

Literacy Scheme of Work

Year 1 – Autumn

Activities	Intended Outcomes	Notes/Ideas for texts
<p>Narrative Stories with familiar settings 4 weeks</p> <p>Description / recount of own experiences</p> <p>Diary</p>	<ul style="list-style-type: none"> • Being encouraged to link what they read or hear read to their own experiences • Saying out loud what they are going to write about and discussing it with the teacher • Leaving spaces between words • Joining words and clauses using 'and' • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Accurately spell most words containing the phonemes and common exception words already taught • Rereading work to check it makes sense • Reading aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Look at English progression of skills</p> <p>Handwriting to be taught as a regular separate lesson – see English policy and progression of skills</p> <p>When looking at texts plan for the teaching of common exception words and the following spelling/grammar only where possible:</p> <p>Adding -s and -es to form regular plurals Prefix 'un-' Suffixes -ing, -ed, -er and -est Simple compound words spelt correctly</p> <p>Just One of Those Days – Jill Murphy The Children Who Loved Books by Peter Carnavas Incredible You By Nathan Reed and Rhys Brisenden Super Duper You By Sophy Henn</p>
<p>Non-fiction 1 week</p> <p>Labels Lists Captions</p>	<ul style="list-style-type: none"> • Discussing word meanings, linking new meanings to those already known • Saying out loud what they are going to write about • Leaving spaces between words • Rereading work to check it makes sense • Reading aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Link to Autumn and colour</p>
<p>Poetry, Pattern and Rhyme Vocabulary building 1 week</p> <p>List poems</p>	<ul style="list-style-type: none"> • Listening to and discussing a wide range of poems and stories at a level beyond that at which they can read independently • Introducing new words • Writing using a wider variety of vocabulary 	<p>Wonderful Me! Poems about the senses</p>
<p>Explore and Write 1 week</p>	<ul style="list-style-type: none"> • Being encouraged to write independently and looking for writing opportunities 	<p>Make sure children are reminded about spelling common exception words correctly and punctuating sentences.</p>

<p>Narrative Stories, some with predictable patterned Language 3 weeks</p> <p>Simple story writing</p>	<ul style="list-style-type: none"> • Recognising and joining in with predictable phrases • Drawing on what they already know or on background information and vocabulary provided by the teacher • Saying out loud what they are going to write about and discussing it with the teacher • Sequencing sentences to form short narratives • Leaving spaces between words • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Accurately spell most words containing the phonemes and common exception words already taught • Rereading work to check it makes sense • Reading aloud their writing clearly enough to be heard by their peers and the teacher 	<p>When looking at texts plan for the teaching of common exception words and the following spelling/grammar only where possible:</p> <p>Adding -s and -es to form regular plurals Prefix 'un-' Suffixes -ing, -ed, -er and -est Simple compound words spelt correctly</p> <p>Link to senses...</p> <p>Polar Bear Polar Bear What do You Hear? By Bill Martin and Eric Carle</p> <p>Brown Bear Brown Bear What do You See? By Bill Martin and Eric Carle</p> <p>Revolting Things to Touch and Feel by Roald Dahl</p> <p>You Can't Taste a Pickle with Your Ear By Harriet Ziefert</p> <p>The Disgusting Sandwich By Gareth Edwards</p>
<p>Non-fiction 2 weeks</p> <p>Instructions</p>	<ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Using a capital letter for names 	<p>Finding out about the senses: Look, Listen, Taste, Touch, and Smell: Learning about Your Five Senses (Amazing Body) Winter Senses</p>
<p>Poetry Structure and rhyming couplets 1 week</p> <p>Rhyming poems</p>	<ul style="list-style-type: none"> • Recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart 	<p>Christmas poems</p>
<p>Explore and write 1 week</p>	<ul style="list-style-type: none"> • Being encouraged to write independently and look for opportunities for writing 	<p>Make sure children are reminded about spelling common exception words correctly and punctuating sentences.</p>

Year 1 – Spring

Activities	Intended Outcomes	Notes Key Vocabulary and Questions Assessment Opportunities Resources
<p>Narrative Stories 2 weeks</p> <p>Letters Postcards</p>	<ul style="list-style-type: none"> • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done • Predicting what might happen on the basis of what has been read so far saying out loud what they are going to write about • Re-tell a story orally using time conjunctions • Composing a sentence orally before writing it • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Leaving spaces between words • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Joining words and clauses using 'and' • Accurately spell most words containing the phonemes and common exception words already taught • Re-reading work to check it makes sense • Reading aloud their writing clearly enough to be heard by their peers and the teacher • Discuss what they have written with the teacher • Use of time conjunctions at the start of sentences 	<p>Look at English progression of skills</p> <p>Handwriting to be taught as a regular separate lesson – see English policy and progression of skills</p> <p>Children should be able to name the letters of the alphabet and use these names when spelling words especially some of the common exception words</p> <p>Plan in time for children to write dictated sentences</p> <p>When looking at texts plan for the teaching of common exception words and the following spelling/grammar only where possible:</p> <p>Adding -s and -es to form regular plurals Prefix 'un-' Suffixes -ing, -ed, -er and -est Simple compound words spelt correctly</p> <p>Mrs Mole I'm Home! See Literacy Shed resources</p>
<p>Non-fiction Persuasive writing 2 weeks</p> <p>Instructions Leaflets</p>	<ul style="list-style-type: none"> • Explain clearly their understanding of what is read to them • Re-reading what they have written to check that it makes sense • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Leaving spaces between words 	<p>Persuasive writing is any written work that tries to convince the reader of the writer's opinion. Homes Around the World Moira Butterfield</p>

	<ul style="list-style-type: none"> • Re-count information that they have found out • Jot down key words and key vocabulary 	
Poetry Vocabulary building 1 week	<ul style="list-style-type: none"> • Learning to appreciate rhymes and poems, and to recite some by heart • Recognising and joining in with predictable phrases • Discussing word meanings, linking new meanings to those already known 	No Place Like Home See Twinkl
Explore and write 1 week	<ul style="list-style-type: none"> • Being encouraged to write independently and look for opportunities for writing 	
Narrative 2 weeks Character Description Recipes Shopping lists	<ul style="list-style-type: none"> • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done • Predicting what might happen on the basis of what has been read so far saying out loud what they are going to write about • Composing a sentence orally before writing it • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Leaving spaces between words • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Joining words and clauses using 'and' • Accurately spell most words containing the phonemes and common exception words already taught • Re-reading work to check it makes sense Reading aloud their writing clearly enough to be heard by their peers and the teacher • Discuss what they have written with the teacher 	<p>Look at English progression of skills</p> <p>Handwriting to be taught as a regular separate lessons – see English policy and progression of skills</p> <p>Children should be able to name the letters of the alphabet and use these names when spelling words especially some of the common exception words</p> <p>Plan in time for children to write dictated sentences</p> <p>When looking at texts plan for the teaching of common exception words and the following spelling/grammar only where possible:</p> <p>Adding -s and -es to form regular plurals Prefix 'un-' Suffixes -ing, -ed, -er and -est Simple compound words spelt correctly</p> <p>The Way Back Home film clip from Literacy Shed</p> <p>Mr Wolf's Pancake</p> <p>This is Our House By Michael Rosen</p>

Activities	Intended Outcomes	Notes Key Vocabulary and Questions Assessment Opportunities Resources
Non-fiction 2 weeks Instructions	<ul style="list-style-type: none"> • Being encouraged to link what they read or hear read to their own experiences • Checking that the text makes sense to them as they read and correcting inaccurate reading • Saying out loud what they are going to write about • Discuss what they have written with the teacher or other pupils • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>Let's Build a House: A book about Buildings and Materials by Mick Manning and Brita Granström</p> <p>Ways into technology- Building houses</p>
Poetry Structure (rhyming couplets) 1 week	<ul style="list-style-type: none"> • Recognising and joining in with predictable phrases • Learning to appreciate rhymes and poems, and to recite some by heart <p>Writing – simple rhyming couplets</p>	Swing through the seasons
Explore and write 1 week	<ul style="list-style-type: none"> • Being encouraged to write independently and look for opportunities for writing 	

Year 1 – Summer

Activities	Intended Outcomes	Notes Key Vocabulary and Questions Assessment Opportunities Resources
<p>Narrative Stories 2 weeks</p> <p>Creative writing Letters Posters</p>	<ul style="list-style-type: none"> • Becoming familiar with key stories, retelling them and considering their particular characteristics • Saying out loud what they are going to write about • Identifying features and events in the beginning, middle and end of a story • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Leaving spaces between words • Joining words and clauses using 'and' • Accurately spell most words containing the phonemes and common exception words already taught • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Re-reading what they have written and identify whether or not it makes sense. <p>Reading aloud their writing clearly enough that it can be heard and understood by the teacher and other children</p>	<p>Look at English progression of skills and English appendix 1 in the National Curriculum</p> <p>Handwriting to be taught as a regular separate lesson – see English policy and progression of skills</p> <p>Children should be able to name the letters of the alphabet and use these names when spelling words especially some of the common exception words</p> <p>Plan in time for children to write dictated sentences</p> <p>When looking at texts plan for the teaching of common exception words and the following spelling/grammar only where possible:</p> <p>Adding -s and -es to form regular plurals Prefix 'un-' Suffixes -ing, -ed, -er and -est Simple compound words spelt correctly</p> <p><i>The Bear and the Piano by David Litchfield</i> <i>Journey by Aaron Becker</i></p>

<p>Non-fiction 2 weeks</p> <p>Write a non-chronological report. You could make 'lift the flap' book .</p>	<ul style="list-style-type: none"> • Discussing the significance of the title and events • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Reading aloud their writing clearly enough to be heard by their peers and the teacher. • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>Use the library to explore looking at a range of books on transport.</p> <p>Lift the Flap Transport book</p>
<p>Poetry vocabulary building 1 week</p>	<ul style="list-style-type: none"> • Listening to and discussing a wide range of poems at a level beyond that at which they can read independently • Using new vocabulary 	<p>Read a variety of poems about transport, make sure these include a wider choice of vocabulary</p>
<p>Explore and write 1 week</p>		

Activities	Intended Outcomes	Notes Key Vocabulary and Questions Assessment Opportunities Resources
Narrative 3 weeks	<ul style="list-style-type: none"> • Listening to and discussing a wide range of stories at a level beyond that at which they can read independently • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Being encouraged to link what they read or hear read to their own experiences • Reading aloud their writing clearly enough to be heard by their peers and the teacher • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	The Tiny Seed

<p>Non-fiction 2 weeks</p>	<ul style="list-style-type: none"> • Discussing the significance of the title and events • Drawing on what they already know or on background information and vocabulary provided by the teacher • Reading aloud their writing clearly enough to be heard by their peers and the teacher • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>Watch Caterpillar shoes film clip on Literacy Shed and look at suggested planning and adapt as necessary Use the film VIPERS guide for questioning</p> <p>Look at a variety of non-fiction texts on transport</p>
<p>Poetry vocabulary building 1 week</p>	<ul style="list-style-type: none"> • listening to and discussing a wide range of poems beyond that at which they can read independently • Using new vocabulary to compose poems 	<p>Read 'Mad About Minibeasts' Choose a poem to recite. Use a poem to write in the same style.</p>
<p>Explore and write 1 week</p>		

Literacy Scheme of Work
Year 2 – Autumn

Activities	Intended Outcomes	Notes/Ideas for texts
<p>Narrative Fictional stories 4 weeks</p> <p>Story writing Character description</p>	<ul style="list-style-type: none"> • Planning what they are going to write about, including writing down ideas and/or key words and new vocabulary • Encapsulating what they want to say, sentence by sentence. • Re-reading to check that their writing makes sense and that the correct tense is used throughout. • Joining words and clauses using some subordination and co-ordination • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark • Using expanded noun phrases • Accurately spell most words containing the phonemes and common exception words already taught • Write dictated sentences including punctuation and common exception words taught so far • Reading aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Look at English progression of skills When looking at texts plan for the teaching of common exception words and the following spelling/grammar, only where possible: Suffixes e.g. ment, ness, ful, less, ly. Contractions e.g., can't, didn't, hasn't, couldn't, it's, I'll Possessive singular apostrophe (e.g., the girl's book Common homophones (e.g. bare/bear, blue/ blew, night/knight)</p> <p>Secret Sky Garden by Linda Sarah The Last Tree in the City By Peter Carnavas Bloom By Anne Booth</p>
<p>Non-fiction Focus on Dictionary & Thesaurus work 1 week</p>	<ul style="list-style-type: none"> • Introducing non-fiction books that are structured in different ways • Writing down key words including new vocabulary • Using a glossary to find out new words • Introducing personal dictionaries to record useful words 	<p>Finding out about plants and flowers</p>
<p>Poetry Vocabulary building 1 week</p>	<ul style="list-style-type: none"> • Recognising simple recurring language • Discussing and clarifying the meanings of new words, linking meanings to known vocabulary • Participating in discussions about books and poems that are read to them and that they read for themselves, taking turns and listening to what others say 	<p>I am the Seed That Grew By F Waters</p> <p>There's a Monster in the Garden</p>
<p>Explore and Write 1 week</p>	<ul style="list-style-type: none"> • Being encouraged to write independently and looking for writing opportunities 	
<p>Narrative Traditional tales 4 weeks</p>	<ul style="list-style-type: none"> • Becoming increasingly familiar with retelling a wider range of fairy tales and traditional tales 	<p>Look at English progression of skills</p>

<p>Letter Diary Story writing</p>	<ul style="list-style-type: none"> • Planning what they are going to write about, including writing down ideas and/or key words and new vocabulary • Encapsulating what they want to say, sentence by sentence • Using the present and past tense correctly and consistently • Making simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that the correct tense is used throughout. • Proof reading to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly) • Joining words and clauses using subordination and co-ordination • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark • Write dictated sentences including punctuation and common exception words taught so far • Using expanded noun phrases • Accurately spell most words containing the phonemes and common exception words already taught 	<p>When looking at texts plan for the teaching of common exception words and the following spelling/grammar, only where possible: Suffixes e.g. ment, ness, ful, less, ly. Contractions e.g., can't, didn't, hasn't, couldn't, it's, I'll Possessive singular apostrophe (e.g., the girl's book Common homophones (e.g. bare/bear, blue/ blew, night/knight)</p> <p>Little Red Reading Hood By Lucy Rowland and Ben Mantle</p> <p>The Great Fairy Tale Disaster By David Conway</p>
<p>Non-fiction Recount 1 week Reports / leaflet</p>	<ul style="list-style-type: none"> • Reading and finding relevant information and encapsulating what they want to say in a sentence • Sharing new facts with others and reading work aloud • Using a capital letter for names of flowers and plants • Punctuating sentences using a capital letter and a full stop • Asking questions related to what they would like to find out and using question marks appropriately • Joining words and clauses using subordination and co-ordination • Re-reading to check that their writing makes sense and that the correct tense is used throughout. • Proof reading to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly) • Accurately spell most words containing the phonemes and common exception words already taught 	<p>Link to fairy tales, finding out about wolves/pigs etc</p>
<p>Poetry Structure and rhyme 1 week</p>	<ul style="list-style-type: none"> • Listen to, discuss and express views about a range of contemporary and classical poetry • Answer and ask question about a text 	<p>Christmas poems</p>
<p>Explore and Write 1 week</p>	<ul style="list-style-type: none"> • Being encouraged to write independently and for children to look for opportunities for writing 	

Literacy Scheme of Work

Year 2 – Spring

Activities	Intended Outcomes	Key Vocabulary and Questions Resources Assessment Opportunities
<p>Narrative Stories 2 weeks</p> <p>Story writing Postcard</p>	<ul style="list-style-type: none"> • Planning what they are going to write about, including writing down ideas and/or key words and new vocabulary • Encapsulating what they want to say, sentence by sentence. • Re-reading to check that their writing makes sense and that the correct tense is used throughout. • Joining words and clauses using some subordination and co-ordination • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark • Using simple adverbs to express how to do actions and expanded noun phrases to describe • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Use the present and past tense correctly and consistently • Accurately spell most words containing the phonemes and common exception words already taught • Write dictated sentences including punctuation and common exception words taught so far • Reading aloud their writing clearly enough to be heard by their peers and the teacher • Evaluate their writing with the teacher and other children • Proof read to check for errors in spelling, grammar and punctuation 	<p>Look at English progression of skills When looking at texts plan for the teaching of common exception words and the following spelling/grammar, only where possible: Suffixes e.g. ment, ness, ful, less, ly. Contractions e.g., can't, didn't, hasn't, couldn't, it's, I'll Possessive singular apostrophe (e.g., the girl's book Common homophones (e.g. bare/bear, blue/ blew, night/knight) Using er and est to show comparisons in adjectives Using commas in a list</p> <p>The Tower Bridge Cat By Tee Dobinson</p> <p>Paddington at the Tower by Michael Bond</p>

<p>Non-fiction Reports 2 weeks</p> <p>Letter Diary</p>	<ul style="list-style-type: none"> • Write about real facts and events • Write narratives about personal experiences and those of others • Use the present and past tense correctly • Use expanded noun phrases 	<p>Historical fiction - Toby and the Great Fire of London By Margaret Nash (See Literacy shed)</p> <p>Use a variety of non fiction on the Great Fire of London</p>
<p>Poetry Vocabulary building 1 week</p>	<ul style="list-style-type: none"> • Listen to, discuss and express views about a range of contemporary poetry • Answer and ask question about a text • Use adjectives • Planning what they are going to write about, including writing down ideas and/or key words and new vocabulary • Using expanded noun phrases • Reading aloud their writing clearly enough to be heard by their peers and the teacher • Evaluate their writing with the teacher and other children • Proof read to check for errors in spelling, grammar and punctuation • Write dictated sentences including punctuation and common exception words taught so far • Accurately spell most words containing the phonemes and common exception words already taught 	<p>Focus on reading and listening to a range of different fire poems</p>
<p>Explore and Write 1 week</p>	<ul style="list-style-type: none"> • Being encouraged to write independently and for children to look for opportunities for writing 	

<p>Narrative Stories 2 weeks Writing the middle and end of a story</p>	<ul style="list-style-type: none"> • Planning what they are going to write about, including writing down ideas and/or key words and new vocabulary • Encapsulating what they want to say, sentence by sentence. • Re-reading to check that their writing makes sense and that the correct tense is used throughout. • Joining words and clauses using some subordination and co-ordination • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark • Using expanded noun phrases • Use the present and past tense correctly and consistently • Accurately spell most words containing the phonemes and common exception words already taught • Write dictated sentences including punctuation and common exception words taught so far • Reading aloud their writing clearly enough to be heard by their peers and the teacher • Evaluate their writing with the teacher and other children • Proof read to check for errors in spelling, grammar and punctuation 	<p>Look at English progression of skills When looking at texts plan for the teaching of common exception words and the following spelling/grammar, only where possible: Suffixes e.g. ment, ness, ful, less, ly. Contractions e.g., can't, didn't, hasn't, couldn't, it's, I'll Possessive singular apostrophe (e.g., the girl's book Common homophones (e.g. bare/bear, blue/blew, night/knight) Dragon Post By Emma Yarlett</p> <p>The Dragon with the Blazing Bottom By Beach</p> <p>The Night Dragon By Naomi Howarth</p>
<p>Non-fiction Reports 2 weeks Leaflets</p>	<ul style="list-style-type: none"> • Write about real facts • Use the present and past tense correctly • Use expanded noun phrases • Write narratives about personal experiences and those of others 	<p>Teach Your Dragon Body Safety By Steve Herman</p> <p>National Geographic Kids Readers: Real Dragons</p>
<p>Poetry Vocabulary building 1 week</p>		<p>Dragon poetry</p>

Explore and Write 1 week	<ul style="list-style-type: none">• Being encouraged to write independently and for children to look for opportunities for writing	
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Year 2 – Summer

Activities	Intended Outcomes	Key Vocabulary and Questions Resources Assessment Opportunities
<p>Film narrative Character descriptions Exclamation sentences Commentary 2 weeks</p>	<ul style="list-style-type: none"> • Planning what they are going to write about, including writing down ideas and/or key words and new vocabulary • Encapsulating what they want to say, sentence by sentence. • Re-reading to check that their writing makes sense and that the correct tense is used throughout • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark • Using expanded noun phrases • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Using suffixes to change meaning or tense • Using a variety of sentence types • Use the present and past tense correctly and consistently • Accurately spell most words containing the phonemes and common exception words already taught • Write dictated sentences including punctuation and common exception words taught so far • Reading aloud their writing clearly enough to be heard by their peers and the teacher • Evaluate their writing with the teacher and other children • Proof read to check for errors in spelling, grammar and punctuation • Using apostrophes for contractions 	<p>Watch film clip from the Literacy Shed 'Catch It'</p> <p>Read a range of animal stories include Meerkat Mail.</p>
<p>Non-fiction Newspaper article 2 weeks</p>	<ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways. • Discussing the sequence of events in books and how items of Information are related • Using sentences with different forms: statement, command, exclamation, question • Using commas for lists 	<p>Children to research an animal of their choice. Use the library for children to find relevant books.</p>

<p>Poetry Vocabulary building 1 week</p>	<ul style="list-style-type: none"> • Discussing their favourite words and phrases • Reciting their favourite poem • Discussing and clarifying the meanings of new words • Linking meanings to known vocabulary • Participating in discussions about books and poems that are read to them and that they read for themselves • Taking turns and listening to what others say • Writing poetry including use of new vocabulary/phrases 	<p>Look at the selection of Animal poetry books.</p>
<p>Explore and Write 1 week</p>		
<p>Narrative Writing a story 3 weeks</p>	<ul style="list-style-type: none"> • Planning what they are going to write about, including writing down ideas and/or key words and new vocabulary • Encapsulating what they want to say, sentence by sentence. • Re-reading to check that their writing makes sense and that the correct tense is used throughout • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark • Using expanded noun phrases • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Use the present and past tense correctly and consistently • Accurately spell most words containing the phonemes and common exception words already taught • Write dictated sentences including punctuation and common exception words taught so far • Reading aloud their writing clearly enough to be heard by their peers and the teacher • Evaluate their writing with the teacher and other children • Proof read to check for errors in spelling, grammar and punctuation • Using apostrophes for contractions • Reading aloud what they have written with intonation 	<p>The Pirates Next Door by Jonny Duddle See Literacy Shed resources</p> <p>The Singing Mermaid by Julia Donaldson</p>
<p>Non-fiction Features of an information text 2 weeks</p>	<ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways • Writing sentences with different forms: statement, command, exclamation, question 	<p>Find out about different sea creatures</p>

Poetry 1 week	<ul style="list-style-type: none">• Listening to, discussing and expressing views about a range of contemporary and classical poetry• Writing poetry using their own format	Seaside poems
Explore and Write 1 week		