



English Reading and Writing Overview for **All Saints Infants School 2025 – 2026**

This document has been collated to deliberately expose the children to a range of genres and inspirational authors that will provide children with rich reading and writing opportunities. When selecting books for our reading spine, we were inspired by Doug Lemov's book 'Reading Reconsidered'. Therefore, many of the texts selected for whole class reading sessions have been selected to tackle 'The Five Plagues of Reading' (see the table below for more information) to ensure that the children have access to a greater variety of complex narrative structures that will challenge them beyond a lexical level.

Archaic Language	Non-linear Time Sequences	Narratively Complex	Figurative / Symbolic Text	Resistant Texts
The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.	Time passes in the text in fits and starts or doubles back on itself, for example using flashbacks.	Narrated by an unreliable narrator who misunderstands something or doesn't fit in with others' views. The narrator can also be multiple people or an animal or there can be multiple plot lines.	Happen on a symbolic level or contain hidden ideas or meanings.	Written to deliberately make it hard for the reader to ascertain meaning, needing to assemble meaning around nuances, hints, uncertainties and clues.

Alongside 'The Five Plagues of Reading', the whole class reading books for KS1 have also been selected to complement the core writing texts for each year group. They provide rich opportunities to talk about and compare the books whilst developing the children's comprehension skills. They also provide opportunities to develop children's vocabulary and expand their general knowledge. Whole class reading will take place twice a week in year two but only once a week in year one, as part of their English lessons, as the children have two guided reading sessions a week as part of their phonics lessons. Class teachers will also need to select other texts that will enable the individual needs of the class to be met.

Reading for enjoyment with your class, should also take place outside of English lessons. Therefore, this spine also recommends other books that you might like to read to your class to complement the core texts or that reflect the current topic the children are learning about. Of course, you may also like to share your favourite books or books that are related to the children's interests during story time.

The core writing books have been chosen to inspire the children's writing. The main writing outcome for each core writing text has been identified and a possible purpose and audience for the writing has been suggested to encourage the children to see themselves as authors. Teachers are free to decide what other writing tasks are best suited to the book and the needs of their class.

As a school, we have selected stories, instructions and recounts as key genres that the children will cover in every year group. This document highlights the progression in these genres from the EYFS to Year 2. However, the children should be given the opportunity to recap learning from previous terms and year groups. For example, revisiting diary writing from year one in year two. This document also outlines the vocabulary, grammar and punctuation to be introduced each term but teachers will also

need to look at the school's handwriting scheme, phonic overview (Year One) and the RWI Spelling overview (Year Two) for more guidance with handwriting and spelling requirements for each term.

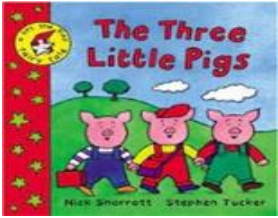
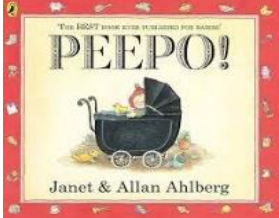
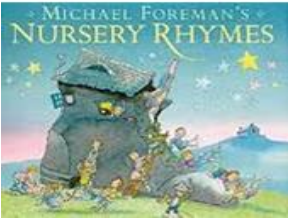
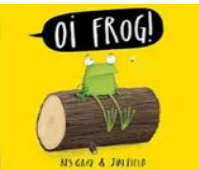
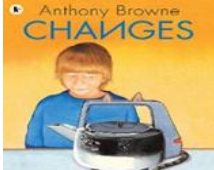
Oracy, the ability to express oneself fluently and grammatically in speech, has now been added to this spine. Some of the learning intentions purposely overlap with the speaking and listening objectives. However, it is vitally important that the oracy learning intentions are imbedded across the whole curriculum not just in English lessons.

This document will always remain a working document to ensure that it reflects the needs of the children in the school and allows teachers to include newly published books

To be reviewed again in July 2026

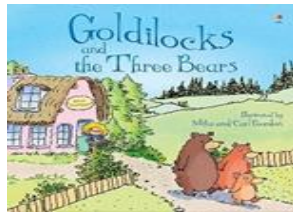
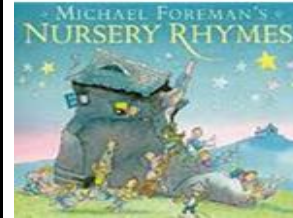
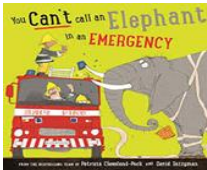
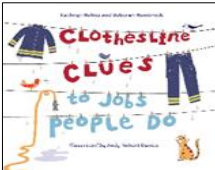
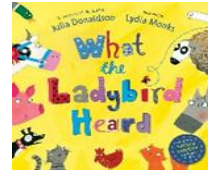
Foundation

	<u>Autumn Term One</u> Changes
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Writing Core Text				
	After the Fall by Dan Santat	The Three Little Pigs by Nick Sharrat	Peepo by Janet & Allan Ahlberg	Polly Put the Kettle On Humpty Dumpty
Main Writing Outcome	To design the packaging for a new cereal.	To create a picture advert for a new house.	To be able to write labels for basic household objects.	To draw or write pairs of rhyming words.
Possible Purpose and Audience	To persuade Audience: Display in class and vote for the best idea	To persuade Audience: The Little Pig to write to the children asking for help to find new homes for his brothers	To inform Audience: Create a book for their parents inspired by people and objects found in their home	To inform Audience: Class display about rhyming words
Speaking and Listening	To be able to share their ideas in full sentences when participating in one to one discussion. To listen to and engage in simple conversations about stories and rhymes. To be able to join in with repeated reframes.			
Oracy	Physical To look at someone who is speaking and who they are talking to. To sing songs and recite some simple nursery rhymes with actions.	Linguistic To use a wider range of nouns, verbs and adjectives in their speech (on going). To use talk in their play to practice new vocabulary (on going).	Cognitive To make relevant contributions that match what has been asked or discussed.	Social & Emotional To develop social phrases like 'Good morning, how are you?' To use positive facial expressions to encourage other people to talk to them.
Vocabulary, Grammar and Punctuation	To be able to use a capital letter at the start of their name.			
Introducing the Reading Gang	 Vocabulary Victor		 Predicting Pip	
Other Great Books to Read				

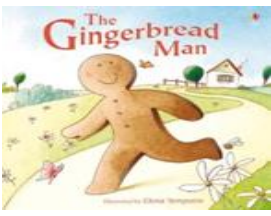
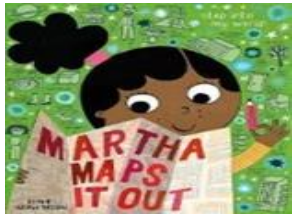
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	Autumn Term Two People Who Help Us
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Writing Core Text				
	Supertask by Sue Hendra & Paul Linnet	Goldilocks and the Three Bears Retold by Susanna Davidson	People Who Help Us Collection by Honor Head	Jack and Jill
Main Writing Outcome	To be able to write speech bubbles.	To complete a sentence stem.	To be label a picture.	To create a mini picture book of rhyming objects.
Possible Purpose and Audience	To entertain Audience: Create a class book	To inform Audience: Class teacher	To inform Audience: Peers in the role play area	To inform Audience: Display in class with rhyming activities
Speaking and Listening	To be able to share their ideas in full sentences when participating in one to one discussion. To listen to and engage in extended simple conversations about stories and rhymes. To be able to join in with repeated reframes.			
Oracy	Physical To look at someone who is speaking and who they are talking to. To sing songs and recite some simple nursery rhymes with actions.	Linguistic To use a wider range of nouns, verbs and adjectives in their speech (on going). To use talk in their play to practice new vocabulary (on going).	Cognitive To make relevant contributions that match what has been asked or discussed	Social & Emotional To develop social phrases like 'Good morning, how are you?' To use positive facial expressions to encourage other people to talk to them.
Vocabulary, Grammar and Punctuation	To be able to use a capital letter for the pronoun I. To begin to leave finger spaces between words. To write from memory simple phrases and sentences dictated by the teacher using grammar, words and phonemes taught so far. (on going).			
Introducing the Reading Gang	 Vocabulary Victor		 Predicting Pip	
Other Great Books to Read				

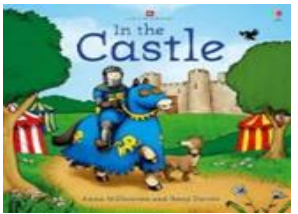
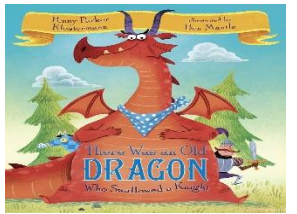
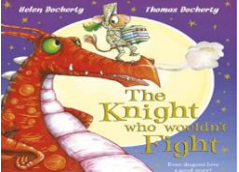
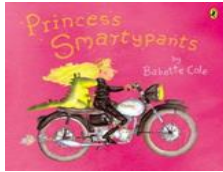
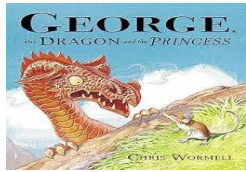
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	Spring Term One Journeys
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Writing Core Text	 Naughty Bus by Jan and Jerry Oke	 The Gingerbread Man Retold by Mairi Mackinnon	 Martha Maps it Out by Leigh Hodgkinson	 Magic Train Ride by Sally Crabtree
Main Writing Outcome	To write a sentence about what the Naughty Bus did next.	To be able to write speech bubbles.	To be able to write a list of things needed for the visit to the Dippy Park.	To creating and label a map of the train journey.
Possible Purpose and Audience	To entertain Audience: Peers in the form of a class book	To entertain Audience: Children to share their writing with their year two buddy	To inform Audience: Adults in the class	To entertain Audience: Visitors to the school in the form of a display
Speaking and Listening	To follow instructions involving several ideas or actions. To be able to use talk to help work out problems and organise thinking. To answer 'how' and 'why' questions about their experiences and in response to stories or events. To talk about their feelings, observations and experiences in full sentences using a range of tenses with increasing accuracy.			
Oracy	Physical To be able to speak audibly so that they can be clearly heard by others. To begin to use gestures to support meaning when talking and playing.	Linguistic To develop an understanding of prepositions, such as 'under', 'on top' or 'behind'	Cognitive To be able to use full sentences to describe events that have happened to them in detail.	Social & Emotional To start to make plans for games with others. To remember other people's ideas.
Vocabulary, Grammar and Punctuation	To leave finger spaces between words.			
Introducing the Reading Gang	 Vocabulary Victor		 Rex Retriever	
Other Great Books to Read				

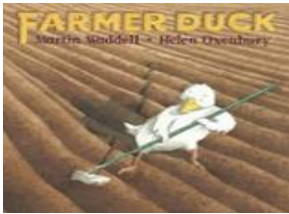
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	Spring Term Two Castles, Knights and Dragons
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Writing Core Text	 Sir Charlie Sticky Socks by Kristina Stephenson	 The Frog Prince Retold by Susanna Davidson (Archaic Text)	 In the Castle by Anna Milbourne	 There Was an Old Dragon Who Swallowed a Knight by Penny Parker Klostermann
Main Writing Outcome	To use a writing frame to create a simple invitation to a party.	To draw a picture of the prince and write a sentence to explain that he is lost.	To be able to write labels.	To work with an adult scribe to create a group poem about a dragon.
Possible Purpose and Audience	To inform Audience: Write an invite for parents to attend an event e.g. book look or arts morning	To inform Audience: The king and queen to write to the children asking for help to find their missing son	To inform Audience: Create large labels that the class can use in the small world area to label parts of the castle	To entertain Audience: Class poetry competition
Speaking and Listening	To be able to use a range of connectives to link sentences. To be able to use talk to help work out problems and organise thinking. To talk about their feelings, observations and experiences in full sentences using a range of tenses with increasing accuracy.			
Oracy	Physical To be able to speak audibly so that they can be clearly heard by others. To begin to use gestures to support meaning when talking and playing.	Linguistic To use full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.	Cognitive To be able to explain how or why something happened using because, when or so.	Social & Emotional To take turns to speak talking when working in a group. To listen in an age-appropriate way and contribute as required.
Vocabulary, Grammar and Punctuation	To be able to orally compose grammatically correct sentences before attempting to write them (on going). Use a capital letter at the start of a sentence. Use a full stop at the end of a sentence. To reread their writing to check it makes sense (on going).			
Introducing the Reading Gang	 Predicting Pip		 Rex Retriever	
Other Great Books to Read				

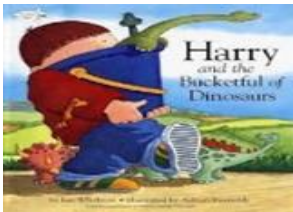
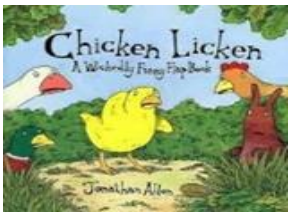
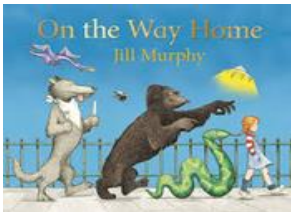
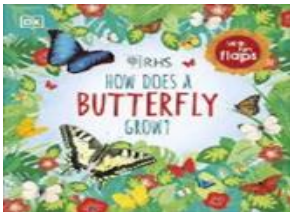
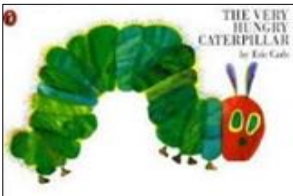
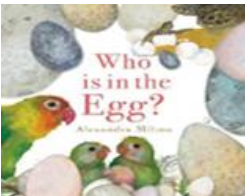
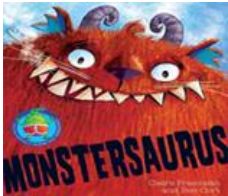
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	Summer Term One Things that Grow
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Writing Core Text	 Farmer Duck By Martin Waddell	 The Little Red Hen by Paul Gladone	 The Extraordinary gardener By Sam Boughton	 A Great Big Cuddle: Poems for the Very Young by Michael Rosen (Figurative/Symbolic Text)
Main Writing Outcome	To be able to write thought bubbles.	To be able to write speech bubbles.	Write simple repetitive instructions for planting a seed.	To write one phrase for a class poem based on the poem Finger Story.
Possible Purpose and Audience	To inform / entertain Audience: Duck to write to the children asking for the children's help to explain to the farmer how he feels.	To entertain Audience: Children to share their writing with their year 2 buddy.	To inform Audience: Gardening club / year ones	To entertain Audience: To share with older children
Speaking and Listening	To listen to and engage in extended conversations about stories, poems and non-fiction texts that are read to them. To be able to use some story language to retell short stories with a clear beginning, middle and end. To ask questions or make comments in response to what they have heard to clarify thinking or to find out more about what has been said to them.			
Oracy	Physical To be able to speak audibly in front of the whole class.	Linguistic To use sentence stems containing adverbs of sequence, e.g. first, next, after that and finally to sequence events.	Cognitive To make comments about what has been heard and ask simple questions to clarify understanding.	Social & Emotional To be able to independently use taught phrases to solve social problems when playing with others.
Vocabulary, Grammar and Punctuation	To be able to use correct pronoun when writing a sentence. To include simple adjectives in their writing.			
Introducing the Reading Gang	 Vocabulary Victor	 Rex Retriever	 Sequencing Suki	
Other Great Books to Read				

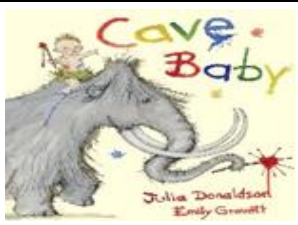
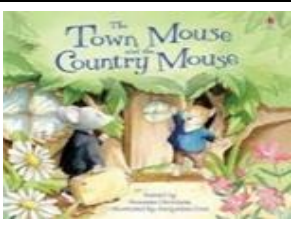
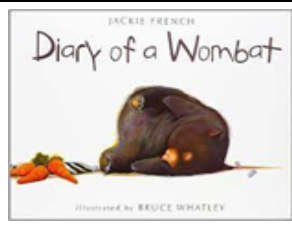
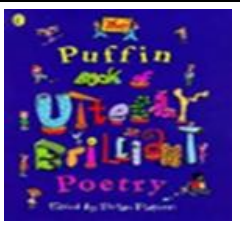
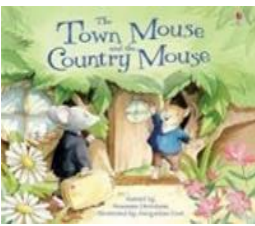
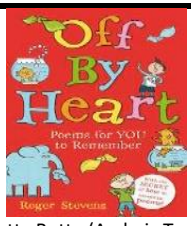
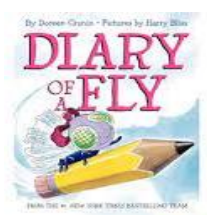
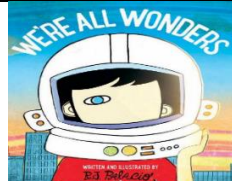
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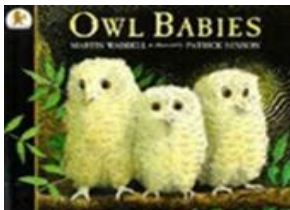
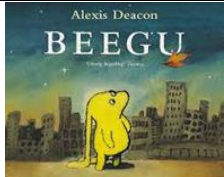
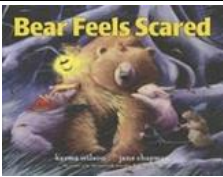
	Summer Term Two All Creatures Great and Small
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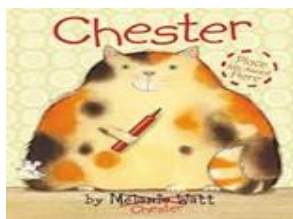
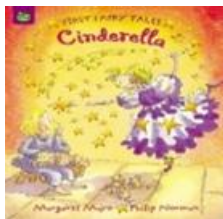
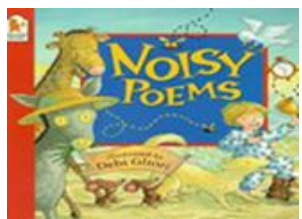
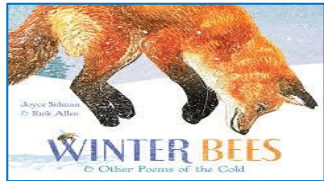
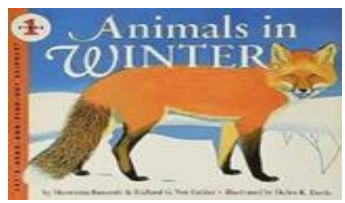
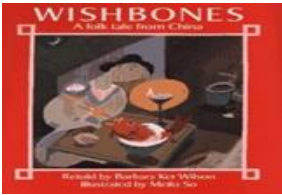
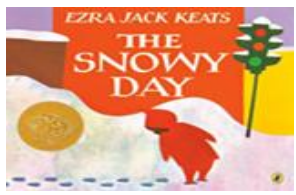
Writing Core Text	 Harry and the Bucketful of Dinosaurs by Ian Whybrow	 Chicken Licken by Jonathan Allen	 On the Way Home by Jill Murphy	 RHS How Does a Butterfly Grow? (DK)
Main Writing Outcome	To write a simple story.	Create a zig-zig book to show the order Chicken Licken met the other characters.	To be able to write short simple imaginary and real recounts.	To draw pictures and write labels to create a life cycle a butterfly.
Possible Purpose and Audience	To entertain Audience: Whole school story writing competition	To inform Audience: Peers – books to go in the library	To inform and entertain Audience: People involved in the visit.	To inform Audience: Peers / visitors by creating a display around caterpillars
Speaking and Listening	To listen to and engage in extended conversations about stories, poems and non-fiction texts that are read to them. To be able to use some story language to retell short stories with a clear beginning, middle and end. To ask questions or make comments in response to what they have heard to clarify thinking or to find out more about what has been said to them.			
Oracy	Physical To be able to speak audibly in front of the whole class.	Linguistic To use sentence stems containing adverbs of sequence, e.g. first, next, after that and finally to sequence events.	Cognitive To be able to use simple sentences stems to help them talk about how to improve their learning e.g. I could..., I might try to...	Social & Emotional To be able to independently use taught phrases to solve social problems when playing with others.
Vocabulary, Grammar and Punctuation	To consolidate previous learning.			
Introducing the Reading Gang	 Vocabulary Victor	 Rex Retriever	 Sequencing Suki	
Other Great Books to Read				

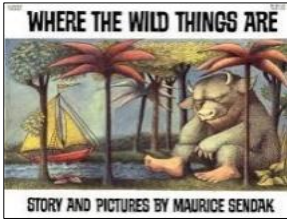
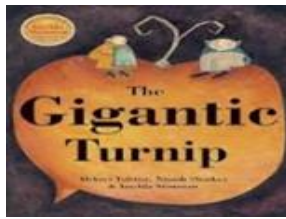
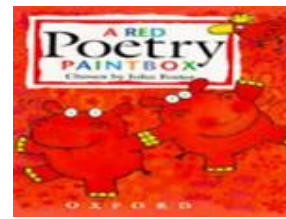
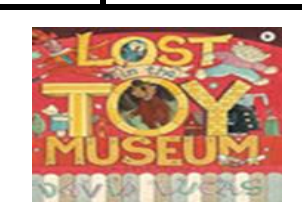
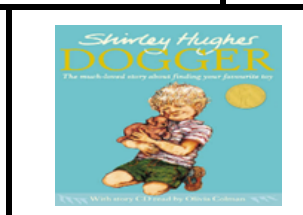
Year One

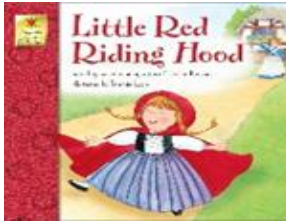
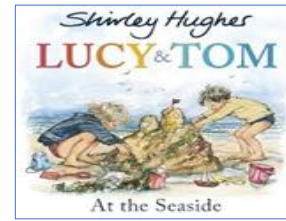
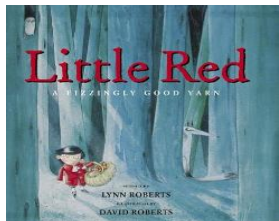
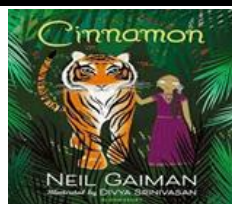
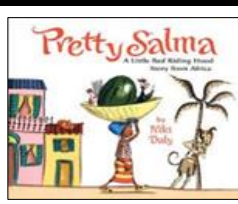
Autumn Term One

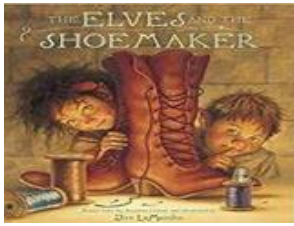
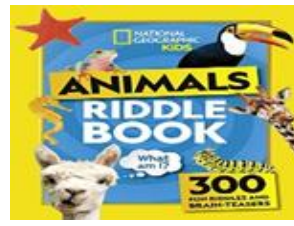
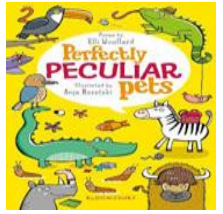
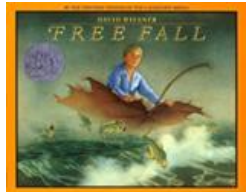
Writing Core Text				
	Cave Baby by Julia Donaldson	Town Mouse and Country Mouse by Susanna Davidson	Diary of a Wombat by Jackie French	On the Ning Nang Nong by Spike Milligan (Resistant Text)
Main Writing Outcome	Write dictated sentences. Write captions for pictures.	To write lists.	To write a simple diary entry about a real event	To write their own version of the poem.
Possible Purpose and Audience	To inform Audience: Class teacher	To inform Audience: Country Mouse to write and ask the chn to tell him what he would see if he came to Reading	To inform Audience: To write for themselves	To entertain Audience: Class book with illustrations
Speaking and Listening	To listen and respond appropriately to adults and their peers. To appreciate rhymes and poems, and to recite some by heart. To use relevant strategies to build their vocabulary.			
Oracy	Physical To speak clearly and confidently in a range of contexts.	Linguistic To use classroom resources to support language choices.	Cognitive To be able to give an opinion or share a point of view and give a brief explanation of the reasons behind the opinion.	Social & Emotional To use body language to show active listening and support speech e.g. nodding along or positive facial expressions.
Vocabulary, Grammar and Punctuation	To consolidate finger spaces between words. To consolidate using a capital letter and a full stop to punctuate a simple sentence. To understand the terms noun and verbs. To be able to add the suffixes –s or –es as the plural marker for nouns and the third person singular marker for verbs.			
Whole Class Reading Core Texts		 Betty Botta (Archaic Text)		
Other Great Books to Read				

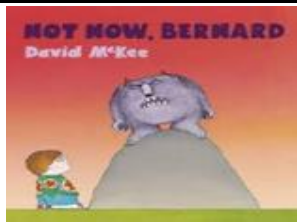
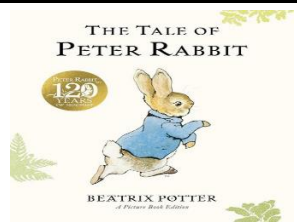
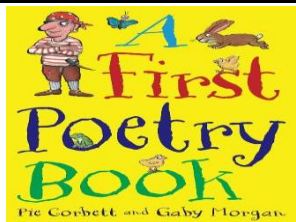
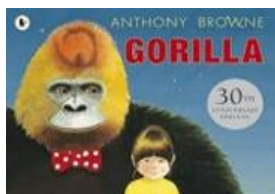
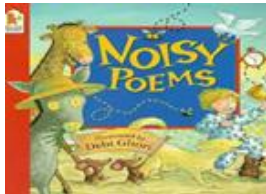
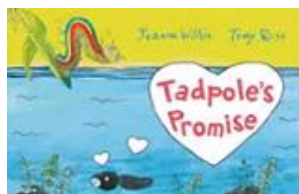
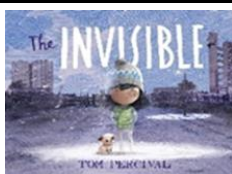
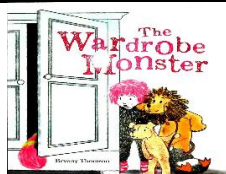
Autumn Term Two				
Writing Core Text				
	Owl Babies By Martin Waddell (Narratively Complex) (Figurative/Symbolic Text)	Jack and the Beanstalk by Carol Ottolenghi (Archaic Text)	Wolfboy By Andy Harkness	A Counting Poem Anonymous
Main Writing Outcome	To be able to write sentences to go with pictures to retell the story.	To be able to write character descriptions.	To create a zig-zag book to retell the story simply in the past tense.	To write a counting poem containing alteration.
Possible Purpose and Audience	To entertain Audience: Class teacher / headteacher	To entertain Audience: Peers – Pass it On	To entertain Audience: Their family	To entertain Audience: Foundation
Speaking and Listening	To speak confidently to a group of peers so that they understand the meaning of what is being said. To understand and answer how, what, and why questions, with obvious, straight-forward answers.			
Oracy	Physical To use appropriate tone of voice for context e.g. projecting voice for a large audience.	Linguistic To use classroom resources to support language choices.	Cognitive To be able to give an opinion or share a point of view and give a brief explanation of the reasons behind the opinion.	Social & Emotional To use body language to show active listening and support speech e.g. nodding along or positive facial expressions.
Vocabulary, Grammar and Punctuation	To consolidate the terms nouns, verbs and adjectives. To recognise question and exclamation marks and understand why they are used. To be able to proof read their writing to check for spelling and punctuation errors with increasing independence (on going).			
Whole Class Reading Core Texts	 (Narratively Complex & Figurative/Symbolic Text)			
Other Great Books to Read				

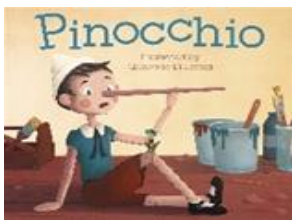
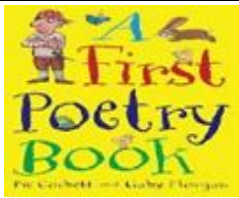
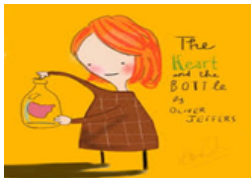
Spring Term One				
Writing Core Text				
	Chester by Melanie Watt (Narratively Complex)	Cinderella by Margaret Mayo	Just Because By Mac Barnett	Ears Hear By Lucia & James L. Hymes Jr
Main Writing Outcome	Write alternative events in role.	To retell the story simply using formulaic phrases to start and finish the story.	To write questions with unusual answers.	To write a new verse for the poem containing onomatopoeia.
Possible Purpose and Audience	To entertain Audience: Children to share their writing with year 2.	To entertain Audience: Arrange for it to be put on public display anonymously	To entertain Audience: Class book	To entertain Audience: Class poetry competition
Speaking and Listening	To appreciate rhymes and poems, and to recite some by heart To evaluate performances by their peers and provide constructive feedback with adult support.			
Oracy	Physical To politely use physical cues like pointing a thumb inwards when they want to share idea with their group.	Linguistic To understand the context of a word can change its meaning e.g. That car is cool. We dived in the water to cool off. (on going).	Cognitive To seek further information or clarification by asking how, what and why questions.	Social & Emotional To begin to organise small group discussions independently.
Vocabulary, Grammar and Punctuation	To use a wider range of adjectives in their writing. To begin to recognise and use question marks and exclamation marks to punctuate a sentence. To consolidate the suffixes -ed and -ing and their meaning and apply this to their independent writing with increasing accuracy where no change is needed in the spelling of root words.			
Whole Class Reading Core Texts	 (Figurative/Symbolic Text)			
Other Great Books to Read				

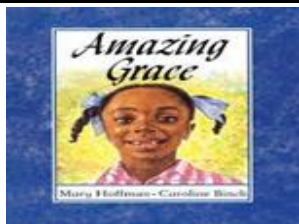
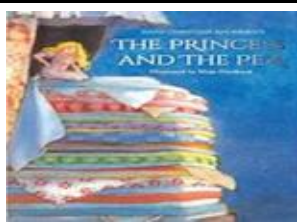
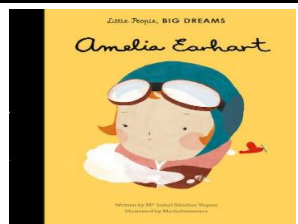
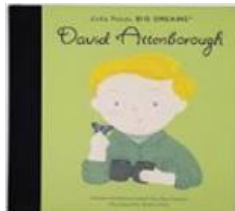
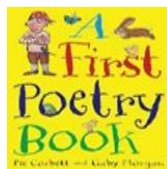
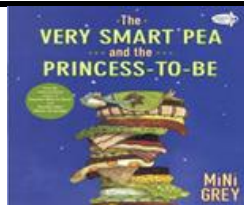
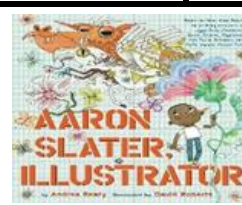
Spring Term Two				
Writing Core Text				
	Where the Wild Things Are by Maurice Sendak (Archaic Text / Complex Plot / Symbolic Text)	The Enormous Turnip by Aleksei Tolstoy	The Giant Jam Sandwich by John Vernon Lord & Janet Burroway	I Like Colours By Pie Corbett
Main Writing Outcome	To be able to write a story in the first person.	To be able to use adverbs of time and sequence to retell the middle section of a story.	To write instructions about how to make jam sandwiches using adverbs of sequence.	To write a poem containing rhyming couplets.
Possible Purpose and Audience	To entertain Audience: Create a book to share with their family	To entertain Audience: Peers – Pass it On	To inform Audience: Helping Foundation prepare for their Teddy Bear's Picnic	To entertain Audience: Voluntary KS1 school poetry competition
Speaking and Listening	To be able to explore familiar themes and characters through improvisation and role-play. To use different voices for different characters when taking part in role play activities.			
Oracy	Physical To politely use physical cues like pointing a thumb inwards when they want to share idea with their group.	Linguistic To use simple adverbs of time and sequence to orally sequence ideas.	Cognitive To be able to use because and if to explain their thinking.	Social & Emotional To begin to organise small group activities independently.
Vocabulary, Grammar and Punctuation	To use 'and' to join two sentences. To be able to add the suffixes -er and -est where no change is needed in the spelling of root words. To use capital letters for the names of people. To begin to identify and use some adverbs of sequence and time to sequence their writing.			
Whole Class Reading Core Texts	 (Resistant Text)	 After that fold the paper in half again so the edges meet and press down hard on the crease.	 (Archaic Text)	
Other Great Books to Read				

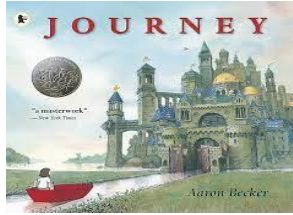
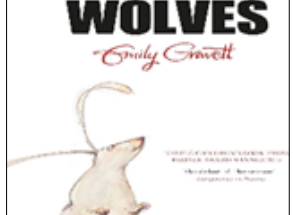
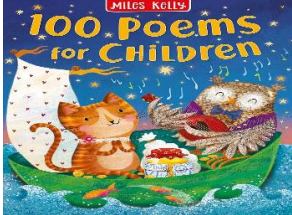
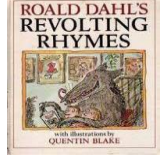
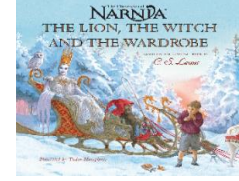
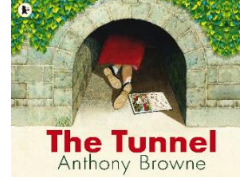
	Summer Term One			
Writing Core Text				
	The Tiger Who Came to Tea by Judith Kerr (Figurative/Symbolic Text)	Little Red Riding Hood by Candice Ransom (Archaic Text)	The Wolf's Story by Toby Forward (Narratively Complex)	Lucy and Tom at the Seaside by Shirley Hughes
Main Writing Outcome	To be able to use adverbs of time and sequence to retell the story.	To write a diary entry in role.	To write a letter as the wolf asking if they can come back to live in the wood.	To be able to write a recount about real and imaginary events containing adverbs of time and sequence.
Possible Purpose and Audience	To entertain Audience: Peers - Pass it On	To entertain / inform Audience: To write for themselves as Little Red Riding Hood	To persuade Audience: Woodcutter	To inform and entertain Audience: People involved in the visit
Speaking and Listening	To be able to explore familiar themes and characters through improvisation and role-play. To use different voices for different characters when taking part in role play activities. To use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events.			
Oracy	Physical To use hand gestures to support delivery in presentational talk .e.g. pointing to something being discussed.	Linguistic To be able to use because, when and if to explain their thinking.	Cognitive To be able to disagree respectfully with someone else's opinion.	Social & Emotional To be able to build on what others say by adding ideas, such as 'I agree with....because...'
Vocabulary, Grammar and Punctuation	To begin to use 'and', 'but' or 'so' to join two sentences. To be able to recognise and spell compound words. To be able to spell words containing the prefix un-.			
Whole Class Reading Core Texts				
Other Great Books to Read				

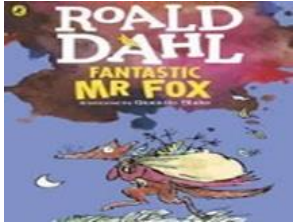
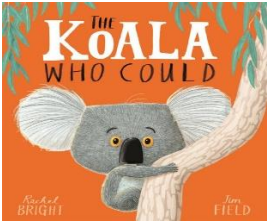
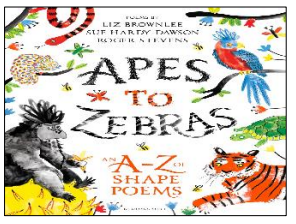
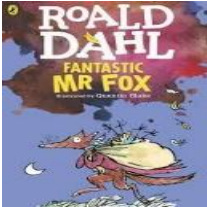
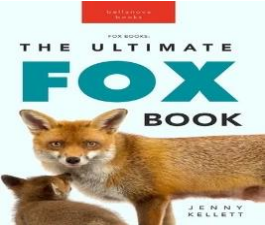
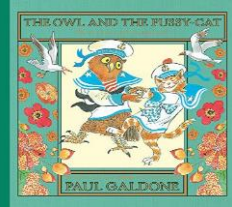
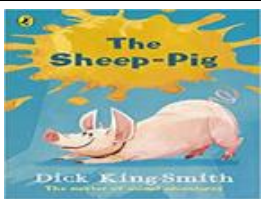
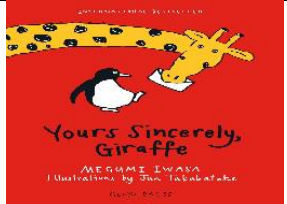
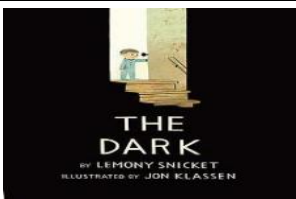
	Summer Term Two			
Writing Core Text				
	Lost and Found By Oliver Jeffers (Resistant Text)	The Elves and the Shoemaker by Brothers Grimm (Archaic Text)	Coming to England by Floella Benjamin	Animals Riddle Book By National Geographic
Main Writing Outcome	To be able to write a story about helping an animal.	To write a letter to persuade the shoemaker to make a special pair of shoes.	To be able to write simple autobiographies	To be able to write riddles about animals.
Possible Purpose and Audience	To entertain Audience: Whole school story writing competition	To persuade Audience: Shoemaker	To inform Audience: New starters in September	To entertain Audience: Class book for reception
Speaking and Listening	To be able to explore familiar themes and characters through improvisation and role-play. To use different voices for different characters when taking part in role play activities. To use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events.			
Oracy	Physical To use hand gestures to support delivery in presentational talk .e.g. pointing to something being discussed.	Linguistic To be able to use because, when and if to explain their thinking.	Cognitive To be able to disagree respectfully with someone else's opinion.	Social & Emotional To understand why someone may use a different tone in their voice.
Vocabulary, Grammar and Punctuation	To use capital letters for names of places and the days of the week. To be able to spell the days of the week. To consolidate previous learning.			
Whole Class Reading Core Texts				
Other Great Books to Read				

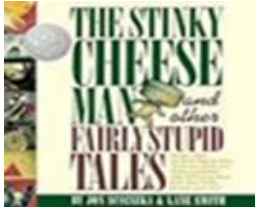
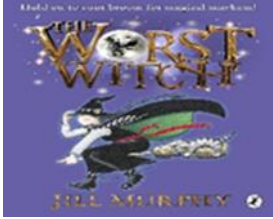
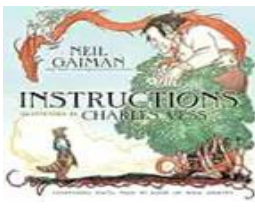
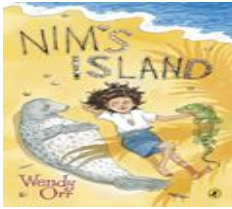
Autumn Term One				
Writing Core Text	 Not Now Bernard by David McKee (Resistant Text)	 The Tale of Peter Rabbit by Beatrix Potter (Archaic Text)	 QED Life Cycles Series	 The Alphabite by Pie Corbett & Gaby Morgan
Main Writing Outcome	To retell the story from the monster's point of view. To use pictures and key words to plan their story.	To be able to write a book review.	To write a simple explanation text about the life cycle of a frog.	To be able to write a poem containing commas in a list.
Possible Purpose and Audience	To entertain Audience: Peers – Pass it On	To inform Audience: Display for class reading area (ongoing)	To inform Audience: Read to Foundation as part of their 'Changes' topic	To entertain Audience: Peers in the form of a class book
Speaking and Listening	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. To be able to retell a five-part story using a range of adverbs of time. To be able sequence information to explain how or why something happens. To ask relevant questions to extend their understanding and knowledge.			
Oracy	Physical To begin to understand the importance of posture in appearing to be confident when speaking in front of an audience.	Linguistic To use taught subject specific vocabulary with increasing independence. (on going)	Cognitive To ask relevant questions to extend their understanding and knowledge (on going)	Social & Emotional To take part in short, imaginative storytelling activities using gestures and voice changes to portray different characters.
Vocabulary, Grammar and Punctuation	To make simple additions, revisions and corrections to their own writing (on going). To consolidate capital letters for proper nouns. To use 'and', 'or', 'but' and 'so' to join two simple sentences to create a compound sentence. To revise past and present tense. To consolidate using adverbs of time and sequence to sequence their writing. To be able to use commas in a list.			
Whole Class Reading Core Texts	 Gorilla Anthony Browne Complex Plot & Figurative/Symbolic Text	 Noisy Poems 'The Sound Collector' by Roger McGough	 Tadpole's Promise Team Wills	
Other Great Books to Read	 The Little House Virginia Lee Burton	 The Invisible Timothée de Fombelle	 The Wardrobe Monster Anthony Browne	 The Big Book of the UK

	Autumn Term Two			
Writing Core Text	 The Building Boy by Ross Montgomery (Narratively Complex) (Figurative/Symbolic Text)	 Pinocchio Illustrated by Giuseppe Di Lernia (Archaic Text)	 How to Make Friends with a Ghost by Rebecca Green	 The Night Before Christmas by Clement Clarke Moore (Archaic Text)
Main Writing Outcome	To write a story where the main character builds a giant that comes to life and they go off on an adventure.	To be able to use expanded nouns to describe a character including the character's personality.	To be able to write instructions about how to have fun with your friends with imperative verbs including a title, you will need section and method.	To write a rhyming poem with a Christmas theme.
Possible Purpose and Audience	To entertain Audience: Create a book to share with their family	To entertain Audience: Create a WAGOLL for the children in year one next year	To inform Audience: Share with the rest of the school in assembly	To entertain Audience: Share with junior school chn
Speaking and Listening	To be able to retell a five-part story using a range of adverbs of time. To be able to express characters thoughts and feelings in role play and using appropriate words, phrases and sentences. To ask relevant questions to extend their understanding and knowledge.			
Oracy	Physical To speak clearly and confidently with appropriate volume and pace.	Linguistic To use more descriptive language to tell stories and add detail to explanations.	Cognitive To use sentence stems to build on others' ideas in discussion.	Social & Emotional To be able to accept feedback to make minor improvements to how they communicate.
Vocabulary, Grammar and Punctuation	To identify and use noun phrases to describe and specify. To identify if a sentence is a statement, exclamation, question or command. To use the present and past tenses correctly and consistently including the progressive form to mark actions in progress. To reread their writing to check that their writing makes sense and that verbs to indicate time are used correct and consistently.			
Whole Class Reading Core Texts	 Grandad's Island Figurative/Symbolic Text)	 First Poetry Book Remembrance by Sue Cowling	 The Lonely Christmas Tree	
Other Great Books to Read	 The Heart and the Bottle by Oliver Jeffers	 The Bear and the Piano by David Almond	 THE FLOWER by John Leith	 Where The Poppies Now Grow by Robert Gurnea

Spring Term One				
Writing Core Text				
	Amazing Grace by Mary Hoffman & Caroline Binch (Non-linear Time Sequences)	The Princess and the Pea by Hans Christian Andersen (Archaic Text)	'Small people, Big Dream' series	The Magic Box by Kit Wright
Main Writing Outcome	To write a five-part story about a character who over comes a problem to achieve their dream.	To be able to recount a story with a clear beginning, build up, problem, resolution and ending.	To be able to write a simple biography.	To be able to write a free verse poem.
Possible Purpose and Audience	To entertain Audience: Create a book to share with parents	To entertain Audience: Children to read their story to their Foundation buddy	To inform Audience: Peers – Pass it On	To entertain Audience: Class display for visitors
Speaking and Listening	To discuss and express views about a wide range of contemporary and classic poetry and recite some poems by heart. To use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas. To articulate and justify answers, arguments and opinions.			
Oracy	Physical To experiment with pitch changes or their expressions to show emotions and using changes in volume to emphasise important points.	Linguistic To use an increased range of conjunctions to structure talk and join and sequence ideas	Cognitive To use more complicated grammar to explain or justify their opinions.	Social & Emotional To be able to recite / deliver short prepared material to an audience using a varied tone of voice according to the context to interest the audience.
Vocabulary, Grammar and Punctuation	To use apostrophes for contractions and possession. To use 'because', 'when', 'if' and 'that' to subordinate.			
Whole Class Reading Core Texts				
		(Archaic Text)	Different but the Same (Narratively Complex)	
Other Great Books to Read				

	Spring Term Two			
Writing Core Text				
	The Snow Queen by Hans Christian Andersen (Archaic Text)	The Journey by Aaron Becker (Figurative/Symbolic Text)	Wolves by Emily Gravett (Resistant Text)	'I Asked the Boy That Cannot See'
Main Writing Outcome	To use a given planning format to plan and write a quest story.	To be able to use adjectives and similes to describe settings and characters.	To write a non-chronological leaflet / report about wolves.	To write a poem containing similes.
Possible Purpose and Audience	To entertain Audience: Create a class book for the school library	To entertain Audience: Create a WAGOL for the children in year two next year	To inform Audience: Teach year 1 about wolves	To entertain Audience: Voluntary KS1 poetry competition
Speaking and Listening	To gain, maintain and monitor the interest of the listener(s) To select and use appropriate registers for effective communication. To use language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			
Oracy	Physical To notice if listeners aren't playing attention and use questions to re-engage them.	Linguistic Use appropriate tone, language and sentence structures for different people or occasions e.g. formal and informal (on going).	Cognitive To use more complicated grammar to explain or justify their opinions.	Social & Emotional To politely invite quieter members to join in discussions by saying their name, asking them a question or turning to them. To respect other's opinions and ask questions or hypothesise to try to understand their peers' different views
Vocabulary, Grammar and Punctuation	To understand the term adverb of manner and identify them in sentences. To use a range of adverbials in their writing. To use prepositional phrases in their writing.			
Whole Class Reading Core Texts				
Other Great Books to Read				

	Summer Term One			
Writing Core Text				
	Fantastic Mr Fox by Roald Dahl (Narratively Complex)	The Stinky Cheese Man by Rachel Bright	Dogs in Space: The Amazing True Story of Belka and Strelka by Vix Southgate	Apes to Zebras by Roger Stevens (Figurative/Symbolic Text)
Main Writing Outcome	To be able to write a character description for a new farmer in the style of Roald Dahl.	To be able to punctuate dialogue in a narrative.	To write a recount about a real event. The recount should build on year one by including an introduction, thoughts and feelings, and a conclusion.	To be able to write a shape poem.
Possible Purpose and Audience	To entertain Audience: Class teacher challenge	To entertain Audience: Peers – Pass it On	To inform Audience: Create a WOGAL for children in Year 2 next year	To entertain Audience: Peers in the form of a class book
Speaking and Listening	To adopt appropriate roles in small and large groups and consider alternative courses of action. To discuss and express views about a wide range of contemporary and classic poetry and recite some poems by heart. To consider and evaluate different viewpoints, attending to and building on the contributions of others.			
Oracy	Physical To use non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build.	Linguistic To be able to use sentence stems to signal when they are building or challenging other's ideas.	Cognitive To talk about their feelings and personal experiences with clarity, beginning to make connections between ideas or thoughts.	Social & Emotional To begin to organise larger group discussions independently of an adult by electing a chair.
Vocabulary, Grammar and Punctuation	To be able to add suffixes to spell longer words including -ment, -ness, -ful, -less and -ly. To consolidate previous learning.			
Whole Class Reading Core Texts	 (Narratively Complex)		 (Archaic Text)	
Other Great Books to Read				

	Summer Term Two			
Writing Core Text				
	The Stinky Cheese Man by Jon Scieszka (Non-Linear Text)	The Worst Witch by Jill Murphy (Non-linear Time Sequences)	The Day the Crayons Quit by Drew Daywalt (Narratively Complex)	Instructions by Neil Gaiman
Main Writing Outcome	To write a mixed-up version of a traditional tale. To be able to write a draft version and improve and extend it.	To write instructions for making an imaginary potion.	To be able to write letters of persuasion and complaint.	To create their own story or poem inspired by the book.
Possible Purpose and Audience	To entertain Audience: A gift for their Year3 teacher on move up day	To inform Audience: Mildred Hubble to write to the children asking for help	To inform Audience: Peers - Pass it On	To entertain Audience: Create a book to share with their family.
Speaking and Listening	To adopt appropriate roles in small and large groups and consider alternative courses of action. To realise that they need to use different styles of talk with different people. To consider and evaluate different viewpoints, attending to and building on the contributions of others.			
Oracy	Physical To use non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build.	Linguistic To be able to use sentence stems to signal when they are building or challenging other's ideas.	Cognitive To reflect on and adjust their ideas based on new information and give simple reasons why they changed their mind.	Social & Emotional To begin to organise larger group discussions independently of an adult by electing a chair
Vocabulary, Grammar and Punctuation	To consolidate previous learning.			
Whole Class Reading Core Texts		 (Non-linear Time Sequences)	 From a Railway Carriage (Archaic)	
Other Great Books to Read	