

Learn and Grow Together



KS1 English Overview 2026-2027

At BFPNS, we create a caring family of resilient learners, enabling all individuals to thrive in our community.

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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 Reading – Linked to Grammarsaurus						
Core Text:	Author focus: Julia Donaldson Room on a Broom The Ugly Five Tiddler Monkey Puzzle Tabby McTat The Highway Rat	Author focus: Mini Grey Traction Man is Here Traction Man and the Beach Odyssey Traction Man meets Turbo Dog Whole school focus: Here I am by Patti Kim – supports the school value of Belonging.	Focus theme: Knights and castles Author focus: Emily Yarlett Dragon Post Unicorn Post Monster Post	Focus theme: Fairytales Hansel and Gretel Snow White Focus: Inspirational women in medicine The Extraordinary Life of Mary Seacole Little People, Big Dreams: Florence Nightingale Rosalind Franklin We Love the NHS Whole school focus for WBD: Footpath Flowers by Jon Arno Smith and Sydney Smith – supports the school value of caring and TT value of kindness.	Focus theme: Fairytales Jack and the Beanstalk Rumpelstiltskin The Elves and the Shoemaker Focus: Growing The Gigantic Turnip Oliver's Vegetables The Extraordinary Gardener Bloom	The Troll The Pirates Next Door Author focus: Benji Davis Storm Whale Grandad's Island The Lighthouse Keeper's Lunch At the Beach Look What I Found at the Seaside Whole school focus: The Midnight Fair by Gideon Sterer and Mariachiara Di Gioglio – supports the school value of integrity.
Storytime books to read aloud:	Longer texts on the English Overview may need to be read during the end of the day story time. In addition, the following could be read: Other books by Julia Donaldson The Puffin Keeper by Michael Morpurgo (chapter book) The Lighthouse Keeper series by Ronda Armitage Jill Murphy books, including The Worst Witch Series (early reading chapter books) Books by Oliver Jeffers					

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Termly Reading Progression: Year 1

Term	Autumn	Spring	Summer	National Curriculum
Strategies	Multiple reading strategies actively modelled throughout the reading and wider curriculum.			Word Reading
Word Reading	All children engage in the Read Write Inc Phonics Programme (see progression document).	All children engage in the Read Write Inc Phonics Programme (see progression document)	All children engage in the Read Write Inc Phonics Programme (see progression document)	Apply phonic knowledge and skills as a route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and the sound and where these occur in the word. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter (s). 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. Re-read these books to build up my fluency and confidence in word reading. Apply phonic knowledge and skills as a route to decode words.
Books matched with phonic knowledge	Children can read simple polysyllabic words. Exposure to contracted words support children's understanding of the use of apostrophes. Children can say a sound for each letter in the alphabet and all consonant digraphs e.g. IL, sh, ch Children can read words consistent with their phonic knowledge by sound-blending. Children can read aloud simple sentences and books that are consistent with their phonic knowledge.	Children respond, with growing confidence, the correct sound to graphemes. Children can read by blending phonemes. Children continue to add to their knowledge of common exception words and can recognise and read these with growing confidence. Children continue to add to their knowledge of GPCs and word endings through shared reading lessons. - es, -ing, -ed, -er. E.g. walked, pushed. Children can read more complex polysyllabic words and are growing in confidence when reading words with contractions.	Children are secure reading age/stage appropriate texts. See Word Reading expectations (Right)	
Children re-read to build their fluency				
Reading Comprehension Skills	Continue to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play	Children can use clues from the teacher to unpick the meanings of new words (vocabulary). Use Pre-teach model to develop children's vocabulary.	Children are continuing to grow their vocabulary bank, including tier 2/3 vocabulary linked to the wider curriculum. They can discuss word meanings, linking new meanings to those already known.	Comprehension I can develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently. Being encouraged to link what I have read or heard read to my own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known.
	In books read together, children are beginning to infer meaning by understanding how the main characters are feeling.	Children are growing in confidence in using their knowledge of the world to support simple inferences , e.g. character feelings, why events have happened.	To make a range of inferences based on age-appropriate books and using their growing knowledge of text types, the wider curriculum and own knowledge of the world.	
	Anticipate key events (making predictions) in stories based on what they know has happened so far. Know and understand the word prediction .	Children are growing in confidence in making their own predictions . They can share predictions orally with explanations for their thinking.	Understand what they have read by predicting what might happen based on what has been done or said so far.	
	Talk about stories that are familiar to them, being able to explain the main themes and features of these.	Children can explain the key features of traditional tales and familiar stories.	Children can clearly explain their understanding of what is being read to them, responding confidently to a range of questions to demonstrate their understanding.	
	Retrieval: Children can recall (orally) and/or sequence the key events in a story.	Children can find key information in a text through structured discussion & scaffolding from the teacher.	Children can participate in discussion about what is being read through retrieving key information. They can locate key information in a text through guided discussion.	I can understand both the books I can already read accurately and fluently and those I listen to by: Drawing on what I already know or on background information and vocabulary provided by my teacher. Checking that the text makes sense to me as I read and correcting any inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far.
	Children can demonstrate understanding and sequence what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Using scaffolded resources, children can summarise the sequence of the main parts of a story or real event.	Children are beginning to independently identify relevant parts of a story, in order, that someone might need to know to help them understand what is happening (sequencing).	I can participate in discussion about what is read to me, taking turns and listening to what others say. I can explain clearly my understanding of what is read to me.
Range of reading & Fluency	Throughout a range of texts, children are taught to develop positive attitudes to reading and understanding of what they read by: - Having opportunities to read books and authors they might not choose themselves, and be taught to exercise choice in selecting books; Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books; - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; Reading books that are structured in different ways and reading for a range of purposes; Participating in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.			

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Y1 Writing						
Spelling	Phonic links through Read Write Inc. Use common exception word lists. Taught as part of Writing Transcription.					
Handwriting practice	Following the Letterjoin programme , with letter shape rhymes from Read Write Inc. Taught as part of Writing Transcription.					
Purpose:	Write to inform.	Write to entertain and inform.	Write to entertain and inform.	Write to entertain and inform.	Write to inform.	Write to entertain and inform.
Grammar: Using The Place Value of Punctuation and Grammar programme (PVPG). Taught as part of Writing Transcription	Oracy focus – introducing children to parts of a sentence (SV) and how to effectively build sentences (see Grammarsaurus Writing Transcription units). <i>Understand irregular verbs: am, is, are, were, was</i> Teach expectations for writing (pencil grip, seating position, letters on a line etc). Correct mispronunciations, missing words etc.	Getting Ready for Place Value of Punctuation and Grammar (PVPG). 4 weeks (1 objective per day) – accurately demarcate sentences. 2 weeks consolidation (used according to need). Children should have a secure understanding of sentence structure (SV) before moving on. Use spaces to separate words.	Continue to reinforce the functions of PVPG. Children to begin to write sentences in context using PVPG (sentence pattern building unit). Use writing transcription practices to secure accurate spelling and punctuation.	Continue to reinforce the functions of PVPG. Children to begin to add extras (leftovers) to sentences, in context - Use PVPG and writing transcription practices to secure accurate spelling and punctuation. Begin to add conjunctions to link to clauses.	Continue to reinforce the functions of PVPG. Children to write sentences with 'leftovers' (SVC) in context. Use writing transcription practices. Children to begin independently noticing and correcting inaccuracies.	Continue to reinforce the functions of PVPG. Children to write sentences with 'leftovers' (SVC) in context. Use writing transcription practices. Children to independently notice and correct inaccuracies.
Punctuation/spelling: National Curriculum Y1/2 spelling list. Taught as part of Writing Transcription and RWI Phonics.	Stop punctuation (FS) Learn the names of the alphabet. Learn lowercase/uppercase – children to know how to form capital letters. Stop punctuation (Full stops, Question/Exclamation marks)	Use writing transcription practices to secure accurate spelling and punctuation. Use Grammarsaurus Sentence Pattern Building units.	Learn to spell the days of the week (with CLs). Introduce common exception words as homework.	Common exception words for spelling.	Noting and correcting punctuation inaccuracies. Common exception words for spelling.	Common exception words for spelling. Regular and plural noun suffixes – adding s/es (See TT Writing Progression document p.31)
Vocabulary: Link with tier 2 and tier 3 vocabulary from across the curriculum. Taught as part of Writing Transcription.	Letter, word, sentence, capital letter, alphabet (uppercase), lowercase, full stop, punctuation, joining words, question mark, exclamation mark. Also refer to Knowledge Organisers.	Personal pronouns. Refer to Knowledge Organisers.	Build adjective word bank relevant to writing purpose and outcome. Also refer to Knowledge Organisers.	Build adjective word bank relevant to writing purpose and outcome. Refer to Knowledge Organisers.	Build adjective word bank. Introduce the term synonym and build simple alternatives for big, small. Also refer to Knowledge Organisers.	Find synonyms to aid rhyming. Also refer to Knowledge Organisers.

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Writing outcomes: Ensure plentiful opportunities for oral rehearsal prior to writing.	Oral retells of known stories. Joining in with repetitive parts of a story. Use story maps to support oral retelling. Write lists, captions and labels.	Sentences that describe characters. Application of foundational knowledge and skills. Orally retell the story of Here I am. Assessed writing: write simple sentences to sequence part of the story.	Sentences that describe characters and settings. Recount – letter writing (Dragon Post). Application of foundational knowledge and skills.	Write a setting description (Candy House) Write character descriptions based on kindness and bravery. Assessed writing: describe a setting (give the children one picture to describe) – focus on simple sentence construction with an adjective.	Describe settings and characters (Jack and the Beanstalk). Write instructions on how to grow a plant.	Inform readers as to how to join a pirate crew. Write poetry about the seaside. Assessed writing: children to choose one of the animals and describe what it did. Provide opportunities for oral rehearsal first. Children to read aloud their work to an audience.
Specific national curriculum LOs for children:	<i>Composition:</i> To say out loud what they are going to write about. <i>Vocabulary, grammar and punctuation:</i> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. [To understand the meaning of subject and verb]	<i>Composition:</i> To compose a sentence orally before writing it. To begin to sequence sentences. To discuss what they have written with the teacher. [To write simple sentences- SV] <i>Vocabulary, grammar and punctuation:</i> To begin to use a capital letter to begin a sentence, for names of people and places, and the personal pronoun 'I'. To use spaces between words.	<i>Composition:</i> To compose a sentence orally before writing it. To begin to sequence sentences to form short descriptions. To discuss what they have written with the teacher and pupils. <i>Vocabulary, grammar and punctuation:</i> To secure the use of capital letters to begin sentences, for names and places, for the days of the week and for the personal pronoun 'I'.	<i>Composition:</i> To compose a sentence orally before writing it. To re-read what they have written to check that it makes sense. <i>Vocabulary, grammar and punctuation:</i> To use co-ordinating conjunctions (and, so, but) to join clauses.	<i>Composition:</i> To re-read what they have written to check that it makes sense. To read aloud their writing clearly enough to be heard by their peers and the teacher. <i>Vocabulary, grammar and punctuation:</i> To accurately use taught grammar, punctuation and spelling most of the time.	<i>Composition:</i> To re-read what they have written to check that it makes sense. To read aloud their writing clearly enough to be heard by their peers and the teacher. <i>Vocabulary, grammar and punctuation:</i> To secure the use of taught grammar, punctuation and spelling.

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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2 Reading						
Core Text:	Focus theme: Living things The Hotel for Bugs The Big Book of Bugs Bug Hotel Mad About Minibeasts The Girl Who Loves Bugs	Focus theme: Traditional Tales and alternatives Little Red Riding Hood The Last Wolf (Mini Grey) The Wolf's Story (Toby Forward) Little Red The Very Hungry Lion The Three Little Pigs The Three Little Pigs and the Big Bad Book The True Story of the Three Little Pigs. Whole school focus: Here I am by Patti Kim – supports the school value of Belonging.	Author Focus: Oliver Jeffers Way Back Home Lost and Found Charles Darwin Around the World Adventure The Great Explorer	Author Focus: Sue Hendra and Paul Linnet Supertato Supertato: Veggies Assemble Supertato: Evil Pea Rules Whole school focus for WBD: Footpath Flowers by Jon Arno Smith and Sydney Smith – supports the school value of caring and TT value of kindness.	Focus theme: Fairytales Rapunzel Sleeping Beauty Evolution Tad (Benji Davis) The Woolly Bear Caterpillar (Julia Donaldson)	Focus themes: History: The Great Fire of London Vlad and The Great Fire of London The Great Fire of London Whole school focus: The Midnight Fair by Gideon Sterer and Mariachiara Di Gioglio – supports the school value of integrity.
Storytime books to read aloud:	Longer texts on the English Overview may need to be read during the end of the day story time. In addition, the following could be read: Books by Roald Dahl Jill Tomlinson collection, including The Owl Who Was Afraid of the Dark The Boy Who Grew Dragons collection by Andy Shepherd Quentin Blake's The Green Ship Books by Dick King-Smith, e.g. The Hodgeheg, The Sheep Pig, The Queen's Nose					

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Termly Progression: Year 2

Term	Autumn	Spring	Summer	National Curriculum
Strategies	Multiple reading strategies actively modelled throughout the reading and wider curriculum.			Word Reading
Word Reading	All children engage in the Read Write Inc Phonics Programme (see progression document).	All children engage in the Read Write Inc Phonics Programme (see progression document).	All children engage in the Read Write Inc Phonics Programme (see progression document).	Continue to apply phonic knowledge and skills as a route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to my improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up my fluency and confidence in word reading.
Books matched with phonic knowledge	Children are beginning to read and recognise words containing common suffixes. Children continue to build knowledge of common exception words. Children have consolidated and embedded Year 1 expectations. Children can respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Children are growing in confidence to decode, which is becoming more automatic. Reading fluency is developing. Children continue to read accurately by blending the sounds in words that contain graphemes taught so far. Children are reading with increasing accuracy words of two or more syllables. Children are beginning to move away from blending, with more emphasis on sight recognition and fluency.	Children read age-appropriate texts with fluency and make independent plausible attempts to decode unknown words using known reading strategies.	Comprehension
Children re-read to build their fluency	Children are growing in confidence in explaining the meaning of new words in context (vocabulary). Retrieval practice supports children to embed the learning of new word meanings.	Using pre-teach methods, vocabulary is carefully selected from key texts and taught so that understanding of text continues to develop (see Knowledge Organisers).	Children can discuss and clarify the meaning of new words, linking new meanings to known vocabulary . Children understand what they have read and listened to by drawing on what they already know or on background information and vocabulary provided by the teacher.	I can develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of contemporary and classic poems, stories and non-fiction at a level beyond that at which I can read independently. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways. Recognising simple recurring literary language in stories and poetry. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing my favourite words and phrases. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. I can understand both the books I can already read accurately and fluently and those I listen to by: Drawing on what I already know or on background information and vocabulary provided by my teacher. Checking that the text makes sense to me as I read and correcting any inaccurate reading. Making inferences on the basis of what is being said and done. Answering and asking questions. Predicting what might happen on the basis of what has been read so far. I can participate in discussion about books, poems and other works that are read to me and those that I can read to myself, taking turns and listening to what others say. I can explain and discuss my understanding of books, poems and other materials, both those that I listen to and those that I can read to myself.
Reading Comprehension Skills	Children can unpick character's actions and feelings and can explain their thinking through discussion (inferring meaning). To achieve this, they are beginning to draw on wider background knowledge & experience. With support and based on what they already know, children can discuss and make plausible predictions . Children can explain the meaning of new words and are beginning to discuss and unpick how language is used for effect. Children are developing the skills of scanning to locate information in a text that has been read and discussed (retrieval). Children have secured the process of sequencing . Using scaffolds, children are beginning to summarise what they have learnt so far.	Children are becoming more confident in reading a text and making some inferences . These inferences focus on character actions, feelings and key events. Children can discuss and explore what might happen next in a text, providing reasons for thinking (predicting). Children can recognise and explain key themes in familiar texts such as: good overcoming evil, triumph over challenge. Children can apply scanning skills to non-fiction texts to find key facts and information (retrieval). Children are developing confidence in using different methods to sequence key events in longer texts (e.g. using dual coding). Children can summarise what they know (orally).	Children are confident in discussing inferences as they listen to and read texts. Children can predict what might happen based on their knowledge of what has been read so far. Children can identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information. Children can retrieve and record key information and key details from fiction and non-fiction texts both verbally and in writing. Children can independently, accurately and confidently, explain the sequence of events in a text. Children can read a series of events and number these correctly to show the order in which they happen.	
Range of reading & Fluency	Using a range of texts, children are taught to develop positive attitudes to reading and understand what they read by: Having opportunities to read books and authors they might not choose themselves; Being taught how to effectively choose books for reading; Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books; Having increased familiarity with a wide range of books and retelling some of these orally; Having reading books that are structured in different ways and reading for a range of purposes; Participating in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say. Children continue to develop their reading fluency, which includes reading accuracy, automaticity and prosody, through strategies such as choral reading, echo reading and repeated oral reading.			

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2 Writing						
Spelling	Phonic links through Read Write Inc. Use common exception word lists and Grammarsaurus Place Value of Spelling programme.					
Handwriting practice	Following the Letterjoin programme , with letter shape rhymes from Read Write Inc. Taught through Writing Transcription.					
Purpose:	Write to entertain and inform.	Write to entertain and inform.	Write to entertain and inform.	Write to entertain and inform.	Write to entertain and inform.	Write to entertain and inform.
Grammar: Using The Place Value of Punctuation and Grammar programme (PVPG) . Also taught as part of Writing Transcription Correcting mispronunciations, missing words etc..	Revisit expectations for writing (pencil grip, seating position etc). The Place Value of Punctuation and Grammar (PVPG) 4 weeks (1 objective per day). 2 weeks consolidation (used according to need). Children to understand irregular verbs: am, is, are, were, was – show them in context. Children to write simple sentences with 'leftovers' (SVC).	Continue to reinforce the functions of PVPG. Children to write sentences in context with 'leftovers' using PVPG (sentence building - SVC). Use PVPG and writing transcription practices to secure accurate spelling and punctuation. Different sentence types.	Continue to reinforce the functions of PVPG. Children to write sentences in context with 'leftovers' using PVPG (sentence building - SVC). Use PVPG and writing transcription practices to secure accurate spelling and punctuation.	Continue to reinforce the functions of PVPG. Children to begin to add extras (leftovers) to sentences, in context (SVC, SVO, SVOC). Use PVPG and writing transcription practices to secure accurate spelling and punctuation.	Continue to reinforce the functions of PVPG. Children to write sentences with 'leftovers' (SVC, SVO, SVOC) in context, building the complexity of noun phrases. Use writing transcription practices. Children to begin independently noticing and correcting inaccuracies.	Continue to reinforce the functions of PVPG. Children to write sentences with 'leftovers' (SVC, SVO, SVOC) in context, building the complexity of noun phrases. Use writing transcription practices. Children to independently notice and correct inaccuracies.
Punctuation: Continue to reinforce the use of capital letters, full stops, ? ! from year 1. Taught through Writing Transcription and RWI Phonics	Retrieve all stop punctuation (. ? !) from Y1.	Apostrophes for singular possession. Commas to separate adjectives, in lists. Secure the use of capital letters to begin sentences, for proper nouns and for the pronoun 'I'.	Apostrophes for contraction (do not = don't). Exclamation marks.	Secure apostrophes (for possession and contraction). Revisit use of question marks (from Y1) and exclamation marks.	Noting and correcting punctuation inaccuracies. Revisit punctuation forms - AFL dependent	Noting and correcting punctuation inaccuracies. Revisit punctuation forms - AFL dependent
Vocabulary/ Spelling: Also refer to:	Compound words, vowels, consonants, verb, statement, question, exclamation,	Adjectives for description and specification, comma, noun phrase, pronoun,	Application of '-ed' '-er' and '-est' to words ending in 'y'.	PVoS: super-sur-, under, over, consolidation weeks – AFL. Secure the use of	Revisit present progressive (continuous) and past progressive	PVoS consolidation – revisit according to AFL. Secure the use of apostrophes for

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National Curriculum Y1/2 spelling list. Knowledge Organisers. Place Value of Spelling	command, adjectives for description and specification. Words ending in 's' and 'es' Verbs with -ed and -ing endings.	Prefix 'un-' and 're-' suffix '-ly'.	Application of '-ing' to words ending in 'e'. Words where '-er', '-est' and '-ed' are added to words ending in 'e'. Words where '-ing' is added to single syllable words.	known red words and PVoS words.	(continuous) – see TT Writing progression document – p.32. Application of '-ment', '-ness', '-ing', '-ed' matrix application. Introduction to using subordination and co-ordination when writing.	contraction and possession. Different sentence forms.
Writing outcomes: (Examples and not restricted to) Ensure plentiful opportunities for oral rehearsal prior to writing. Use Writing Transcription to secure sentence construction.	Orally rehearse sentences before writing. Orally plan writing. Non-chronological report - Marvellous Minibeasts (writing unit)	Opportunities for oral rehearsal and writing dictation. Planning, drafting, evaluating and editing own version of The Three Little Pigs – twisted tales. Character descriptions – Have you see this wolf? Retell of how Patti felt as someone new to a place. Orally rehearse before writing.	Opportunities for oral rehearsal and writing dictation. Planning, drafting, evaluating and editing a recount of Charles Darwin's journey. Instructions – How to be a mighty explorer.	Narrative- Mighty Marrow (writing unit) Planning, drafting, evaluating and editing a narrative from the perspective of the little girl (Footpath Flowers)	Further deepen the use of story mapping linking to a plot weave (narrative). Explanation text – How do butterflies change?	Orally rehearse sentences before writing. Plan, draft, edit and redraft a diary entry – Escape the fire! Write and recite poetry. Narrative from one of the perspective of an animal in The Midnight Fair.
Specific national curriculum LOs for children:	<i>Composition:</i> To develop what they are going to write beginning by: - Planning or saying aloud what they will write. - Writing down ideas/key words. <i>Vocabulary, grammar and punctuation:</i> To understand the concepts set out in English Appendix 2 by: - Including capital letters, full stops and question marks;	<i>Composition:</i> To develop positive attitudes towards and stamina for writing by: - Writing for different purposes; - Writing narratives about real experiences. To develop what they are going to write before beginning by: - Planning or saying aloud what they will write; - Writing down ideas/key words;	<i>Composition:</i> To develop positive attitudes towards and stamina for writing by: - Writing for different purposes; - Writing narratives about fictional experiences; - Writing poetry. To develop what they are going to write by: - Planning or saying aloud what they will write; - Evaluating writing with an adult;	<i>Composition:</i> To develop positive attitudes towards and stamina for writing by: - Writing for different purposes. To develop what they are going to write by: - Planning or saying aloud what they will write; - Evaluating writing with an adult; - Re-reading to check that writing makes sense.	<i>Composition:</i> To develop positive attitudes towards and stamina for writing by: - Writing for different purposes; - Writing narratives about fictional experiences. To develop what they are going to write by: - Planning what they will write; - Re-reading to check that writing makes sense. - Proof-reading to check for errors.	<i>Composition:</i> To develop positive attitudes towards and stamina for writing by: - Writing for different purposes. To develop what they are going to write by: - Re-reading to check that writing makes sense. - Proof-reading to check for errors. - Reading aloud what they have written with appropriate intonation, making meaning clear.

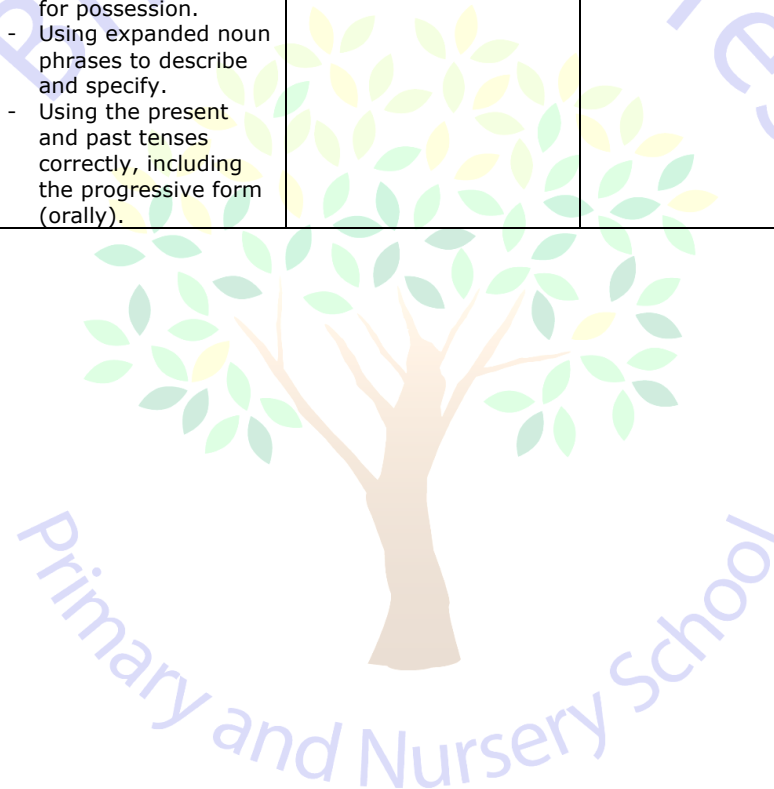
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	- Using co-ordination [orally] - or, and, but	- Encapsulating what they want to say sentence-by-sentence. <i>Vocabulary, grammar and punctuation:</i> To understand the concepts set out in English Appendix 2 by: - Using apostrophes for possession. - Using expanded noun phrases to describe and specify. - Using the present and past tenses correctly, including the progressive form (orally).	- Re-reading to check that writing makes sense. <i>Vocabulary, grammar and punctuation:</i> To understand the concepts set out in English Appendix 2 by: - Using apostrophes for contracted forms.	<i>Vocabulary, grammar and punctuation:</i> To understand the concepts set out in English Appendix 2 by: - Using apostrophes for possession and contracted forms. - Using expanded noun phrases to describe and specify.	- Reading aloud what they have written with appropriate intonation, making meaning clear. <i>Vocabulary, grammar and punctuation:</i> To understand the concepts set out in English Appendix 2: - Using expanded noun phrases to describe and specify. - Using subordination and co-ordination.	<i>Vocabulary, grammar and punctuation:</i> To understand the concepts set out in English Appendix 2 by: - Learning how to use sentences with different forms: statement, question, exclamation, command; - Using subordination (when, if, that, or because) and co-ordination (or, and, or but).
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