coordination	
					progressive		(or, and, but).	
					form of verbs in			
					the present and			
					past tense to			
					mark actions in			
					progress			
					learn how to			
					use some			
					features of			

Jubilee with Debblehed Federation

Spelling				No Nonsense Spel						
Links to Guided & Class Reading		basic font to supper dead Phonics Bug rea	ding books in line		ching to allow conniction connictions cards provided	nsolidation of dec	oding skills for pa	rticular sounds as		
	We're Going on Helen Oxenbury It's a No-Money Dunderstanding) Love you Forever Once there were Mr Nobody by Wa	ony Browne n by Anthony Browr a Bear Hunt by Mi Day by Kate Milner (by Robert Munsch Giants by Martin Wa alter de la Mare (pool lcdonald Partridge b	chael Rosen and empathy and addell em)	Goes to Town by I Katie in London by The King's Hats by King Charles by Isa Big Dreams series, The Town Mouse First Reading) by S Winnie the Pook	y James Mayhew Sheila Bird Abel Sanchez Vegar Frances Lincoln) And the Country M Gusanna Davidson	a (Little People, louse (Usborne	Please Mrs Butler/ Heard it in the Playground by Alla Ahlberg Cops and Robbers by Allan Ahlberg Each, Peach, Pear, Plum by Allan Ahlberg Peepo by Allan Ahlberg The Naughtiest Girl at School by Enid Blyton The Name Jar by Yangsook Choi (Cultural Diversity) Rosie Revere, Engineer/ Iggy Peck, Architect/Ada Twist, Scientist/ Aaron Slater, Illustrator by Andrea			
Suggested texts for additional sequences										

Cycle B	Autumn			Spring			Summer			
Topic	Movers & Sh	nakers		Magnificent	Monarchs		Coastlines			
	Human Surv	<i>i</i> ival		Animal Surv	ival		Uses of Materials			
	Mix it			 Portraits and 	d Poses		Flower Head			
	 Remarkable 	Recipes		Cut, Stitch & Join			Beach Hut			
	 Let's Explor 	e the World		Push and Pull			 Plant Surviv 	al		
	Habitats									
	Still Life									
Progression of	Dear Mother	Amelia Earhart	Ellsworth's	Snow White and	Penguins	Tell me a	Mrs Armitage	Stella and the	A First Book of	
Core Texts	Goose	, ,				dragon by Jackie	and the Big	Seagull	the Sea	
		Parks book from Electric Ears				Morris	Wave			
		the same series)								

Adulte with Debblahed Federation

Genre	Letter writing about a problem	Biography recount	Poetry – alphabet book	Narrative – traditional fairy tale	Non- chronological report	Poetry	Cumulative narrative	Letter asking for help	Poetry
Key Tasks/ outcomes, including independent purposeful writing outcomes	To write mother Goose a letter in reply to a problem raised by a nursery rhyme character (Y1) To write a letter to Mother Goose based on a problem identified in a nursery rhyme and then write a reply from Mother Goose (Y2)	To write a sequential biography of aspects of a famous person who links to a topic area.	To write alternative sentences for one of the pictures in the book (Y1) In groups, to write their own alphabet book (Y2)	To write own traditional tale using the story box cards.	To write own information text in sections about another animal/animal family that they have learnt about.	To make individual 'Tell me a Dragon' books.	To write a funny story with a cumulative structure.	To write a letter asking for help with an environmental issue. can be extended by writing a response to each other's letters at the end.	You can choose to do either or both of the outcomes below as suits your class: 1. Write a poem about a sea creature you have learnt about 2. Write a poem about something you like or enjoy doing linked to the sea.
Key vocabulary	Letter, dilemma, nursery rhyme, character, fiction/ fictional Capital letter, word, sentence, punctuation, full stop, question mark	biography recount, sequence, order factual, non- fiction Verb, tense	Poem, alphabet, Sentence, verb, clause, conjunction verb, adverb, noun, noun phrase,	fairy tale, fiction, narrative, opening letter, capital letter, word, sentence, punctation, full stop, question mark,	Non-chronological report, Information, Fact, letter, capital letter, word, sent ence, punctation, full stop, question	poem capital letter, punctation, full stop, question mark, exclamation mark verb, adverb, noun,	cumulative narrative, fiction, characters, dilemma,	Letter	

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	Statement,	Verb, tense,	adjective	exclamation	mark,	noun phrase,			
	question,	past, present		mark	exclamation	adjective			
	exclamation				mark				
				statement,					
				question,	punctuation,				
				exclamation,	comma, verb,				
				command,	past tense,				
				clause,	present tense,				
				conjunction	clause,				
					conjunction				
EYFS/	3 and 4 year	3 and 4 year	3 and 4 year	3 and 4 year	3 and 4 year	3 and 4 year olds			
Foundation	olds will be	olds will be	olds will be	olds will be	olds will be	olds will be	olds will be	olds will be	will be learning
Objectives	learning to:	learning to:	learning to:	learning to:	learning to:	learning to:	learning to:	learning to:	to:
	Communication	Communication	Communication	Communication	Communication	Communication	Communication	Communication	Communication
Children will be	and Language	and Language	and Language	and Language	and Language	and Language	and Language	and Language	and Language
encouraged,	Enjoy listening	Enjoy listening	Enjoy listening	Enjoy listening	Enjoy listening	Enjoy listening	Enjoy listening	Enjoy listening	Enjoy listening to
taught and	to stories and	to stories and	to stories and	to stories and	to stories and	to stories and	to stories and	to stories and	stories and can
provided with opportunities	can remember much of what	can remember much of what	can remember much of what	can remember much of what	can remember much of what	remember much of what happens			
to:	happens	happens	happens	happens	happens	happens	happens	happens	or what happens
ιο.	паррепз	Паррепз	паррепз	паррепз	паррепз	паррепз	паррепз	паррепз	Use a wider range
	Use a wider	Use a wider	Use a wider	Use a wider	Use a wider	Use a wider	Use a wider	Use a wider	of vocabulary
	range of	range of	range of	range of	range of	range of	range of	range of	,
	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	Use longer
									sentences of four
	Retell the story,	<u>Literacy</u>	<u>Literacy</u>	Use longer	Use longer	Use longer	Use longer	Use longer	to six words
	once they have	Understand the	Understand the	sentences of	sentences of	sentences of	sentences of	sentences of	
	developed a	5 key concepts	5 key concepts	four to six	four to six	four to six	four to six	four to six	Understand
	deep familiarity	about print	about print	words	words	words	words	words	'why' questions,
	with the text,	Engago in	Dhysical	Dotall the stary	Litorony	Litorogy	Litorony	Be able to	like: "Why do you think the
	some as exact repetition and	Engage in extended	Physical Development	Retell the story, once they have	<u>Literacy</u> Understand the	<u>Literacy</u> Understand the	<u>Literacy</u> Understand the	express a point	caterpillar got so
	some in their	conversations	Use one-handed	developed a	5 key concepts	5 key concepts	5 key concepts	of view and to	fat?"
	own words.	about stories,	tools and	deep familiarity	about print	about print	about print	debate when	iuti
		learning new	equipment, for	with the text,			2.2.3 see p	they disagree	Literacy
	<u>Literacy</u>	vocabulary	example making	some as exact	<u>Physical</u>	Physical	Engage in	with an adult or	
				repetition and	Development	Development	extended	a friend, using	



Understand the 5 key concepts about print Write some letters accurately
about print Write some
Write some
letters accurately
<u>Physical</u>
<u>Development</u>
Use one-handed
tools and
equipment, for
example making
snips in paper
with scissors
Use a
comfortable grip
with good control
when holding
pens and pencils.
Show preference
for a dominant
hand.
(
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carried							arin with acad	
							grip with good	
							control when	
							holding pens	
							and pencils.	
							Show	
							preference for a	
							dominant hand.	
							dominant nand.	
Children in	Children in	Children in	Children in	Children in	Children in	Children in	Children in	Children in
reception will	reception will	reception will	reception will	reception will	reception will	reception will	reception will	reception will be
be learning to:	be learning to:	be learning to:	be learning to:	be learning to:	be learning to:	be learning to:	be learning to:	learning to:
Communication	Communication	Communication	Communication	Communication	Communication	Communication	Communication	Communication
and Language	and Language	and Language	and Language	and Language	and Language	and Language	and Language	and Language
Understand	Understand	Understand	Understand	Understand	Understand	Understand	Understand	Understand how
how to listen	how to listen	how to listen	how to listen	how to listen	how to listen	how to listen	how to listen	to listen carefully
carefully and	carefully and	carefully and	carefully and	carefully and	carefully and	carefully and	carefully and	and why listening
why listening is	why listening is	why listening is	why listening is	why listening is	why listening is	why listening is	why listening is	is important
important	important	important	important	important	important	important	important	is important
Important	Important	Important	Important	Important	Important	Important	Important	
Learn new	Learn new	Learn new	Learn new	Learn new	Learn new	Learn new	Learn new	Learn new
vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary
Retell the story,	Retell the story,	Listen carefully	Use new	Use new	Use new	Use new	Use new	Use new
once they have	once they have	to rhymes	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary
developed a	developed a	poems and	throughout the	throughout the	throughout the	throughout the	throughout the	throughout the
deep familiarity	deep familiarity	songs, paying	day	day	day	day	day	day
with the text,	with the text,	attention to						
some as exact	some as exact	how they sound	Describe events	Connect one	Learn rhymes,	Use new	Use new	Use new
repetition and	repetition and		in some detail	idea or action to	poems and	vocabulary in	vocabulary in	vocabulary in
some in their	some in their	<u>Literacy</u>		another using a	songs	different	different	different contexts
own words.	own words.	Form lower-	Retell the story,	range of		contexts	contexts	
		case and capital	once they have	connectives	<u>Literacy</u>			Learn rhymes,
<u>Literacy</u>	<u>Literacy</u>	letters correctly	developed a		Form lower-	Articulate their	Engage in non-	poems and songs
Form lower-	Form lower-		deep familiarity	Engage in non-	case and capital	thoughts in	fiction books	
case and capital	case and capital	<u>Physical</u>	with the text,	fiction books	letters correctly	well-formed		<u>Literacy</u>
letters correctly	letters correctly	<u>Development</u>	some as exact			sentences	Listen to and	Read simple
			repetition and				talk about	phrases and



J	 Physical	Physical	Use their core	some in their	Listen to and	Spell words by	Retell the story,	selected non-	sentences made
	<u>Priysical</u> <u>Development</u>	Development	muscle strength	own words.	talk about	identifying the	once they have	fiction to	up of words with
			_	own words.			•		•
	Use their core	Use their core	to achieve a	Likawası	selected non-	sounds and they	developed a	develop a deep	known letter-
	muscle strength	muscle strength	good posture	<u>Literacy</u>	fiction to	writing the	deep familiarity	familiarity with	sound
	to achieve a	to achieve a	when sitting at	Form lower-	develop a deep	sound with	with the text,	new knowledge	correspondences
	good posture	good posture	a table or sitting	case and capital	familiarity with	letters.	some as exact	and vocabulary	and , where
	when sitting at	when sitting at	on the floor.	letters correctly	new knowledge		repetition and		necessary, a few
	a table or sitting	a table or sitting			and vocabulary.	<u>Physical</u>	some in their	Literacy	exception words.
	on the floor.	on the floor.		Spell words by		<u>Development</u>	own words.	Read simple	
				identifying the	<u>Literacy</u>	Use their core		phrases and	Form lower-case
				sounds and they	Form lower-	muscle strength	<u>Literacy</u>	sentences made	and capital letters
				writing the	case and capital	to achieve a	Read simple	up of words	correctly
				sound with	letters correctly	good posture	phrases and	with known	
				letters.		when sitting at	sentences made	letter-sound	Write short
					Spell words by	a table or sitting	up of words	correspondence	sentences with
				<u>Physical</u>	identifying the	on the floor.	with known	s and , where	words with
				<u>Development</u>	sounds and they		letter-sound	necessary, a few	known sound-
				Use their core	writing the		correspondence	exception	letter
				muscle strength	sound with		s and , where	words.	correspondences
				to achieve a	letters.		necessary, a few		using a capital
				good posture			exception	Form lower-	letter and full
				when sitting at	<u>Physical</u>		words.	case and capital	stop.
				a table or sitting	Development			letters correctly	
				on the floor.	Use their core		Form lower-		Re-read what
					muscle strength		case and capital	Write short	they have written
					to achieve a		letters correctly	sentences with	to check that it
					good posture			words with	makes sense.
					when sitting at		Spell words by	known sound-	
					a table or sitting		identifying the	letter	Physical
					on the floor.		sounds and they	correspondence	Development
							writing the	s using a capital	Develop the
							sound with	letter and full	foundations of a
							letters.	stop.	handwriting style
								·	which is fast,
							Write short	Re-read what	accurate and
							sentences with	they have	efficient
							words with	written to check	
							known sound-		
L		l	I		l	l		I	

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	_		55 1						
							letter correspondence s using a capital letter and full stop. Re-read what they have written to check that it makes sense. Physical Development Develop the foundations of a handwriting style which is fast, accurate and efficient	that it makes sense. Physical Development Develop the foundations of a handwriting style which is fast, accurate and efficient	
Year 1 Objectives Children will be taught to:	Use finger spaces between words. Begin to link words to form sentences. Join clauses using 'and'. Use punctuation and capital letters. Use capital letters for	Use finger spaces between words. Combine words to form sentences. Join clauses using 'and'. Use punctuation and capital letters. Use capital letters for	Use finger spaces between words. Combine words to form sentences. Join clauses using 'and'. Use punctuation and capital letters. Use capital letters for	Join words and clauses using 'and'. Punctuate using a full stop and capital letter. Use a capital letter for people, places, days of the week and pronoun 'l'.	Joining words and clauses using 'and'. Punctuate using a full stop and capital letter. Use a capital letter for people, places, days of the week and pronoun 'l'. Use the suffixes -s and -es	Write sentences by saying out loud what they are going to write about. Write sentences by composing a sentence orally before writing it. Discuss what they have written with the teacher or other pupils	Begin to punctuate sentences using a capital letter and a . ? or ! Use a capital letter for the names of people, places, the days of the week and the pronoun 'I'. Understand and begin to form a range of noun	Use finger spaces between words. Combine words to make a sentence. Join words and clauses using 'and'. Begin to punctuate sentences using a capital letter and a . ? or !	Use finger spaces between words. Begin to punctuate sentences using a capital letter and a . ? or ! Form a range of noun phrases, which may be expanded with adjectives. Identify and use some of the

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	names and pronouns.	names and pronouns. Begin to use -ed suffix appropriately for regular nouns in the simple past tense.	names and pronouns. Use adjectives with nouns to form noun phrases. Use a range of verbs correctly within sentences and begin to understand how verbs are important in forming sentences.		appropriately to form plural nouns.	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week and the personal pronoun <i>I</i> . Separate words with spaces.	phrases, which may be expanded with adjectives.	Use a capital letter for the names of people, places, the days of the week and the pronoun 'I'.	features of a poem, such as: Rhyming couplets Repeating patterns Stanzas
Year 2 Objectives Children will be taught to:	Use new punctuation correctly (?!). Use question sentences. Subordination – when (to write a multiclause sentence)	Use verbs in the past or present tense (including the progressive). Use conjunctions for subordination (e.g. when, if, that, or, because). Use conjunctions for co-ordination	Use new punctuation correctly (.!?,' for contracted forms and possessive singular). Use expanded noun phrases. Begin to use adverbs to describe how, when or where an action takes place.	Use commas for lists. Understand and use a range of sentence types, including statements, questions, commands and exclamations. Continue to use expanded noun phrases.	Use familiar and new punctuation correctly (. CL!?) Use commas to separate items in a list. Use expanded noun phrases. Use past and present tense consistently.	Plan or say out loud what they are going to write about. Write down ideas/key words, including new vocabulary. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the	Show the continuing nature of some of the actions through the use of past progressive.	Sequence sentences to create a coherent narrative in the form of a letter. Use co-ordination and subordination to provide extra information and create multiclausal sentences.	Learn how to use familiar and new punctuation correctly (.!) Expand noun phrases with adjectives or preposition phrases. Identify and use some of the features of a poem, such as: Rhyming couplets

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	(e.g. and, but,		Use	Use an	teacher and			Repeating
	so).		conjunctions for subordination	increasing range	other pupils.			patterns Stanzas
				of conjunctions for	Learn how to			Stanzas
			(e.g. when, if,	subordination	use both			
			that, or,		familiar and			
			because).	(e.g. when, if,	new			
			Hee	that, or,	punctuation,			
			Use conjunctions for	because).	including full			
			co-ordination		stops, capital			
			(e.g. and, but,		letters,			
			(e.g. ana, bat, so).		exclamation			
			30).		marks and			
					question marks.			
					Use expanded			
					noun phrases			
					for description.			
					Begin to use			
					adverbs or			
					adverbial			
					phrases to say			
					more about			
					how, when or			
					where			
					something			
					happened.			
Spelling		llee !	No Nonconco Carl	ling for Voor 2 and	d Dhonics Dua fa	Voor 1		
Spelling Handwriting	Use No Nonsense Spelling for Year 2 and Phonics Bug for Year 1							
Hallawitting	Use Letterjoin basic font to support teaching of model letter formation and joins during phonics and in discrete handwriting sessions. Use agreed script. Use Bug Club and Phonics Bug reading books in line with phonics teaching to allow consolidation of decoding skills for particular sounds as well as particular sounds.							
Links to Guided	ose bug club and Phonics bug rea		g skills. Use teach				ii ticulai Soulius as	wen as particular
& Class Reading	Books to be read to the class:	reaum	Books to be read		a by bug club lol	Books to be read to the class:		
	Coming to England by Floella Be	eniamin (cultural	Snow White: 4 beloved tales by Jessica Gunderson			Where the Wild Things Are by Maurice Sendak		
	diversity)	-) (The Three Little Wolves and the Big Bad Pig by			y Oliver Jeffers	
			Eugene Trivizas	- 32 miles 1113 - 16 (Nothing by Mick I	•	
			6				· · · · · · · · · · · · · · · · · · ·	

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	Malala's Magic Pencil by Malala Yousefzai (diversity	The True Story of the 3 Little Pigs by A. Wolf as told	Wonderful Earth by Mick Inkpen & Nick Butterworth
	and inclusion)	to Jon Scieszka	Tiddler by Julia Donaldson & Axel Scheffler
	You are Special by Max Lucado	Jack and the Beanstalk by Mara Alperin	The Snail and the Whale by Julia Donaldson
	Chocolate Cake by Michael Rosen	Goldilocks and the Three Bears illustrated by Mike and	Jack and the Flumflum Tree by Julia Donaldson & David
		Carl Gordon	Robert
		The Koala Who Could/ The Lion Inside/ The Squirrels	The Mousehole Cat by Antonia Barber & Nicola Bayley
		Who Squabbled/ The Worrysaurus by Rachel Bright	Seal Surfer by Michael Foreman (physical disabilities)
		The Wonky Donkey by Craig Smith	Found by Sam Usher
Suggested texts			
for additional			
sequences			