

# Wren's Nest English Overview 2025-2026



EYFS	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
English Focus												
	Narrative		Narrative		Narrative		Narrative		Narrative		Narrative	
	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose
<ul style="list-style-type: none"> <li>Enjoy an increasing range of books.</li> <li>Develop an understanding of how a story works and the special language used in stories.</li> <li>Share a variety of texts including rhymes, stories from their own and other cultures and poetry.</li> <li>Develop an understanding of how a story works and the special language used in stories.</li> <li>Use language to imagine and recreate roles and experiences.</li> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Practise writing their names, forming the letters correctly and using upper and lower case letters appropriately.</li> <li>Use pictures, symbols, actions and letters to communicate meaning.</li> <li>Learn and practise their letter sounds daily.</li> <li>'Write' for lots of different</li> </ul>	RML Phonics Scheme and Get Writing <b>WORD READING</b> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for</li> </ul>	<i>'Cottonwool Colin'</i> by Jeanne Willis and Tony Ross (A picture book) <i>'Sister For Sale'</i> by Adrian Bradbury <b>(A story with a familiar setting)</b>	To create a new story about friendship which is set in a school.	<i>Sand Wizards</i> by Jon Blake <b>(A story with a familiar setting)</b>	To write two descriptions of a beach setting which show contrasting moods and feelings.	<i>Lost or Stolen?</i> By Narinder Dhani <b>(A dilemma story)</b>	To use the structure and characters from <i>Lost or Stolen?</i> to write a new chapter of the story with a different dilemma and setting.	<i>Prometheus and Pandora</i> by Janey Pursglove <b>(A myth)</b>	To write a new ending for <i>Prometheus and Pandora</i> from Pandora's point of view, using ideas from the story and other traditional tales.	<i>Robin Hood and the Golden Arrow</i> by Geraldine McCaughrean <b>(A legend)</b>	To retell the story of Robin Hood in role as Sir Guy of Gisborne.	

<p>purposes including letters, cards, recipes, instructions, news and lists.</p> <ul style="list-style-type: none"> <li>• Attempt to write short sentences.</li> <li>• Read words and simple sentences.</li> <li>• Develop letter formation using a wide range of media, forming some recognisable letters.</li> </ul> <p>FRIDAY WRITE - see termly planning for further details</p>	<p>example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <ul style="list-style-type: none"> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>										
<p>Friday Write - See Appendix 1</p>	<p>Get Writing COMPREHENSION</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> </ul>	<p>'Little Croc's Purse' by Lizzie Finlay (A picture book) 'Oh Gnome!' by Lou Kuenzler (A playscript)</p>	<p>To create new play scenes.</p>	<p><i>A Tune of Lies</i> by Lou Kuenzler (A playscript)</p>	<p>To write a new ending to the play, including some new ideas for action, stage directions and dialogue.</p>	<p><i>The Bogeymen and the Trolls Next Door</i> by Kaye Umansky (A story in narrative verse)</p>	<p>To write a new story using some of the characters from <i>The Bogey Men and the Trolls Next Door</i>.</p>	<p><i>Bling!</i> by Jon Blake (A modern retelling of a myth/dilemma story)</p>	<p>To write a diary entry in role as Billy, exploring the final events of the story.</p>	<p><i>Brashem's Tortoise</i> by Susan Price (A historical story, fiction genres)</p>	<p>To write a story in a genre of my choice, using powerful imagery to build a picture of the setting in the reader's mind.</p>

<ul style="list-style-type: none"> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>										
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<p>COMPOSITION</p> <ul style="list-style-type: none"> <li>• Write sentences by:</li> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p><i>'Billy Monster's Daymare'</i> by Alan Durant and Ross Collins <b>(A picture book)</b></p> <p><i>'Beauty and the Beast'</i> By Gil Howell <b>(A traditional tale)</b></p>	<p>To create a new fairy tale.</p>	<p><i>A Tale of Two Robots</i> by Roy Apps <b>(A science fiction/fantasy story)</b></p>	<p>To write a new episode for the story.</p>	<p><i>The Fly and the Fool</i> by Lou Kuenzler <b>(A playscript)</b></p>	<p>To write a playscript scene based on the characters from Rumpelstiltskin.</p>	<p><i>This is NOT a Fairy Tale</i> by Jeremy Strong <b>(A story by a significant children's author)</b></p>	<p>To use ideas from Jeremy Strong's stories to write a new episode of <i>This is NOT a Fairy Tale</i>, in which Ramona meets a frightening character.</p>	<p><i>Gone Away!</i> By Lou Kuenzler <b>(A story with flashbacks)</b></p>	<p>To write a new short story with flashbacks, based on <i>Gone Away!</i></p>
<p><b>Friday Write - See Appendix 2</b></p> <p><b>Creative Writing - See Appendix 3</b></p>	<p><i>'The Night Shimmy'</i> by Gwen Strauss and Anthony Brown <b>(A picture book)</b></p> <p><i>'Chatterbox Ben'</i> by Adrian Bradbury <b>(A story with a familiar setting)</b></p> <p><i>'G.E.M'</i> by Jane Clarke and Garry Parsons <b>(A picture book)</b></p> <p><i>'Chocolate Planet'</i> by Jon Blake <b>(A story set in a fantasy world)</b></p>	<p>To write a diary entry about something that happened to a character they created.</p> <p>To write a fantasy story set in space.</p>	<p><i>Smash and Grab</i>" by John Dougherty <b>(A mystery story)</b></p> <p><i>The Enchantress of the Sands</i> by Jamila Gavin <b>(A folktale)</b></p>	<p>To write a new mystery story.</p> <p>To write a new folktale with a vivid setting, atmosphere and an exciting climax.</p>	<p><i>Runaways!</i> By Jim Eldridge <b>(A story with a historical setting)</b></p> <p><i>Sugarcane Juice</i> by Pratima Mitchell <b>(A story from another culture)</b></p>	<p>To use the historical setting and characters from <i>Runaways!</i> to write a new part of the story from one character's point of view.</p> <p>To use ideas and characters from <i>Sugarcane Juice</i> to write a new tension-filled episode of the story.</p>	<p><i>Dragon Slayer</i> by Gill Howell <b>(A story from another culture)</b></p> <p><i>Father's Day</i> by Lou Kuenzler <b>(A playscript, dramatic conventions)</b></p>	<p>To write a new adventure for Mai-Ling, using ideas from <i>Dragon Slayer</i></p> <p>To create a new scene for a play about a bully, using dialogue and stage directions to develop a clear picture of the characters' feelings and actions.</p>	<p><i>The Elephant in the Room</i> by Lou Kuenzler <b>(A playscript, narratives and plays)</b></p> <p><i>I Believe in Unicorns</i> by Michael Morpurgo <b>(Authors and texts)</b></p>	<p>To write a new scene for the play, including a monologue for a new character I have created.</p> <p>To write a new episode for the story, exploring how Tomas would feel if he became separated from his parents during the conflict in the city.</p>

		Non-Fiction		Non-Fiction		Non-Fiction		Non-Fiction		Non-Fiction	
		Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose
<ul style="list-style-type: none"> <li>Write for lots of different purposes including letters, cards, recipes, instructions, news and lists.</li> <li>FRIDAY WRITE - see termly planning for further details</li> </ul>	<b>Friday Write - See Appendix 2</b>  <b>Creative Writing - See Appendix 3</b>	'Parents and their Young' (An explanation)	To write their own explanation of a frog's lifecycle.	"Your A-to-Z Holiday Guide" "Which Holiday?" (Information texts)	To write an entry for an A to Z travel guide that gives the reader clear, useful and interesting information.	"Gadget Magic" "The Greatest Gadget of Them All?" (Information texts)	To write an advice leaflet about keeping your phone safe, and to produce a presentation about a gadget to pitch to a panel.	"How to Write Instructions" "How to Write a Greek Myth" "Have a go at... Chocolate Chip Ice Cream" (Instructions)	To write a clear set of instructions explaining how to make lemon sherbet	"The Sherwood Bugle" "Good Day!" "TV Interview" (Journalistic writing)	To write a TV broadcast reporting on Maid Marian's wedding and deliver it to the class.
		'Journey to the Deep' (A non-chronological report)	To write a short non-chronological text about shipwrecks.	"How to Make a One-string Guitar" (An instruction text)	To write clear instructions about how to make a bottle band.	"Your Alien Experiences" "The Daily Blab" (Journalistic recounts)	To write an article in the style of a recount, using language and features that are typical of a newspaper.	"Bravery Award for Fire Hero Boy" "Newshound" "Beach Bonanza!" (Recounts)	To write a newspaper recount that is suitable for a younger reader.	"Should humans really rule the Earth?" "Animals Rule!... but which one?" (Argument)	To write an argument for a debate, persuading people to vote for the 'Animal Party'
		'The Super Car Boot Toy Sale!' 'Gnome, sweet Gnome!' (Persuasive writing)	To write and perform a voice-over for a film trailer.	"Nose in a Book or Eyes on the Game?" "How Long Should Break Be?" (Discussion texts)	To write a balanced discussion text about whether break times are too short.	"The Stellar Stage School" "How the Voice Works" (Explanation Texts)	To write about a pupil's life at stage school based on a radio interview.	"Meet the Monster!" "Meet the Future!" (Persuasive writing)	To write a presentation persuading people to consider my point of view about whether or not there should be a new football stadium.	"Exotic Pets - the Facts and Figures" "Are you sure you really want one?" "Protection of Exotic Pets Society" (Formal/ Impersonal writing)	To plan and rehearse a role-play based on an encounter between a customs officer and an exotic pet smuggler, with appropriate use of formal and informal language.
		'How to Turn a Class Hamster into a Dinosaur'. (An instruction text)	To write a clear set of instructions for how to make a thaumatrope.	"Where Does Water Come From?" (An explanation text)	To write two clear and useful explanations, then present them to the class.	"Junior Detective" (Evaluating Evidence)	To select two pieces of evidence to write about, and then present them to a 'court'.	"Jeremy Strong biography and autobiography" "Anthony Horowitz biography" (Biography and autobiography)	To write a short biography of Anthony Horowitz for the back cover of one of his books.	"Alexander Selkirk Biography" (Biography and autobiography)	To write a biography about the life of Alexander Selkirk and present it to the class.

		'Thrill City' - email and letter <b>(Communication texts)</b>	To use formal and informal language to create an email, an invitation and a role-play.	"Wanted: A New Planet!" <b>(A non-chronological report)</b>	To write a non-chronological report and then present it to the class.	"London Herald" <b>(Newspapers)</b>	To write an entry for a class newspaper that is set during Victorian times.	"The Kraken" "A Dragon Spotter's Guide to the Chinese Lung Dragon" <b>(Non-chronological reports)</b>	To write a clearly-structured non-chronological report about a species of dragon.	"Make memory lapses a thing to forget!" "Memoraid" <b>(Persuasive texts)</b>	To write a persuasive presentation about whether 'Memoraid' should or should not be used in schools.
		'Chocolate' (An information text)	To gather information about chocolate and present it in a chocolate exhibition.	"Jamila Gavin - Biography" "Jamila Gavin - autobiography" <b>(A biography and autobiography)</b>	To write a biography using notes taken from audio accounts and fact files.	"VIPER! - Critic's Review" "VIPER! - A Film Trailer" <b>(Persuasive Writing)</b>	To write a trailer script to advertise a film to a specific audience.	"The Big Debate" <b>(Discussion texts)</b>	To write a balanced text about whether or not junk food should be banned.	"How does a story become a Manga graphic novel?" <b>(Explanations)</b>	To write a text explaining how to make a book a best-seller, focusing in particular on how authors can engage readers through websites.

	Poetry		Poetry		Poetry		Poetry		Poetry		
	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	
<ul style="list-style-type: none"> <li>Share a variety of texts including rhymes and poetry.</li> <li>FRIDAY WRITE - see termly planning for further details</li> </ul>	<b>Friday Write - See Appendix 2</b>  <b>Creative Writing - See Appendix 3</b>	The Fish Who Could Wish by John Bush and Korky Paul (A picture book) 'Tiger' by Usha Kishore 'River' by June Crebbin 'Don't Call Alligator Long-Mouth Till You Cross River' by John Agard <b>(Poetry)</b>	To imagine a new sea creature and create a shape poem using kennings to represent it.	<i>Water Cycle</i> by Andrew Fusek Peters	To write a water-cycle poem and participate in a class poetry performance.	<i>The Balloons</i> by Oscar Wilde <i>My Sari</i> by Debjani Chatterjee <i>At the end of a School Day</i> by Wes Magee	To write a poem in free verse about a small, unexpected event.	<i>Goodnight Stroud</i> by Pie Corbett <i>Last Night, I saw the City Breathing</i> by Andrew Fusek Peters	To write a poem about a classroom, building vivid images in the reader's mind.	<i>Rabbit in Mixer Survives</i> by Roger McGough <b>(Poetry: the power of imagery)</b>	To write a poem in free verse which describes a sea creature, using extended metaphor and personification.

## Cross Curricular Links

<p><b>Understanding of the World</b></p> <ul style="list-style-type: none"> <li>• Our Family</li> <li>• Remembrance Day</li> <li>• Chinese New Year</li> <li>• Saint Patrick's Day</li> <li>• Saint George's Day</li> <li>• Transition</li> </ul>	<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>• Queens, Crowns &amp; Corgis</li> <li>• Photographs from history: what can they tell us about the distant past?</li> <li>• Traditional stories: what do they tell us about the distant past? England, Scotland, Wales</li> </ul> <p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• The Route to Wren's Nest - local area</li> <li>• Let's Go Round Again - continents and oceans</li> <li>• Seasons - changes through the year</li> </ul> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>• Why do Snowmen Melt in Summer?</li> <li>• What makes me, me?</li> <li>• Messy Materials</li> <li>• Let's Grow!</li> </ul>	<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>• Significant rulers: Conflict, conquest and empires. Ruling and religion.</li> <li>• Queen Victories: how did Britain change during her lifetime?</li> <li>• Significant individuals who changed Britain: how did they fight for change?</li> </ul> <p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Hello UK!</li> <li>• London Streets to Jamaica Beats</li> <li>• Hot and Cold Places</li> </ul> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>• Bricks, Sticks and Other Bits</li> <li>• It's Alive!</li> <li>• Seeds, Soil and Sunshine</li> <li>• Me, You and Animals too!</li> </ul>	<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>• Stone Age Britain: what do archaeologists think they know about it?</li> <li>• Bronze and Iron Age Britain: how did life change during this time?</li> <li>• Ancient Egypt: what stayed the same across 3,000 years?</li> </ul> <p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Farm it, Find it, Map it! - land use and settlements</li> <li>• Biomes &amp; Beyond!</li> <li>• Water Cycle &amp; Rivers</li> </ul> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>• School of Rocks</li> <li>• Force Fields</li> <li>• Let it Grow!</li> <li>• Funny Bones</li> <li>• Time to Shine</li> </ul>	<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>• Greece Lightning - Ancient Greek Civilization: what do we know about Ancient Greece and its legacy?</li> <li>• Ancient Greeks continued: legacy and The Romans: what did it mean to be a Roman?</li> <li>• The Romans: The impact on Britain and the story of Christianity</li> </ul> <p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Routes, Roots and Regions</li> <li>• Earth Under Pressure</li> <li>• Europe vs Local</li> </ul> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>• Chew it and Poo it!</li> <li>• Bright Sparks</li> <li>• What's the Matter?</li> <li>• Freaky Frequency</li> <li>• Super Species</li> </ul>	<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>• Britain's Settlement by Anglo-Saxons &amp; How do we know about life in Anglo-Saxon England?</li> <li>• The Vikings: why did they come to the British Isles?</li> <li>• How did Viking settlement change Britain? &amp; The Vikings: Viking York</li> </ul> <p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Rockies to Rainforests</li> <li>• I've got the Power - Climate to Crisis</li> <li>• Diverse Landscapes - local and global</li> </ul> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>• To Infinity and Beyond!</li> <li>• Radical Reactions</li> <li>• The Circle of Life</li> <li>• Who Do You Think You Are?</li> <li>• May the Force be With You</li> </ul>	<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>• The Great War: how did the Great War affect local people and their communities?</li> <li>• Non-European societies: the Maya</li> <li>• Significant turning points: WWII</li> </ul> <p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Plates, Puddles &amp; Panic</li> <li>• Back to the Future</li> <li>• Food and Farms - global trade and coasts</li> </ul> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>• Darwin's Dilemma</li> <li>• Do you want to be in my Class?</li> <li>• Awesome Anatomy</li> <li>• Bright Ideas</li> <li>• Circuit Training</li> </ul>
<p>Across the curriculum subjects, children will have the opportunity to apply their English skills in a range of pieces of work including: diary entries, non-chronological reports, fact-files, newspaper articles, postcards and persuasive adverts, amongst others</p>						

## Grammar and Punctuation

<ul style="list-style-type: none"> <li>• Introduction to past, present and future tenses</li> <li>• Combine words to make meaningful sentences</li> <li>• Recognise and begin to use a range of verbs, nouns, adjectives and adverbs when talking about the world around them</li> <li>• Capital letters for names of people including themselves, their friends and staff</li> <li>• Name: days of the week; colours and months of the year</li> <li>• Begin to recognise rhyming words</li> <li>• Basic positional vocabulary such as <i>on</i>, <i>under</i>, etc.</li> <li>• FRIDAY WRITE - see termly planning for further details</li> </ul>	<ul style="list-style-type: none"> <li>• Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes]</li> <li>• How words can combine to make sentences</li> <li>• Joining words and joining clauses using <i>and</i></li> <li>• Separation of words with spaces</li> <li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Capital letters for names and for the personal pronoun <i>I</i></li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letters</li> <li>• Question marks</li> <li>• Suffixes (-ful, -less, -ing, -er, -est)</li> <li>• Commas in lists</li> <li>• Compound words</li> <li>• Sentences with different forms (exclamation and command)</li> <li>• Adjectives, nouns and noun phrases</li> <li>• Apostrophes for possession</li> <li>• Conjunctions for subordination</li> <li>• Adverbs</li> <li>• Conjunctions for subordination</li> <li>• Apostrophes for Contractions</li> <li>• Verb tenses</li> <li>• Tenses in texts</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs and adverbials</li> <li>• Inverted commas</li> <li>• Headings and subheadings</li> <li>• Adverbs of time</li> <li>• Determiners <i>a</i> and <i>an</i></li> <li>• Conjunctions</li> <li>• Adverbs and adverbials</li> <li>• prefixes</li> <li>• Adverbs and word families</li> <li>• Sentences</li> <li>• Perfect tense</li> <li>• Prepositions</li> <li>• Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Inverted commas</li> <li>• Paragraphs</li> <li>• Adverbials including fronted adverbials</li> <li>• Plurals, possession and apostrophes</li> <li>• Standard English</li> <li>• Nouns and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph</li> <li>• Linking ideas across paragraphs</li> <li>• Relative clauses</li> <li>• Modal verbs</li> <li>• Adverbs of possibility</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Converting nouns or adjectives into verbs using suffixes</li> <li>• Verb prefixes</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Semicolons, colons and dashes</li> <li>• Synonyms and antonyms</li> <li>• Punctuation of bullet points</li> <li>• Layout devices to structure text</li> <li>• Informal and formal speech and writing, subjunctive</li> <li>• Passive voice</li> <li>• Formal and informal vocabulary</li> <li>• Hyphens to avoid ambiguity</li> <li>• Linking ideas across paragraphs using a wide range of cohesive devices</li> </ul>
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## Progression of Skills

### Composition

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name.

Write simple phrases and sentences that can be read by others.  
Re-read what they have written to check that it makes sense.

FRIDAY WRITE - see termly planning for further details

Write sentences by:

- Saying out loud what they are going to write about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
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Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to heard by their peers and the teacher

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences of those and others
- Writing about real events
- Writing poetry
- Writing for different purposes

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about
- Writing down ideas/key ideas
- Encapsulating what they want to say sentence by sentence

Make 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 senses
- Proof reading to check for errors in spelling, punctuation and grammar
- Read aloud what they have written with appropriate intonation to make the meaning clear

Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a rich and varied vocabulary and an increasing range of sentence structures AP2
- Beginning to organise paragraphs around a theme through grouping ideas
- In narrative, begin to create characters, plot and settings
- In non-narrative material, use simple organisational devices e.g headings

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency

Proofread for spelling and punctuation errors

Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a rich and varied vocabulary and an increasing range of sentence structures AP2
- Organise paragraphs around a theme
- In narrative, create characters, settings and plot
- In non-narrative material, use simple organisational devices e.g subheadings and headings

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency

Proofread for spelling and punctuation errors

Read aloud their own writing, using appropriate intonation, controlling the tone and volume so the meaning is clear

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning
- In narratives, describe settings, atmosphere and integrating dialogue to convey character and advance the action
- Precising longer passages
- Use a wider range of devices to build cohesion within and across paragraphs
- Use further organisational and presentational devices to structure a text and guide the reader

Evaluate and edit by:

- Assess the effectiveness of their own and others' writing

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how choices can enhance meaning and change
- In narratives, describe settings, atmosphere and integrating dialogue to convey character and advance the action
- Precising longer passages
- Use a wider range of devices to build cohesion within and across paragraphs
- Use further organisational and presentational devices to structure a text and guide the reader

Evaluate and edit by:

- Assess the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar, punctuation to enhance

			Read aloud their own writing, using appropriate intonation, controlling the tone and volume so the meaning is clear		<ul style="list-style-type: none"> <li>Proposing changes to vocabulary, grammar, punctuation to enhance effects and clarify meaning</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing choosing the appropriate register</li> </ul>	<ul style="list-style-type: none"> <li>effects and clarify meaning</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing choosing the appropriate register</li> </ul>
					<p>Proof read for spelling and punctuation errors.</p> <p>Perform their own compositions using intonation, volume and movement so that meaning is clear</p>	<p>Proofread for spelling and punctuation errors.</p> <p>Perform their own compositions using intonation, volume and movement so that meaning is clear</p>

Transcription						
<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>FRIDAY WRITE - see termly planning for further details - APPENDIX 1</p>	<p>Spell:</p> <ul style="list-style-type: none"> <li>Words containing each of the 40+ phonemes already taught</li> <li>Common exception words</li> <li>Days of the week</li> <li>Name the letters of the alphabet in order</li> </ul> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes</p> <ul style="list-style-type: none"> <li>Use un-</li> <li>Using ing, ed, er and est when there is no change to the root word</li> </ul> <p>Use the spelling rule for adding s and es as the plural marker for nouns and the third person singular marker</p>	<p>Spell by:</p> <ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes representing these by graphemes spelling many correctly</li> <li>Learning new ways of spelling phonemes for which one or more spellings are already known</li> <li>Common homophones</li> <li>Spell common exception words</li> <li>Spell more words with contracted forms</li> <li>Learn the singular possessive apostrophe</li> <li>Distinguish between homophones</li> </ul> <p>Suffixes to spell longer words</p> <ul style="list-style-type: none"> <li>-ment</li> <li>-ness</li> <li>-ful</li> <li>-less</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes App1</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt App1</li> <li>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>Use the first 2 or 3 letters of a word to check a spelling in a dictionary</li> <li>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes App1</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt App1</li> <li>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>Use the first 2 or 3 letters of a word to check a spelling in a dictionary</li> <li>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>Spell some words with 'silent' letters e.g knight. Psalm, solemn</li> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling for some words needs to be learnt specifically</li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use the first three or four letters of a word to</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>Spell some words with 'silent' letters e.g knight. Psalm, solemn</li> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling for some words needs to be learnt specifically</li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use the first three or four letters of a word to</li> </ul>

	<p>for verbs</p> <p>Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words and taught so far</p> <ul style="list-style-type: none"> <li>FRIDAY WRITE - see termly planning for further details - APPENDIX 2</li> </ul>	<ul style="list-style-type: none"> <li>-ly</li> </ul> <p>Apply spelling rules and guidance - Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words and punctuation taught so far</p>			<p>four letters of a word to check spelling and meaning in a dictionary Use a thesaurus effectively</p>	<p>check spelling and meaning in a dictionary Use a thesaurus effectively</p>
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Vocabulary, Grammar and Punctuation

<ul style="list-style-type: none"> <li>Giving meanings to marks</li> <li>Using letter shapes</li> <li>Copy letters in name</li> <li>Letter formation through phonics sessions</li> <li>Handwriting</li> <li>CVC word building leading to CVCC and CCVC words.</li> <li>Labels</li> </ul> <p>Word spaces</p>	<ul style="list-style-type: none"> <li>Leaving spaces between words</li> <li>Joining words and joining clauses using 'and'</li> <li>Beginning to punctuate sentences using a capital letter</li> <li>Use a capital letter for names of people, places, days of the week and the personal pronoun I</li> </ul> <p>Use a full stop, question mark or exclamation mark</p>	<ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Singular possession</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>The present and past tenses correctly and consistently including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>Apostrophes of omission (can't, I'm)</li> <li>Commas in lists</li> <li>Consistent capital letters</li> </ul>	<p><b>Revise and Secure</b></p> <ul style="list-style-type: none"> <li>Questions/ Exclamation marks</li> <li>Varied conjunctions to extend clauses</li> <li>Adjectives</li> <li>Verbs, adverbs</li> <li>Expanded noun phrases</li> <li>Commas to separate a list</li> <li>Expressing time and place using adverbs and prepositions</li> </ul> <p><b>Introduce</b></p> <ul style="list-style-type: none"> <li>Inverted commas for direct speech</li> <li>Apostrophes for plural possession in nouns</li> <li>Fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Using and punctuating direct speech.</li> <li>Using commas after fronted adverbials</li> <li>Standard English forms for verb inflections instead of Local spoken forms (e.g. we were instead of we was, or I did instead of I done)</li> <li>Use of paragraphs to organise ideas around a theme</li> <li>Appropriate choice of pronoun or noun within a sentence for clarity and cohesion to avoid ambiguity and repetition</li> <li>Extend the range of sentences with more than one clause through a range of conjunctions-when, if, that, because although in sub-ordinate clauses</li> </ul>	<p><b>Revise and Secure</b></p> <ul style="list-style-type: none"> <li>Formal speech and writing including subjunctive forms</li> <li>Passive/active voice</li> <li>Expanded noun phrases</li> <li>Adverbs</li> <li>Commas (clarify meaning)</li> <li>Hyphens (avoid ambiguity)</li> <li>Using brackets, dashes or commas to indicate parenthesis</li> <li>Use modal verbs or adverbs to indicate degrees of possibility</li> </ul> <p><b>Introduce</b></p> <ul style="list-style-type: none"> <li>Colons and semi-colons</li> <li>Relative clauses</li> </ul>	<p><b>Revise and Secure</b></p> <ul style="list-style-type: none"> <li>Word classifications</li> <li>Types of nouns</li> <li>Fronted adverbials</li> <li>Apostrophes for possession</li> <li>Apostrophes for omission</li> <li>Relevant clauses</li> <li>All punctuation</li> <li>Modal Verbs (could, would, should, must, will, if, might)</li> <li>Synonyms/Antonyms</li> </ul>
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Text Organisation						
<p>Word structure using Fred Fingers</p> <p>Caption structure using word spaces - lead into capital letters at start and for names, full stop at end.</p>	<ul style="list-style-type: none"> <li>• A simple opening or ending</li> <li>• Some attempt to organise and group related ideas together.</li> <li>• Some attempt to sequence ideas or events</li> <li>• Related sentences linked by pronouns or simple time connectives</li> </ul>	<ul style="list-style-type: none"> <li>• A simple opening or ending</li> <li>• Some attempt to organise and group related ideas together.</li> <li>• Some attempt to sequence ideas or events, Related sentences linked by pronouns or simple time connectives</li> </ul>	<p><b>Revise and secure</b></p> <ul style="list-style-type: none"> <li>• Use past and present tense</li> <li>• Use progressive form of verbs in past and present tense (she is drumming, he was shouting)</li> <li>• Paragraphs to group related information</li> <li>• Headings and subheadings</li> </ul>	<ul style="list-style-type: none"> <li>• A brief introduction and ending</li> <li>• Simple text structure with attempt to organise related ideas.</li> <li>• Attempt to sequence ideas logically</li> <li>• Adverbials / pronouns may link sections sentences or paragraphs.</li> <li>• Some linking of ideas, but may be disjointed</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs to group ideas and cohesion</li> <li>• Use of pronouns</li> <li>• Use of openings</li> <li>• Linking ideas with conjunctions</li> <li>• Layout/structure e.g. heading subheadings</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs to group ideas and cohesion</li> <li>• Use of pronoun and noun</li> <li>• Use of openings</li> <li>• Linking ideas with adverbials</li> <li>• Layout/structure e.g. heading subheadings</li> <li>• Comparative devices e.g. on the other hand...</li> </ul>
Handwriting						
<ul style="list-style-type: none"> <li>• Mark making using multi-sensory methods</li> <li>• Pencil grip</li> <li>• Pencil control</li> <li>• Encouraged to write on the line</li> </ul> <p>Write recognisable letters, most of which are correctly formed EYFS framework</p>	<ul style="list-style-type: none"> <li>• Begin to form lower case letters in the correct direction</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting families</li> <li>• Sit correctly at a table</li> <li>• Hold a pencil comfortably</li> <li>• Hold a pencil correctly</li> <li>• Writing from left to right and top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>• Start to use some of the diagonal and horizontal strokes needed to join letters</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>• Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left un-joined</li> <li>• Begin to increase the legibility, consistency and quality of their handwriting</li> <li>• Begin to use joined up handwriting throughout independent writing</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the legibility, consistency and quality of their handwriting</li> <li>• Use joined up handwriting throughout independent writing</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting is consistently joined and legible, writing at speed and accuracy</li> <li>• Able to use the writing implement that is best suited for a task independently</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting is consistently joined and legible, writing at speed and accuracy</li> <li>• Beginning to choose the writing implement that is best suited for a task independently</li> </ul>

*\*\*Literacy and Language Units are taught in any order, depending on the needs of the group, however, Unit 1 is always taught first.*

Read alongside this document:

Handwriting Policy and Spoken Language Progression document

Reception Friday Write MTP

Year 1 Friday Write MTP

Year 2 Creative Writing MTP

DfE Primary Writing Framework 2025

DfE Reading Framework

Grammar in Literacy and Language Overview chart

## Appendix 1 – Reception Medium Term Planning for Friday Writing sessions

Friday Writing Session Overview		
Reception 2025-2026		
Autumn Term 1		
Week 2 – 12/09/25	Name Writing	Name writing Assessment
Week 3 – 19/09/25	Pre-writing shapes	What to put in our school bag – initial sounds (m, a, s, d)
Week 4 – 26/09/25	Labelling	Labelling an Autumn drawing (m, a, s, d, t, i, n, p)
Week 5 – 03/10/25	Recount	Build a Bear trip recount – draw and label
Week 6 – 10/10/25	Harvest list	Identify the initial sounds of the harvest items
Week 7 – 17/10/25	Card	Thank you card to the Fire Service for their visit
Week 8 – 24/10/25	Diwali – story map	Circle the initial sound of the picture – Diwali links

Autumn Term 2		
Week 1 – 03/11/25	Bonfire Night	Label a Bonfire Night picture
Week 2 – 10/11/25	Remembrance Day Thank You Letter	Thank you letter for soldiers
Week 3 – 21/11/25	Goldilocks	Porridge Recipe
Week 4 – 28/11/25	Advent	Carols around the crib poster
Week 5 – 05/12/25	Nativity	Label Nativity scene
Week 6 – 12/12/25	Christmas Around the World	Christmas Card
Week 7 – 19/12/25	Christmas	Christmas Party
Spring Term 1		
Week 1 – 05/01/26	Phonics	Letter formation practise
Week 2 – 12/01/26	Winter and Cold Places	Label a 'cold places' picture
Week 3 – 19/01/26	One Snowy Night	Percy the Park Keeper's Hot Cocoa List
Week 4 – 26/01/26	The Enormous Turnip- National Storytelling Week	Write what you see- The Enormous Turnip
Week 5 – 02/02/26	Chinese New Year	CNY Shopping List/ caption writing
Week 6 – 09/02/26	Valentines Day	Valentine's Day Card

Spring Term 2		
Week 1 – /02/26	Handa's surprise	Label a Handa's surprise picture.
Week 2 – /03/26	Spring	Spring caption picture
Week 3 – /03/26	Spring & Mother's Day	What do we love above our special ladies?
Week 4 – /03/26	Easter	What do we do at Easter? - list
Week 5 – /03/26	Easter	Caption Easter story

Summer Term 1		
Week 1 – /04/26	Lifecycle of a butterfly	CVC word sentence
Week 2 – /04/26	Jack and the Beanstalk	Labelling characters from story
Week 3 – /05/26	Lifecycle of a bean plant	Labelling parts of a plant – use of vocab word bank
Week 4 – /05/26	Lifecycle of a frog	Label a frog picture
Week 5 – /03/26	Lifecycle of a hen	CVC sentences
Week 6 – /03/26	Little Owl Farm trip	Trip recount

Summer Term 2		
Week 1 – /06/26	Eid	Label an Eid picture
Week 2 – /06/26	World environment day	CVC sentences
Week 3 – /06/26	Father's Day	Father's Day Card
Week 4 – /06/26	Summer	Description of sun safety poster
Week 5 – /07/26	All About Me	Info sheet for new teachers
Week 6 – /07/26	Zog	Design book cover
Week 7 – /07/26	Last week	Last day party!

Appendix 2 - Year 1 Medium Term Planning - Friday Writing Sessions

Friday Writing Session Overview

Year 1 Autumn 2025-26

Autumn Term 1		
Week 1	Name Writing /Baseline writing assessment	All about me: Name, favourite colour, favourite toy.
Week 2	List	List of toys for a birthday party.
Week 3	Labelling	Labelling the parts of an animal (linked to Science topic).
Week 4	Harvest/Autumn - Caption Writing	Caption writing based on harvest/Autumnal pictures.
Week 5	Poster	Lost crown (linked to new History topic)
Week 6	Letter – Question focus	Writing a letter to the King to ask about him and his life.
Week 8	Recount	Recount immersive Queen visit using time connectives

Friday Writing Session Overview

Year 1 Autumn 2 2025-26

Autumn Term 2		
Week 1	Bonfire captions	Bonfire pictures with simple captions to match.
Week 2	Autumn Poems	Referring to our senses, using adjectives to describe Autumn.
Week 3	Understand and use question marks.	Correctly completing sentences with ? or .  Writing a question to match an image.
Week 4	Winter captions.	Descriptive caption writing based on winter pictures.
Week 5	Letter to Santa Descriptive list	Writing a letter to Santa.  Writing a descriptive list of what I would like.
Week 6	Understand and use exclamation marks.	Correctly completing sentences with ! or .  Writing a exclamation to match an image.

### Friday Writing Session Overview

#### Year 1 Spring 1 2025-26

Spring Term 1		
Week 1	Write a set of class rules	Similar to a list. Number the rules. Direct language.
Week 2	Caption writing Suffix 'ing' focus	Write descriptive captions using words ending with the suffix 'ing'
Week 3	Descriptive labelling	Label a picture with appropriate adjectives.
Week 4	List for Chinese New Year	Write a list of all the things needed to celebrate Chinese New Year.

### Friday Writing Session Overview

#### Year 1 Spring 2 2025-26

Spring Term 2		
Week 1	I can write about grapes using the prefix un..	Write sentences using words with the prefix un..
Week 2	Spring fact file	Non-fiction fact file. Sentences about new life focus on adjectives and connecting ideas.
Week 3	Mother's Day poem	Acrostic poem. M O T H E R
Week 4	Spring plurals. Matching and writing singular words and plural words to Spring pictures. (s focus only)	Tulip- tulips Chick- chicks Lamb- lambs Egg- eggs Rabbit- rabbits
Week 5	Writing more complex sentences. Easter focus. Conjunctions.	And, but, or, so, because. Join your ideas together using conjunctions.

Summer Term 1		
Week 1	Goldilocks and Just the One Bear	Use similes to improve a description.
Week 2	Goldilocks and Just the One Bear	Use expanded noun phrases to describe Little Bear.
Week 3	Goldilocks and Just the One Bear	Describe a setting – Goldilocks' home.
Week 4	Goldilocks and Just the One Bear	Write in the present tense.
Week 5	Goldilocks and Just the One Bear	Write a dream sequence in the past tense.
Week 6	Goldilocks and Just the One Bear	Write a dream sequence in the past tense.

Summer Term 2		
Week 1	Recount	Write a recount of our trip to the seaside.
Week 2	Lighthouse Keeper's Lunch	Write questions about packed lunch contents.
Week 3	Lighthouse Keeper's Lunch	Use apostrophe to show possession for packed lunch.
Week 4	Lighthouse Keeper's Lunch	Instructions for making a sandwich for seagulls.
Week 5	Lighthouse Keeper's Lunch	Write a character description of Mr <u>Grieling</u> using coordinating conjunctions.
Week 6	Letter writing	Transition writing a letter to my new teacher.
Week 7	Last week	Last day party!

**Appendix 3 - Year 1 Medium Term Plan for Creative Writing**

<b>Creative Writing Session Overview</b>	
<b>Year 1 2025-26</b>	
Book 1- Funny Bones	
Session 1	Target: To make a prediction based on what is being said and done in the text.
Session 2	Target: To create a list of animals in the text.
Session 3	Target: To write sentences using capital letters and full stops.
Session 4	Target: To use past tense to recount in first person.
Session 5	Target: To write a book review about the story "Funny Bones".
Book 2- Owl Babies	
Session 1	Target: To make a prediction based on what's being said and done.
Session 2	Target: To use question marks with accuracy.
Session 3	Target: To use adjectives to describe a setting.

Book 3- The Snowman	
Session 1	Target: To recount the story of the Snowman.
Book 4- Tadpole's Promise	
Session 1	Target: To write a setting description
Session 2	Target: To write a diary entry using first person pronouns.
Session 3	Target: To write a non-fiction piece of text about the life cycle of a frog.
Session 4	Target: To write using the features of a letter from a character's point of view.
Session 5	Target: To write an alternative ending.
Session 6	Target: To write a non-fiction piece of text about the life cycle of a caterpillar.

### Book 5- Jack and the Beanstalk

Session 1	Target: To order the story and write captions to match.
Session 2	Target: To create a wanted poster for the giant.
Session 3	Target: To plan my own story based on the Jack and the Beanstalk.
Session 4	Target: To Re-write the story of Jack and the Bean stalk with my own adaptations.

Appendix 4 - Year 2 Medium Term Plan for Creative Writing

Friday Writing Session Overview

Year 2 2025-2026

Autumn Term 1		
Week 2	Recount	Write a recount of Kings and Queens WOW Day
Week 3	Scarecrows' Wedding	Use adjectives to describe what you might see and hear on the farm
Week 4	Scarecrows' Wedding	Write a list of what is needed for a wedding
Week 5	Scarecrows' Wedding	Use noun phrases to describe a character.
Week 6	Scarecrows' Wedding	Use commas in an expanded noun phrase.
Week 7	Scarecrows' Wedding	Make suggestions how to adapt a familiar story.
Week 8	Scarecrows' Wedding	Write my own adapted narrative of The Scarecrows' Wedding.

Autumn Term 2

Week 1	Fletcher and the Falling Leaves	Use commas in a list when describing what you see in autumn.
Week 2	Fletcher and the Falling Leaves	Write a postcard about an autumn walk.
Week 3	Fletcher and the Falling Leaves	To sequence a list of instructions.
Week 4	Fletcher and the Falling Leaves	To write a set of instructions to draw a character from the story.
Week 5	Recount	Write a recount of our trip to Tamworth Castle.
Week 6	Christmas	Christmas letter to Santa
Week 7	Christmas	Christmas Party



Spring Term 1		
Week 1	One Snowy Night	Use appropriate adjectives to describe a winter scene.
Week 2	One Snowy Night	Use expanded noun phrases to describe Percy the Park-keeper.
Week 3	One Snowy Night	Use two adjectives in a list to describe animals in winter.
Week 4	One Snowy Night	Use coordinating conjunctions.
Week 5	One Snowy Night	Use expanded noun phrases to describe my own character.
Week 6	One Snowy Night	Plan a story by making notes.



Spring Term 2		
Week 1	One Snowy Night	Write my own narrative about Percy's park in winter.
Week 2	Little Red	Improve a simple sentence.
Week 3	Little Red	Write a list of food in the pantry.
Week 4	Little Red	Write command sentences.
Week 5	Little Red	Write a set of instructions to trick Grandma.

Summer Term 1		
Week 1	Goldilocks and Just the One Bear	Use similes to improve a description.
Week 2	Goldilocks and Just the One Bear	Use expanded noun phrases to describe Little Bear.
Week 3	Goldilocks and Just the One Bear	Describe a setting – Goldilocks' home.
Week 4	Goldilocks and Just the One Bear	Write in the present tense.
Week 5	Goldilocks and Just the One Bear	Write a dream sequence in the past tense.
Week 6	Goldilocks and Just the One Bear	Write a dream sequence in the past tense.

Summer Term 2		
Week 1	Recount	Write a recount of our trip to the seaside.
Week 2	Lighthouse Keeper's Lunch	Write questions about packed lunch contents.
Week 3	Lighthouse Keeper's Lunch	Use apostrophe to show possession for packed lunch.
Week 4	Lighthouse Keeper's Lunch	Instructions for making a sandwich for seagulls.
Week 5	Lighthouse Keeper's Lunch	Write a character description of Mr <del>Griffin</del> using coordinating conjunctions.
Week 6	Letter writing	Transition writing a letter to my new teacher.
Week 7	Last week	Last day party!