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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme 1	**Fiction / Non-Fiction**	**Non-Fiction**	**Fiction**	**Fiction**	**Fiction**	**Non-fiction**
Topic	**Lists/Labels/Captions**	**Information Texts**	**Traditional Tales**	**Stories with a Familiar Setting**	**Stories from Another Culture**	**Information Texts**
Knowledge	**Outcome:** **To write a list, label or a caption for a specified purpose** • To write phrases, words and sentences in different formats for different purposes • To use capital letters, finger spaces and full stops as appropriate • To think, say, write a phrase / sentence • To write a list with each item on a separate line and to write the same list with commas and the word 'and' before the last item • To listen to simple information texts, PowerPoints and videos on a specific topic	**Outcomes:** **To write a simple information poster** • To read and enjoy non-fiction posters / texts To identify simple features. For example, heading, sub-heading, bullet points, trivia box • To turn statements into questions, learning a range of "wh" words: what, where, when, who, • To recognise and use question marks. • To compare a variety of forms of questions from texts, e.g. asking for help, asking the time. • To differentiate between statements,	**Outcomes:** **To write their own version of a traditional story** • To read and enjoy a range of traditional tales • To make connections between stories – e.g. hero, princess, bad character, animals that speak • To make links with their own experiences and stories • To perform a story through drama using puppets, masks etc • To orally re-tell a story using actions from Talk for Writing	**Outcomes:** **To write own version of a story with a familiar setting** • To join in, enjoy and read a range of stories. • To identify some features of a story. • To make connections between stories e.g. on a farm • To make links with their own experiences and other stories they have read this year • To perform a story through drama, puppets, masks etc • To orally re-tell a story using Talk for Writing • To write / draw a story map to help them re-tell a story	**Outcomes:** **To write a story from another culture** • To read and enjoy a range of traditional tales • To make connections between stories – e.g. hero, princess, bad character, animals that speak • To make links with their own experiences and stories • To perform a story through drama using puppets, masks etc • To orally re-tell a story using actions from Talk for Writing • To write / draw a story map to help them re-tell a story	**Outcomes:** **To write a page for an information book on a well-known subject of interest.** • To read in line with their developing phonic knowledge and enjoy non-fiction texts • To identify simple features • To turn statements into questions, learning a range of "wh" words: what, where, when, who, and to add question marks. • To compare a variety of forms of questions from texts, e.g. asking for help, asking the time. • To use simple age-appropriate books

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	• To answer retrieval questions based on what they have listened to To write captions or labels for a topic e.g., an animal • To use a dictionary • To put items in alphabetical order by first letter	questions and exclamations • To use simple age-appropriate books (from guided reading, PowerPoints etc) to find simple facts • To investigate and recognise a range of other ways of presenting texts e.g. bold or italicised print, captions, headings and sub-headings • To organise text with simple heading and sub-headings • To use capital letters for the first word in a sentence and end a sentence with a full stop. • To write in clear sentences using capital letters and full stops accurately. • To reread own writing to check for grammatical sense (cohesion) and accuracy	• To write / draw a story map to help them re-tell a story • To think, say, write a sentence To write simple sentences with a capital letter, finger spaces and full stops. • To use 'and' to join clauses. • To sequence a story • To use a greater variety of connectives to join 2 sentences e.g., but, so and because • To write / draw a plan • To use Talk for Writing to write their own version of the shared story. • To share their story with an audience • To use some features of traditional tales e.g. once upon a time, evil character etc	• To use 'and' to join clauses • To use a greater variety of connectives to join 2 sentences e.g., but, so and because • To use the past tense consistently for narration • To use Talk for Writing to write their own version of the shared story. • To understand other common uses of capitalisation e.g. for titles (Little Red Riding Hood), headings, books • To identify speech marks in reading, understand their purpose, use the term correctly.	• To write simple sentences with a capital letter, finger spaces and full stops. • To use 'and' to join clauses. • To sequence a story into beginning, middle and end • To write a story with a beginning, middle and end • To use a greater variety of connectives to join 2 sentences e.g., but, so and because • To write / draw a plan • To use Talk for Writing to write their own version of the shared story. • To share their story with an audience • To use speech bubbles to show when a character is speaking • To write a character description using noun phrases and synonyms	(from guided reading etc) to find simple facts • To investigate and recognise a range of other ways of presenting texts e.g. bold or italicised print, captions, headings and sub-headings • To organise text with simple heading and sub-headings • To use capital letters for the first word in a sentence and end a sentence with a full stop. • To reread own writing to check for grammatical sense (cohesion) and accuracy (agreement) – identify errors and suggest alternative constructions. • To understand the simple differences between fiction and non-fiction books. • To write / draw a plan

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		(agreement) – identify errors and suggest alternative constructions.	• To develop awareness of how stories are structured – beginning, middle and end • To use speech bubbles to show when a character is speaking • To write a character description using noun phrases and synonyms • To understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are		• To write at greater length and with sustained effort • To understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are • To use exclamation marks to denote strong emotion • To reread own writing to check for grammatical sense (cohesion) and accuracy (agreement) – identify errors and suggest alternative constructions.	• To use 'and' to join clauses • To use a greater variety of connectives to join 2 sentences e.g., but, so and because
Theme 2	**Fiction**	**Fiction**	**Poetry**	**Non-fiction**	**Non-fiction**	**Fiction**
Topic	**Familiar Settings**	**Predictable and Patterned Language**	**Repeating / Patterned Poetry**	**Instructions**	**Letter writing**	**Traditional Tales**
Knowledge	**Outcomes:** **To write simple sentences to describe a simple setting**	**Outcomes:** **To write their own version of a story with patterned language**	**Outcomes:** **To read, respond to and write repeating patterned poems.** • To read, respond to and write patterned	**Outcomes:** **To write a set of instructions** • To use time connectives to sequence events and correctly demarcate	**Outcomes:** **To write a letter** • To read and enjoy a series of letters and compare and contrast	**Outcomes: To write a traditional tale** • To read and enjoy a range of traditional tales not read before • To make connections between stories – e.g.

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	• To hear and enjoy stories with interesting settings • To find good adjectives and nouns in a set text • To explore, learn and use synonyms (e.g. rainbow, technicolour etc) • To know an adjective describes a noun • To understand and use the terms "noun", "adjective" and "verb" • To compare different settings e.g. spooky house, peaceful wood etc • To use 5 senses to describe a setting • To begin to use noun phrases to describe e.g. the spooky, dark wood • To think, say, write a phrase / sentence • To use capital letters for the personal pronoun "I", for names	• To perform a story through drama using puppets, masks etc • To orally re-tell a story using actions from Talk for writing • To write / draw a story map to help them re-tell a story • To join in, enjoy and read books with patterned language • To make connections between stories – e.g. set on a farm, animals etc • To make links with their own experiences and stories • To read with expression, tone and volume • To use capital letters for the first word in a sentence and end a sentence with a full stop. • To write in clear sentences using capital	poems with rhythm, rhyme and alliteration. • To identify alliteration and compose alliterative phrases e.g. Elegant Eva • To use capital letters for simple proper names e.g., Miss Smith, Jupiter, Darwen, Wales etc. • To become familiar with technical language and features of poetry. Egg, new lines, rhymes, rhythm, poem, poet, verse and alliteration etc • Read with intonation, expression and volume • To practise and perform a poem with sound effects and actions	sentences, e.g., first, next and last • To sequence a set of instructions. • To watch a wikihow video and to be able to replicate / order orally the steps. • To write a plan for instructions using arrows • To give and receive imperative orders e.g., get the glue stick, fold the paper. • To write a set of instructions using all these skills. • To add commas in a list. • To understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are • To reread own writing to check for grammatical sense	• To turn statements into questions, learning a range of "wh" words: what, where, when, who, and to add question marks. • To compare a variety of forms of questions from texts, e.g. asking for help, asking the time. • To identify features of a letter e.g., dear, time order, first person, present tense • To understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are. Especially with reference to present tense • To write sentences in the present tense. • To use time connectives	hero, princess, bad character, animals that speak • To make links with their own experiences and stories • To perform a story through drama using puppets, masks etc • To orally re-tell a story using actions from Talk for Writing • To write / draw a story map to help them re-tell a story • To use 'and' to join clauses. • To sequence a story • To use a greater variety of connectives to join 2 sentences e.g., but, so and because • To use Talk for Writing to write their own version of the shared story.

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	and for the first word in a sentence • To end a sentence with a full stop. • To write in clear sentences using capital letters and full stops accurately. • To reread own writing to check for grammatical sense (cohesion) and accuracy (agreement) – identify errors and suggest alternative constructions.	letters and full stops accurately. • To think, say, write a sentence • To begin to use 'and' to join clauses • To write / draw a plan • To use Talk for Writing to write their own version of the shared story using repeated patterns. • To share their story with an audience		(cohesion) and accuracy (agreement) – identify errors and suggest alternative constructions.	• To use speech bubbles to show when a character is speaking • To use capital letters for simple proper names e.g., Miss Smith, Jupiter, Darwen, Wales etc. • To write in clear sentences using capital letters and full stops accurately. • To think, say, write a sentence • To begin to use 'and' to join clauses • To use a greater variety of connectives to join 2 sentences e.g., but, so and because	• To sequence a story into beginning, middle and end • To write a story with a beginning, middle and end • To share their story with an audience • To use features of traditional tales e.g. once upon a time, evil character etc • To discuss stories are structured – beginning, middle and end • To identify speech marks in reading, understand their purpose, use the term correctly • To use speech bubbles to show when a character is speaking • To write a character description using noun phrases and synonyms • To understand the need for grammatical agreement, matching

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						verbs to nouns/pronouns, e.g. I am; the children are • To reread own writing to check for grammatical sense (cohesion) and accuracy (agreement) – identify errors and suggest alternative constructions.
Theme 3	**Poetry**					
Topic	**Nonsense Rhymes**					
Knowledge	**Outcomes:** **To read and respond to nonsense poems** • To read and respond to nonsense poems • To count syllables • To compose alliterative phrases e.g. Elegant Eva • To become familiar with technical language and features of poetry. E.g. new lines, rhymes, rhythm, poem, poet,					

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	verse and alliteration etc • Read with intonation, expression and volume • To practise and perform a poem with sound effects and actions. • To use a dictionary					

Red denoted outcomes from the SPAG appendices