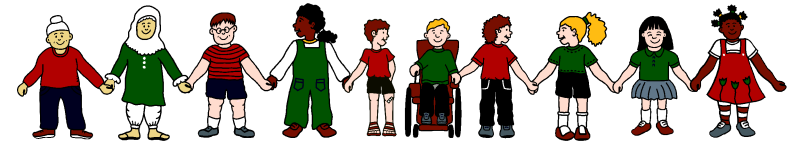


THE
GILES NURSERY
AND
INFANTS'
SCHOOL



Curriculum Journey

English: Writing

Nursery: Autumn term

Unit of work	Key focus and vocabulary	Additional focus
<p>Rhymes and celebrations</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • Oral segmentation and blending • Gross motor skills activities • Fine motor skills activities • Handwriting patterns • Penpals F1 Handwriting scheme (within everyday provision): <ul style="list-style-type: none"> ○ Developing gross motor skills ○ Developing fine motor skills • Rhyme of the week • Mark making area / role play areas 	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>Brown Bear, Brown Bear</i>, Bill Martin Jr. (Pie Corbett) • <i>We're Going on a Bear Hunt</i>, Michael Rosen (Pie Corbett) <p>Focus rhymes:</p> <ul style="list-style-type: none"> • One, Two, Three Little Ladybirds • Humpty Dumpty • Five Currant Buns • Twinkle, Twinkle Little Star • Incy Wincy Spider • Five Little Rockets • Teddy Bear, Teddy Bear • When Santa Got Stuck up the Chimney <p>Learn words and actions through repetition, puppets, visual aids to support.</p> <p>Adults highlight phase 2 phonic sounds (phase assessment)</p> <p>Clap out syllables.</p> <p>Listen for rhyming words.</p> <p>Letter shapes (down, up, round, back).</p> <p>Write food list for Teddy's party. Write a card for Teddy</p> <p>Role-play areas linked to language acquisition including descriptive language (for example greengrocer, fireworks, party house, nativity story, Santa's Workshop, nighttime house, jungle, vets).</p>	<p>Communication and language:</p> <p>Use a wider range of vocabulary. Know many rhymes. Use longer sentences of four to six words. Use prepositions: 'in', 'on', 'under'</p> <p>Physical development:</p> <p>Use large muscle movements to make marks. 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. Manipulate playdough, clay and air dough. Show a preference for a dominant hand.</p> <p>Literacy:</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - We read English text from left to right and from top to bottom - The names of the different parts of a book - Page sequencing. <p>Develop their phonological awareness. Use some of their print and letter knowledge in their early writing. Write some letters of their name.</p>

	<p>Literacy rich role-play areas including reading, mark making, story / rhyme sequencing, labelling, letter writing and making cards.</p> <p>Vocabulary: word, sound, story, draw/write</p>	
<p>Nursery: Spring term</p>		
<p>Unit of work</p>	<p>Key focus and vocabulary</p>	<p>Additional focus</p>
<p>Jungle animals and growing</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • Oral segmentation and blending • Phase 1 phonics • Gross motor skills activities • Fine motor skills activities • Handwriting patterns • Penpals F1 Handwriting scheme (within everyday provision): <ul style="list-style-type: none"> ○ Developing gross motor skills ○ Developing fine motor skills • Poem / rhyme of the week • Mark making area / role play areas 	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>Dear Zoo</i>, Rod Campbell (Pie Corbett) • <i>The Very Hungry Caterpillar</i>, Eric Carle (Pie Corbett) • <i>Rumble in the Jungle</i>, Giles Andreae • Non-fiction books about animals living in different environments <p>Focus rhymes:</p> <ul style="list-style-type: none"> • Winter Rhyme • Chinese Dragon • Mix a Pancake • One Little, Two Little Flowers • Hot Cross Buns <p>Identify animals.</p> <p>Generate words to describe animals and where animals live.</p> <p>Oral discussion of how animals make us feel, for example 'happy' or 'scared'.</p> <p>Oral discussion of why my mummy is special (Mother's Day cards).</p> <p>Listen, join in and generate rhyming words.</p> <p>Letter shapes (down, up, round, back).</p>	<p>Communication and language:</p> <p>Use a wider range of vocabulary.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <p>Use prepositions: 'behind', 'in front'.</p> <p>Physical development:</p> <p>Use large muscle movements to make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Literacy:</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - We read English text from left to right and from top to bottom - The names of the different parts of a book - Page sequencing. <p>Develop their phonological awareness.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some of / their entire name.</p>

	<p>Write a letter to Father Christmas (list).</p> <p>Role-play areas linked to language acquisition including descriptive language (for example jungle, zoo, garden centre, rainforest cafe).</p> <p>Literacy rich role-play areas including reading, mark making, story / rhyme sequencing, labelling, letter writing and making cards.</p> <p>Vocabulary: word, sound, story, draw/write, letter, information,</p>	
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Nursery: Summer term

Unit of work	Key focus and vocabulary	Additional focus
<p>Sand and water</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • Oral segmentation and blending • Gross motor skills activities • Fine motor skills activities • Handwriting patterns • Penpals F1 Handwriting scheme (within everyday provision): <ul style="list-style-type: none"> ○ Developing gross motor skills ○ Developing fine motor skills ○ Developing patterns • Poem / rhyme of the week • Mark making area / role play areas 	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>Clumsy Crab</i>, Ruth Galloway • <i>Smiley Shark</i>, Ruth Galloway • <i>Rainbow Fish</i>, Marcus Pfister • <i>Oi Frog!</i>, Kes Gray <p>Focus rhymes:</p> <ul style="list-style-type: none"> • Five Little Speckled Frogs • Days of the Week song • Row, Row, Row Your Boat • A Sailor Went to Sea <p>Listen, join in and generate rhyming words.</p> <p>Handwriting patterns.</p> <p>Letter shapes (down, up, round, back).</p> <p>Design treasure maps.</p> <p>Write postcards.</p>	<p>Communication and language:</p> <p>Use a wider range of vocabulary.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree.</p> <p>Use preposition: 'next to'.</p> <p>Physical development:</p> <p>Use large muscle movements to make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Literacy:</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - We read English text from left to right and

	<p>Write an invitation to the Pirate Fun Day.</p> <p>Role-play areas linked to language acquisition including descriptive language (for example under the sea, the seaside, seaside café, ice cream shop, pirate ship).</p> <p>Literacy rich role-play areas including reading, mark making, story / rhyme sequencing, labelling, letter writing and making cards.</p> <p>Vocabulary: word, sound, story, draw/write, down, up, round, back, letter, information, rhyme, list</p>	<p>from top to bottom</p> <ul style="list-style-type: none"> - The names of the different parts of a book - Page sequencing. <p>Develop their phonological awareness. Use some of their print and letter knowledge in their early writing. Write some of / their entire name. Write some letters accurately.</p>
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Reception: Autumn term		
Unit of work	Key focus and vocabulary	Additional focus
<p>Three Little Pigs / Wolves and Environments</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • Oral segmentation and blending • Gross motor skills activities • Fine motor skills activities • Handwriting patterns • Penpals F2 Handwriting scheme – curly caterpillar letters (c, a, d, s, o, g, q, e, f) • Poem / rhyme of the week • Generation of vocabulary during daily snack • Writing area / role play area 	<p>Focus texts:</p> <ul style="list-style-type: none"> • Various versions of <i>The Three Little Pigs</i> • <i>The Healthy Wolf</i>, David Bedford • <i>A New Room for William</i>, Sally Grindley • <i>Moving Molly</i>, Shirley Hughes <p>Follow a story map and tell a friend.</p> <p>Orally compose a sentence about a little pig.</p> <p>Orally compose a sentence about the Big Bad Wolf.</p> <p>Act out the story of the <i>Three Little Pigs</i>.</p> <p>Orally generate words rhyming with 'pig'.</p> <p>Tell the story using stick puppets.</p>	<p>Communication and language:</p> <p>Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding. Retell the story, some as exact repetition and some in their own words. Learn rhymes, poems and songs. Engage in non-fiction books.</p> <p>Physical development:</p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style, which is fast, accurate and efficient.</p>

	<p>Generate describing words and write as a list.</p> <p>Orally compose facts about wolves.</p> <p>Write captions as speech bubbles for the Big Bad Wolf, for example 'I am hungry'.</p> <p>Make and label a house for the little pigs.</p> <p>Follow the Nativity story map and tell a friend.</p> <p>Vocabulary: story, sentence, caption, word, speech bubble, label, list, fact, story map</p>	<p>Literacy: Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>
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Reception: Spring term

Unit of work	Key focus and vocabulary	Additional focus
<p>The Gingerbread Man / Safe Journeys</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • Segmentation for spelling • Gross motor skills activities • Fine motor skills activities • Handwriting patterns • Penpals F2 Handwriting scheme – long-legged giraffe letters (l, i, u, t, j, y) and one-armed robot letters (r, b, n, h, m, k, p) • Poem / rhyme of the week • Generation of vocabulary during daily snack • Writing area / role play area • Helicopter stories 	<p>Focus texts:</p> <ul style="list-style-type: none"> • Various versions of <i>The Gingerbread Man</i> • <i>The Gingerbread Girl</i>, Lisa Campbell Ernst • <i>The Shopping List</i>, John Burningham • <i>Mr Gumpy's Outing</i>, John Burningham <p>Follow a story map and tell a friend.</p> <p>Explore familiar story starters, for example 'Once upon a time'.</p> <p>Label a character picture with describing words.</p> <p>Write captions as speech bubbles for a story character, for example 'the fox tried to eat me'.</p> <p>Sequence pictures of baking gingerbread.</p> <p>Match captions to picture sequence.</p> <p>Oral recount of instructions for making gingerbread.</p>	<p>Communication and language: Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding. Retell the story, some as exact repetition and some in their own words. Learn rhymes, poems and songs. Engage in non-fiction books.</p> <p>Physical development: Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style, which is fast, accurate and efficient.</p> <p>Literacy: Form lower-case letters correctly. Spell words by identifying the sounds and then</p>

	<p>Write simple instructions.</p> <p>Generate rhyming words using characters from the story – man, cat, dog, cow, fox.</p> <p>Vocabulary: story, starter, word, character, label, describing word, caption, sequence, instructions, rhyme</p>	writing the sound with letter/s.
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Reception: Summer term

Unit of work	Key focus and vocabulary	Additional focus
<p>The Little Red Hen / Growing</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • Segmentation for spelling • Gross motor skills activities • Fine motor skills activities • Handwriting patterns • Penpals F2 Handwriting scheme – zig-zag monster letters (z, v, w, x) • Poem / rhyme of the week • Generation of vocabulary during daily snack • Writing area / role play area • Helicopter stories 	<p>Focus texts:</p> <ul style="list-style-type: none"> • Various versions of <i>The Little Red Hen</i> • <i>How do Eggs Hatch?</i>, Elea Hobbes • <i>Rosie's Walk</i>, Pat Hutchins • <i>The Tiny Seed</i>, Eric Carle • <i>Jasper's Beanstalk</i>, Nick Butterworth <p>Re-tell a story following a story map, role play, sequencing and using puppets.</p> <p>Oral composition of sentences.</p> <p>Sentence structure focusing on a capital letter, finger spaces and punctuation.</p> <p>Alliterative sentence writing linked to child's name.</p> <p>Sentence writing: thinking bubbles, writing simple instructions.</p> <p>Vocabulary: story, starter, sentence, capital letter, finger space, full stop, instructions</p>	<p>Communication and language:</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Physical development:</p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style, which is fast, accurate and efficient.</p> <p>Literacy:</p> <p>Form lower-case letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>

		Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
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Year 1: Autumn term

Unit of work	Key focus and vocabulary	Additional focus
Non-fiction Parts of the body	Focus text: <ul style="list-style-type: none"> <i>My Body</i>, Rhonda Jenkins Write labels. Segment to spell. Vocabulary: letter, word, singular, plural	Form lower-case letters in the correct direction, starting and finishing in the right place.
Poetry Rhyme	Focus text: <ul style="list-style-type: none"> <i>Sometimes</i>, Lilian Moore Recognition of rhyming words. Onset and rime. Vocabulary: letter, word	Form lower-case letters in the correct direction, starting and finishing in the right place. Using phonics to spell.
Non-fiction The natural world	Focus text: <ul style="list-style-type: none"> <i>The First Musician</i>, Amanda Graham Write captions. Separation of words with spaces. Vocabulary: letter, word, finger space	Form lower-case letters in the correct direction, starting and finishing in the right place. Use phonics to spell.
Fiction 'Ferdie'	Focus text: <ul style="list-style-type: none"> <i>Ferdie and the Falling Leaves</i>, Julia Rawlinson Write captions.	Form lower-case letters in the correct direction, starting and finishing in the right place. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing.

	How words can combine to make sentences. Vocabulary: letter, word, sentence, finger space	
Non-fiction Animals	Focus texts: <ul style="list-style-type: none"> <i>Hedgehogs</i>, Louise and Richard Spilsbury Write sentences. Use full stops to demarcate sentences. Vocabulary: letter, word, sentence, finger space, full stop, punctuation	Form lower-case letters in the correct direction, starting and finishing in the right place. Use phonics to spell. Spell common exception words. Say out loud what they are going to write about. Compose a sentence orally before writing.
Non-fiction Toys	Focus text: <ul style="list-style-type: none"> <i>Toys</i>, Kamini Khandur Write lists. Introduction of capital letters to demarcate sentences. Add the ‘-s’ or ‘-es’ suffix for plurals. Vocabulary: letter, word, sentence, finger space, full stop, punctuation, capital letter, plural, singular	Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing.
Fiction The Christmas story	Focus text: <ul style="list-style-type: none"> <i>The Beginner’s Bible</i> Sequence sentences to form short narratives – oral focus. Vocabulary: sentence, sequence	Compose a sentence orally. Speak clearly enough to be heard by their peers and the teacher.

Autumn term poem: ‘Peppermint Stick’, anon

Year 1: Spring term

Unit of work	Key focus and vocabulary	Additional focus
Fiction	Focus text:	Form lower-case letters in the correct direction,

<p>Bear and Wolf</p>	<ul style="list-style-type: none"> • <i>Bear and Wolf</i>, Daniel Salmieri <p>Write a character profile. Use adjectives to describe characters. Dialogue and speech.</p> <p>Vocabulary: adjective, speech, speech bubble</p>	<p>starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Capital letters for names.</p>
<p>Fiction Goldilocks</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>Goldilocks</i>, retold by Janet Hillman <p>Join two sentences. Use 'and' to put two sentences together ('or' and 'but' introduced orally). Introduction to exclamation marks.</p> <p>Vocabulary: sentence, conjunction, 'and', 'or', 'but' exclamation mark, punctuation</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Re-read what they have written to check that it makes sense. Capital letters for names.</p>
<p>Fiction Cinderella</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>Cinderella</i>, Stan Cullimore <p>Write a story ending. Features of effective story endings.</p> <p>Vocabulary: ending, capital letter, full stop, punctuation</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Capital letters for names.</p>
<p>Poetry Spring poems</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>Bye Bye Ladybird</i>, James Carter <p>Use adjectives to describe a bee.</p> <p>Vocabulary: adjective</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Re-read what they have written to check that it makes sense.</p>

Spring term poem: 'The Tadpole', Elizabeth Gould

Year 1: Summer term

Unit of work	Key focus and vocabulary	Additional focus
Fiction The Gruffalo	Focus text: <ul style="list-style-type: none"><i>The Gruffalo</i>, Julia DonaldsonGruffalo poems, Pie Corbett reading spine Write a story (innovation). Use verbs. Write in the past tense ('-ed' suffix). Use adjectives to describe the features of characters. Vocabulary: verb, tense, adjective, noun, apostrophe, '-ing' suffix	Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Re-read 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. Capital letter for names.
Non-fiction Sunflowers	Focus text: <ul style="list-style-type: none"><i>Sunflowers</i>, Angela Royston Write simple instructions. Use verbs. Vocabulary: verb, instructions, tense	Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Capital letter for the personal pronoun 'I'.
Non-fiction The seaside	Focus text: <ul style="list-style-type: none"><i>Seaside – Barnaby Bear</i>, Elaine Jackson Write facts. Sentence structure.	Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about.

	<p>Ask questions.</p> <p>Vocabulary: fact, sentence, question, question mark, punctuation</p>	<p>Compose a sentence orally before writing. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils.</p>
<p>Non-fiction RNLI</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>Seashore</i>, Louise and Richard Spilsbury <p>Ask and write questions.</p> <p>Vocabulary: question, question mark, punctuation, who, what, when, where, why</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils.</p>
<p>Non-fiction Seaside holidays from long ago</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • Various non-fiction texts <p>Write a recount. Past tense.</p> <p>Vocabulary: past tense, sentence, full stop, capital letter, punctuation</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Use phonics to spell. Say out loud what they are going to write about. Compose a sentence orally before writing. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Capital letter for the personal pronoun 'I'.</p>

Also covered in phonics lessons:

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell days of the week.
- Name the letters of the alphabet.
- Add prefixes and suffixes: -s or -es.
- Use the prefix: un-.

- Use the suffixes: -ing, -ed, -er and -est.
- Write from memory simple sentences dictated by the teacher that included words using the GPCs and common exception words taught so far.

Year 2: Autumn term

Unit of work	Key focus and vocabulary	Additional focus
<p>Non-fiction Fizzy lifting drinks</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>Revoltng Recipes</i>, Roald Dahl <p>Write a recount. Revision of capital letters and full stops. Temporal and time conjunctions. Write in the past tense.</p> <p>Vocabulary: time conjunctions, past tense, sentence, full stop, punctuation, capital letter</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense.</p>
<p>Poetry Harvest vegetable poems</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • 'Cauliflowers Fluffy', anon <p>Descriptive vocabulary (adjectives). Use commas to separate items in a list. Alliteration.</p> <p>Vocabulary: poem, poetry, describe, adjectives, noun, comma, alliteration</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Proof reading to check for errors in spelling.</p>
<p>Non-fiction The Enormous Crocodile</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>The Enormous Crocodile</i>, Roald Dahl <p>Write a set of instructions. Time conjunctions and imperative verbs. Commands.</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about.</p>

	<p>Vocabulary: time conjunctions, imperative verbs, title, diagram</p>	<p>Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense.</p>
<p>Poetry Rain poems</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>The Works Key Stage 1</i>, Pie Corbett • <i>Once Upon a Raindrop</i>, James Carter <p>Onomatopoeia (sound words). Alliteration.</p> <p>Vocabulary: poem, poetry, onomatopoeia, alliteration</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.</p>
<p>Non-fiction Guy Fawkes and the Gunpowder Plot</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • Various non-fiction texts <p>Use non-fiction texts including the index, glossary and contents page.</p> <p>Vocabulary: non-fiction, index, glossary, contents</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Write down ideas and/or key words.</p>
<p>Non-fiction Mountfitchet trip recount</p>	<p>Write a recount. Revision of capital letters and full stops. Temporal and time conjunctions. Write in the past tense.</p> <p>Vocabulary: time conjunctions, past tense, sentence, full stop, punctuation, capital letter</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words.</p>

		<p>Encapsulate what they want to say, sentence by sentence.</p> <p>Evaluate writing with teacher and other pupils.</p> <p>Re-read to check that writing makes sense, particularly tense.</p>
<p>Fiction Katie Morag</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>Katie Morag Delivers the Mail</i>, Maire Hedderwick • <i>Katie Morag and the Two Grandmothers</i>, Maire Hedderwick <p>Write a character profile. Possessive apostrophes e.g. Katie Morag's hair. Extend sentences using coordinating conjunctions (and).</p> <p>Vocabulary: apostrophe, coordinating conjunctions, adjective</p>	<p>Use phonics to spell including alternative spellings for phonemes.</p> <p>Handwriting: relative letter size (lower case and capitals), spacing between words.</p> <p>Plan or say out loud what they are going to write about.</p> <p>Write down ideas and/or key words.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Evaluate writing with teacher and other pupils.</p> <p>Re-read to check that writing makes sense, particularly tense.</p> <p>Proof reading to check for errors in spelling, grammar and punctuation.</p>
<p>Fiction The Lion, the Witch and the Wardrobe</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>The Lion, the Witch and the Wardrobe</i>, C. S. Lewis <p>Write a winter setting (weather, time of day, verbs and adverbs, similes). Expanded noun phrases. Descriptive vocabulary (adjectives). Proof reading.</p> <p>Vocabulary: verbs, adverbs, similes, expanded noun phrase, adjective, proofread</p>	<p>Use phonics to spell including alternative spellings for phonemes.</p> <p>Handwriting: relative letter size (lower case and capitals), spacing between words.</p> <p>Plan or say out loud what they are going to write about.</p> <p>Write down ideas and/or key words.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Evaluate writing with teacher and other pupils.</p> <p>Re-read to check that writing makes sense, particularly tense.</p> <p>Proof reading to check for errors in spelling, grammar and punctuation.</p>
<p>Autumn term poem: 'The Crocodile' Roald Dahl</p>		

Year 2: Spring term		
Unit of work	Key focus and vocabulary	Additional focus
<p>Non-fiction Antarctic animals</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • Various non-fiction texts <p>Write a non-chronological report. Write questions. Conduct research. Use technical vocabulary. Introduction to paragraphs.</p> <p>Vocabulary: question, question marks, research, paragraph</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.</p>
<p>Fiction Rapunzel</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>Rapunzel</i>, Ladybird version • <i>Rapunzel</i>, Bethan Woolvin <p>Write a diary entry. Change present to past tense. Ensure consistency of tense. Write dialogue. Write exclamations.</p> <p>Vocabulary: tense, dialogue, speech, exclamation, exclamation mark</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.</p>
<p>Non-fiction The Indigenous People of North America</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> • <i>The True Story of Pocahontas</i> • Various non-fiction texts 	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words.</p>

	<p>Write about real life events. Write questions. Write in the past tense. Factual writing.</p> <p>Vocabulary: question, question mark, past tense, facts</p>	<p>Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.</p>
<p>Fiction Last Stop on Market Street</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>Last Stop on Market Street</i>, Matt de la Peña <p>Write a narrative in diary form. First person. Past tense. Coordinating conjunctions. Subordinating conjunctions.</p> <p>Vocabulary: diary, first person, past tense, conjunctions</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.</p>

Spring term poem: 'Rapunzel! Rapunzel!', Kenn Nesbitt

Year 2: Summer term

Unit of work	Key focus and vocabulary	Additional focus
<p>Fiction / non-fiction Monsters: An Owner's Guide</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>Monsters: An Owner's Guide</i>, Jonathan Emmett <p>Write an explanation text. Use conjunctions to extend ideas. Use conjunctions to explain.</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words.</p>

	<p>Use adjectives to write a description.</p> <p>Vocabulary: explain, conjunctions, adjectives</p>	<p>Encapsulate what they want to say, sentence by sentence.</p> <p>Evaluate writing with teacher and other pupils.</p> <p>Re-read to check that writing makes sense, particularly tense.</p> <p>Proof reading to check for errors in spelling, grammar and punctuation.</p>
<p>Fiction How To Catch a Star</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>How to Catch a Star</i>, Oliver Jeffers <p>Write a diary in the past tense. Extend sentences using subordinating conjunctions (when, if, that, because). Alternatives to 'said' to convey emotion. Extend a story.</p> <p>Vocabulary: fiction, extend, conjunction, when, if, that, because</p>	<p>Use phonics to spell including alternative spellings for phonemes.</p> <p>Handwriting: relative letter size (lower case and capitals), spacing between words.</p> <p>Plan or say out loud what they are going to write about.</p> <p>Write down ideas and/or key words.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Evaluate writing with teacher and other pupils.</p> <p>Re-read to check that writing makes sense, particularly tense.</p> <p>Proof reading to check for errors in spelling, grammar and punctuation.</p>
<p>Non-fiction Year 2 summer trip</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • Recount examples <p>Write a recount. Temporal and time conjunctions. Write in the past tense. Who, when, where, what. Add an interesting fact.</p> <p>Vocabulary: time conjunctions, past tense</p>	<p>Use phonics to spell including alternative spellings for phonemes.</p> <p>Handwriting: relative letter size (lower case and capitals), spacing between words.</p> <p>Plan or say out loud what they are going to write about.</p> <p>Write down ideas and/or key words.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Evaluate writing with teacher and other pupils.</p> <p>Re-read to check that writing makes sense, particularly tense.</p> <p>Proof reading to check for errors in spelling, grammar and punctuation.</p>

<p>Fiction The Papaya That Spoke</p>	<p>Focus text:</p> <ul style="list-style-type: none"> • <i>The Papaya That Spoke</i>, Talk for Writing text <p>Write a story (invention). Write dialogue. Write exclamations.</p> <p>Vocabulary: story, fiction, dialogue, speech, exclamation, exclamation mark</p>	<p>Use phonics to spell including alternative spellings for phonemes. Handwriting: relative letter size (lower case and capitals), spacing between words. Plan or say out loud what they are going to write about. Write down ideas and/or key words. Encapsulate what they want to say, sentence by sentence. Evaluate writing with teacher and other pupils. Re-read to check that writing makes sense, particularly tense. Proof reading to check for errors in spelling, grammar and punctuation.</p>
<p>Summer term poem: 'The Papaya That Spoke'</p>		

Also covered in phonics lessons:

- Spell common exception words.
- Spell more words with contracted forms.
- Distinguish between homophones and near homophones.
- Add -ing, -ed, -er, -est and -y to words.
- Add suffixes to spell longer words: ment, -ness, -ful, -less and -ly.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Use the possessive apostrophe correctly (singular nouns).
- Use apostrophes to mark where letters are missing in spelling (contractions)