

Primary English Teaching and Learning Framework

The intent of the English and Communication Curriculum is to develop reading and communication skills for all pupils. Through stories, pupils will learn key skills in reading and writing alongside exploring a range of localities, beliefs, cultures and ways of life that may be different from their own. English and Communication is the starting point for all other learning.

All English lessons will start from a story. Sequences of lessons will take place over two to three weeks, and within that time, a balance of reading and writing will be taught. Progress in reading will be monitored through the phonics and guided reading lessons and progress in writing will be monitored through the Big Writes that will take place at the end of a sequence of lessons (around every three weeks). In addition, reading and handwriting will be explicitly taught through phonics or sound recognition lessons, depending on ability and through shared or guided reading lessons (shared reading for pupils who have not yet learnt Read Write inc stage 1 sounds and guided reading for all other pupils).

Pupils will be taught the alphabet and alphabetical order at all stages of development, beginning with songs and progressing to finding missing letters and ordering words. Knowledge of the alphabet will be taught at the beginning of every English lesson for as long as it is needed. Alphabetical order will be reinforced through the organisation of word banks and other lists in the classroom.

Communication is explicitly taught in Communication lessons and reinforced in all other areas of the curriculum, including during break times.

Our curriculum follows a three year cycle in which pupils are provided with a broad and balanced curriculum with opportunities for over learning and building on prior understanding. There is a developmental framework for writing available for staff to refer to for the specific stages of writing development. The document below outlines the learning focus for each topic and is broadly differentiated into encountering (pupils at the earlier stages of learning), developing (pupils who are beginning to access more formalised learning) and enhancing (for pupils who are working towards Age Related Expectations). Most pupils who are working at the 'enhancing' stage will be accessing mainstream lessons through the partnership provisions. The objectives for pupils working at the 'enhancing' stage are therefore a guide for teachers when their pupils are not in mainstream lessons.

Cycle One
Autumn 1
Autumn 2
Stories
Letters and Exploratory Talk
**Perfectly Norman
Funny Bones**
**How to Be a Bucket Filler, Funny
Bones**
**Going on a Lion
Hunt, The Three
Little Pigs.**
Superworm, The Highway Rat,
Encountering
Developing
Enhancing
Encountering
Developing
Enhancing

- Pupils will be able to engage with a sensory story.
- Pupils will show anticipation when engaging in a sensory story.
- Pupils will learn that a book is something to

- Pupils will begin to understand the difference between fiction and non-fiction.
- Pupils will learn the features of a book eg blurb, title, author

- Pupils will be able to identify dialogue in a story.
- Pupils will be able to identify full stops, question marks and exclamation marks and commas.
- Pupils will learn how to

- Pupils will be able to engage with a sensory story.
- Pupils will show anticipation when engaging in a sensory story.
- Pupils will learn that a book is something to

- Pupils will begin to understand the difference between fiction and non-fiction.
- Pupils will learn the features of a book eg blurb, title, author
- Pupils will learn that a

- Pupils will begin to build a wide range of adjectives to use in stories.
- Pupils will be able to use adverbs in their writing.
- Pupils will begin to be able to recognise dialogue in stories.
- Pupils will be able to write a letter for a purpose of up to three paragraphs.
- Pupils will be able to take into account

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| <p>be shared and enjoyed.</p> <ul style="list-style-type: none"> • Pupils will be able to point to pictures in a book. • Pupils will learn to hold objects. <p>1. Pupils will explore mark making with a range of materials.</p> <ul style="list-style-type: none"> • Pupils will understand the cause and effect of their actions in mark making. • Understand that marks have meaning | <ul style="list-style-type: none"> • Pupils will learn that a full stop means it is the end of a sentence. • Pupils will identify capital letters at the beginning of sentences and begin to start writing capital letters at the beginning of their own sentences. • Pupils will be able to | <p>use the above punctuation in their writing.</p> <ul style="list-style-type: none"> • Pupils will be able to write a short paragraph that describes a setting. • Pupils will be able to identify the beginning, middle and ending of the story. • Pupils will be able to write sentences with adjectives. • Pupils will be able to describe a character in a story. | <p>be shared and enjoyed.</p> <ul style="list-style-type: none"> • Pupils will be able to point to pictures in a book. • Pupils will begin to identify specific parts of a picture eg an animal or house. • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their | <p>full stop means it is the end of a sentence.</p> <ul style="list-style-type: none"> • Pupils will identify capital letters at the beginning of sentences and begin to start writing capital letters at the beginning of their own sentences. • Pupils will be able to identify the beginning, middle and end of a story. | <p>the needs of the reader when writing letters.</p> <ul style="list-style-type: none"> • Pupils will be able to write a letter with all key features. |
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| | <p>say simple sentences or captions for pictures, using their knowledge of phonics to write words.</p> <ul style="list-style-type: none"> • Pupils will be able to write a sentence or caption for a picture that tells a story. • Pupils will be able to sequence events in a story, using pictures as support. | <ul style="list-style-type: none"> • Pupils will be able to write short stories using adjectives and correctly punctuated sentences. | <p>actions in mark making.</p> <ul style="list-style-type: none"> • Pupils will begin to write to communicate. • Pupils will begin to explain the meaning of their writing to an adult. | <ul style="list-style-type: none"> • Pupils will be able to use a full stop at the end of a sentence and a capital letter at the beginning of a sentence. • Pupils will be able to show their understanding of a text by sequencing a story, using pictures to help them. • Pupils will understand what a letter is and why we might write letters. | |
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| | <ul style="list-style-type: none">• Pupils will be able to describe how they feel.• Pupils will be able to show their understanding of characters by describing how they might feel.• Pupils will be able to identify where a story takes place.• Pupils will be able to identify the | | | <ul style="list-style-type: none">• Pupils will learn the key features of a letter.• Pupils will begin to write their own letters (or postcards for less able) for a specific purpose eg asking superworm for help, using their knowledge of phonics to help them write words.• Pupils will be able to identify rhyming in a story. | |
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| | characters in a story. | | | <ul style="list-style-type: none"> Pupils will be able to identify alliteration (the initial sound repeated in words) | |
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| Spring 1 | | | Spring 2 | | |
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| Non- Fiction: Information Texts | | | Non- Fiction: Instructions | | |
| Bringing the Rain to Kapiti Plain, | National Geographic, Everything Weather, Hello Lighthouse, Oh Say Can you Say, What's the Weather Today? | | Jack and the Beanstalk, | Planting a rainbow, Oliver's Vegetables, Wangari's Tree of Peace, Plants (Amazing Science) | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| Pupils will be able to engage with a sensory story. | <ul style="list-style-type: none"> Pupils will be able to identify | <ul style="list-style-type: none"> Pupils will be able to explain the difference | <ul style="list-style-type: none"> Pupils will be able to engage with a | <ul style="list-style-type: none"> Pupils will begin to understand the | <ul style="list-style-type: none"> Pupils will be able to identify the features of an instructional text. |

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| <ul style="list-style-type: none"> ● Pupils will show anticipation when engaging in a sensory story. ● Pupils will learn that a book is something to be shared and enjoyed. ● Pupils will be able to point to objects in pictures in a book. ● Pupils will learn to hold objects. ● Pupils will explore mark making with a range of materials. ● Pupils will understand the cause and effect | <p>rhyming words.</p> <ul style="list-style-type: none"> ● Pupils will begin to understand the difference between fiction and non-fiction. <ol style="list-style-type: none"> 1. Pupils will learn the features of a book eg blurb, title, author 2. Pupils will learn that a full stop means it is the end of a sentence. | <p>between fiction and non-fiction.</p> <ul style="list-style-type: none"> ● Pupils will be able to identify the features of an information text. ● Pupils will be able to write their own information text, ensuring all features are included. ● Pupils will be able to write a glossary of words learnt when describing the weather (from Oh Say Can you Say, What's the Weather Today?) | <p>sensory story.</p> <ul style="list-style-type: none"> ● Pupils will show anticipation when engaging in a sensory story. ● Pupils will learn that a book is something to be shared and enjoyed. ● Pupils will be able to point to objects in pictures in a book. ● Pupils will begin to | <p>difference between fiction and non-fiction.</p> <ul style="list-style-type: none"> ● Pupils will learn the features of a book eg blurb, title, author ● Pupils will learn that a full stop means it is the end of a sentence. ● Pupils will identify capital letters at the beginning of sentences | <ul style="list-style-type: none"> ● Pupils will be able to write their own instructions in chronological order, using a variety of verbs and correctly punctuated sentences. |
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| <p>of their actions in mark making.</p> <ul style="list-style-type: none"> • Pupils will begin to explain the meaning of their writing to an adult. | <ul style="list-style-type: none"> • Pupils will identify capital letters at the beginning of sentences and begin to start writing capital letters at the beginning of their own sentences. • Pupils will be able to identify the beginning, middle | | <p>identify sounds in words eg the same sound as their name or a repeated sound.</p> <ul style="list-style-type: none"> • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their | <p>and begin to start writing capital letters at the beginning of their own sentences.</p> <ul style="list-style-type: none"> • Pupils will be able to identify the beginning, middle and end of a story. • Pupils will be able to use a full stop at the end of a sentence and a capital | |
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| | <p>and end of a story.</p> <ul style="list-style-type: none"> • Pupils will be able to use a full stop at the end of a sentence and a capital letter at the beginning of a sentence. • Pupils will be able to show their understanding of a text by sequencing a story, using | | <p>actions in mark making.</p> <ul style="list-style-type: none"> • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will be able to sequence familiar events eg now and next progressing to first, then, after | <p>letter at the beginning of a sentence.</p> <ul style="list-style-type: none"> • Pupils will be able to show their understanding of a text by sequencing a story, using pictures to help them. • Pupils will learn when written instructions are used eg recipes, making something. | |
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| | <p>pictures to help them.</p> <ul style="list-style-type: none"> • Pupils will understand the features of a non-fiction text eg contents, index, captions, diagrams, glossary. • Pupils will be able to use non-fiction texts to find out about the weather and countries | | | <ul style="list-style-type: none"> • Pupils will be able to identify the features of instructions eg list of ingredients / materials needed, numbered instructions in a list, sentences starting with a verb. • Pupils will understand the importance of sequencing in instructions . | |
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| | <p>in our world.</p> <ul style="list-style-type: none"> • Pupils will be able to write labels and captions for a picture for an information text eg the features of a lighthouse and the type of weather. • Pupils will be able to write lists for a specific purpose | | | <ul style="list-style-type: none"> • Pupils will be able to order a familiar sequence eg washing hands. • Pupils will be able to write simple instructions using the correct features. • Pupils will be able to identify a verb. • Pupils will be able to identify an adjective. • Pupils will keep a | |
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| | <p>eg the types of weather we find in the UK, types of healthy food.</p> <ul style="list-style-type: none">• Pupils will learn that question marks are used at the end of questions.• Pupils will be able to use question marks in their own writing. | | | <p>word bank of verbs to use in their writing and speech.</p> <ul style="list-style-type: none">• Pupils will keep a word bank of adjectives they can use in their speech and writing. | |
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| Summer 1 | | | Summer 2 | | |
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| Story and Poetry | | | Diaries | | |
| <p>Ten Little Superheroes, The Booktime Book of Fantastic First Poems</p> | <p>Superdaisy, The Booktime Book of Fantastic First Poems, Traction Man, , There's a SuperHero in Your Book</p> | | <p>Topsy and Tim go on Holiday</p> | <p>Welcome to our World,, Harry and his Bucketful of Dinosaurs go on Holiday, Herman's Holiday, Katie Morag, The Lighthouse Keeper's Lunch</p> | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will be able to engage with a sensory story. • Pupils will show anticipation when engaging in a sensory story. | <ul style="list-style-type: none"> • Pupils will learn what onomatopoeia is and be able to identify it in books. • Pupils will be able to identify the following punctuation | <ul style="list-style-type: none"> • Pupils will be able to recognise whether a book is fiction or non fiction and give reasons why. • Pupils will understand that a good story should have a | <ul style="list-style-type: none"> • Pupils will be able to engage with a sensory story. • Pupils will show anticipation when engaging in a sensory story. | <ul style="list-style-type: none"> • Pupils will begin to understand the difference between fiction and non-fiction. • Pupils will learn the features of a book eg blurb, title, author • Pupils will learn that a full stop means it is the | <ul style="list-style-type: none"> • Pupils will be able to write a diary with the correct features. • Pupils will be able to write a diary, using ambitious vocabulary for descriptions. |

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| <ul style="list-style-type: none"> • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound. | <p>on: full stops, capital letters, commas, question marks and exclamation marks.</p> <ul style="list-style-type: none"> • Pupils will be able to recognise whether a book is fiction or nonfiction • Pupils will be able to learn synonyms for 'said' and begin to use them in their | <p>balance of action, description and dialogue.</p> <ul style="list-style-type: none"> • Pupils will be able to plan a story using a structure that includes character, setting, plot. • Pupils will be able to write a story that is structured using the features above and will begin to re-read and edit their | <ul style="list-style-type: none"> • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound. | <p>end of a sentence.</p> <ul style="list-style-type: none"> • Pupils will identify capital letters at the beginning of sentences and begin to start writing capital letters at the beginning of their own sentences. <ol style="list-style-type: none"> 1. Pupils will be able to identify the beginning, middle and end of a story. <ul style="list-style-type: none"> • Pupils will be able to use a full stop at the end of a sentence and a capital letter at | |
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| <ul style="list-style-type: none"> • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning | <p>speech and writing eg gasped, asked, shouted.</p> <ul style="list-style-type: none"> • Pupils will be able to use the language of comparisons eg stronger than, strongest, faster than, fastest • Pupils will collect vocabulary for describing | <p>writing to make improvements.</p> <ul style="list-style-type: none"> • Pupils will identify differences in forms of poetry eg rhyming poems, narrative poems, haiku, acrostic • Pupils will be able to say which type of poem they like and why. | <ul style="list-style-type: none"> • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their | <p>the beginning of a sentence.</p> <ul style="list-style-type: none"> • Pupils will be able to show their understanding of a text by sequencing a story, using pictures to help them. • Pupils will learn what a diary is and the purpose of a diary. • Pupils will understand that diaries are written in chronological order. • Pupils will be able to write a personal diary | |
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| <p>of their writing to an adult.</p> <ul style="list-style-type: none"> • Pupils will be able to sequence familiar events eg now and next progressing to first, then, after • Pupils will be able to recognise rhyming words. | <p>characters .</p> <ul style="list-style-type: none"> • Pupils will use the words collected to write their own character descriptions. • Pupils will be able to write a short story with a beginning , middle and end and a character description. • Pupils will be able to | | <p>writing to an adult.</p> <ul style="list-style-type: none"> • Pupils will be able to sequence familiar events eg now and next progressing to first, then, after • Pupils will be able to recognise rhyming words. | <p>of what they have done that day.</p> <ul style="list-style-type: none"> • Pupils will begin to show their understanding of characters by writing a diary from a character’s point of view eg Harry when he goes on holiday, or the Lighthouse keeper. • Pupils will be able to include adjectives and adverbs in their diary writing. | |
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| | <p>identify rhyming words and words with alliteration.</p> <ul style="list-style-type: none">• Pupils will read a range of poems and be able to describe what they are about.• Pupils will be able to write a short poem to describe a superhero. | | | | |
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| Cycle Two | | | | | |
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| Autumn 1 | | | Autumn 2 | | |
| Non- Fiction: Recounts | | | Multicultural Poems | | |
| The Jolly Postman Full, Full of Love, | Full, Full of Love, The Tunnel | | Lets celebrate! Festival Poems from Around the World | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will be able to engage with a sensory story. • Pupils will show anticipation when engaging in a sensory story. | <ul style="list-style-type: none"> • Pupils will learn to sequence stories and understand that there is a beginning, middle and end. • Pupils will recap the difference | <ul style="list-style-type: none"> • Pupils will learn how to organise their writing into paragraphs. • Pupils will apply their understanding of paragraphs to their own writing. • Pupils will learn how to write a letter | <ul style="list-style-type: none"> • Pupils will be able to engage with a sensory story. • Pupils will show anticipation when engaging in a sensory story. | <ul style="list-style-type: none"> • Pupils will be able to identify rhyming words and alliteration. • Pupils will be able to give their opinions about a poem, stating which they like and | <ul style="list-style-type: none"> • Pupils will be able to recite a chosen poem by heart. • Pupils will be able to identify the effects of rhyming and alliteration on the way the poem sounds. • Pupils will be able to write their own poems with greater creativity and independence, drawing on their |

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| <ul style="list-style-type: none"> • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound. | <p>between fiction and non-fiction.</p> <ul style="list-style-type: none"> • Pupils will be able to apply their phonics knowledge when writing words. • Pupils will practise writing in correctly punctuated sentences, using a wider range of punctuation- full stops, | <p>for complaint-complaining about the effects of the tunnel.</p> | <ul style="list-style-type: none"> • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound. | <p>dislike and begin to give reasons why.</p> <ul style="list-style-type: none"> • Pupils will be able to identify the imagery in poetry and collect adjectives and verbs. • Pupils will be able to explore different cultures through poetry. • Pupils will be able to use their knowledge of phonic sounds to write their | <p>knowledge of adjectives, rhyming and alliteration for effect.</p> |
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| <ul style="list-style-type: none"> • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to understand that marks | <p>capital letters, question marks and commas for a list.</p> <ul style="list-style-type: none"> • Pupils will learn to write compound sentences. • Pupils will be able to use a range of conjunctions in their sentences eg and, because, but, so. • Pupils will increase their vocabular | | <ul style="list-style-type: none"> • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will understand that marks carry meaning. | <p>own words for poems.</p> <ul style="list-style-type: none"> • Pupils will be able to write their own acrostic and narrative poetry about a festival of their choice. • Pupils will be able to apply their phonic knowledge and reading skills when reading poetry. | |
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| <p>carry meaning.</p> <ul style="list-style-type: none"> • Pupils will practise writing a message for someone else eg a message in a card. • Pupils will be able to sequence familiar events eg now and next progressing to first, then, after • Pupils will be able to recognise | <p>y bank by collecting adjectives.</p> <ul style="list-style-type: none"> • Pupils will use adjectives in their writing. • Pupils will be able to explain how characters in the book are feeling. • Pupils will be able to write a letter for a purpose- warning a friend not to go in the tunnel | | <ul style="list-style-type: none"> • Pupils will practise writing a message for someone else eg a message in a card. • Pupils will be able to sequence familiar events eg now and next progressing to first, then, after • Pupils will be able to recognise rhyming words. | <ul style="list-style-type: none"> • Pupils will begin to be able to recite some aspects of a poem by memory | |
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| rhyiming words. | (refer to The Tunnel by Anthony Browne) | | | | |
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| Spring 1 | | | Spring 2 | | |
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| Non Fiction: Letters | | | Narrative and Rhyming Poetry | | |
| Old Macdonald's farm, Ten Little Explorers, The Hungry Caterpillar | Meerkat Mail, The Bug Collector | The Great Kapok Tree | Peepo! | Out and About A First Book of Nature | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> Pupils will be able to engage with a sensory story. | <ul style="list-style-type: none"> Pupils will understand why we write letters and | <ul style="list-style-type: none"> Pupils will be able to write formal letters eg of complaint, | <ul style="list-style-type: none"> Pupils will listen with enjoyment to a story and | <ul style="list-style-type: none"> Pupils will be able to identify verbs. Pupils will collect a | <ul style="list-style-type: none"> Pupils will be able to write a range of poetry, using the outdoors and |

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| <ul style="list-style-type: none"> • Pupils will show anticipation when engaging in a sensory story. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound. | <p>the importance of considering the reader when writing letters.</p> <ul style="list-style-type: none"> • Pupils will read a range of letters for different purposes eg informal, for complaints, to inform, invitations. • Pupils will recap the | <p>information giving.</p> <ul style="list-style-type: none"> • Pupils will be able to write a range of sentences, including with more than one clause, using a wider range of connectives. • Pupils will be able to edit their own writing and make improvements. • Pupils will be able to make predictions | <p>explore sensory props.</p> <ul style="list-style-type: none"> • Pupils will begin to anticipate and predict what might happen next in a story. • Pupils will be able to use their prepared method of communication to join in with predictable words and phrases. • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is | <p>range of verbs and begin to use them in their speech and writing.</p> <ul style="list-style-type: none"> • Pupils will be able to ask and answer questions about a poem • Pupils will be able to write a simple verb poem. • Pupils will use a range of verbs and adjectives in their poetry writing. • Pupils will be able to apply their phonic and spelling knowledge to their writing. | <p>nature as their inspiration.</p> <ul style="list-style-type: none"> • Pupils will use a range of vocabulary and sentence structures when writing poetry. • Pupils will re-read and edit their poems. • Pupils will respond to feedback from others. |
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| <ul style="list-style-type: none"> • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will practise writing a message for someone else | <p>features of a letter.</p> <ul style="list-style-type: none"> • Pupils will be able to write letters with a balance of simple and compound sentences • Pupils will plan the structure of a letter to their family. • Pupils should plan the information their family would | <p>and inferences about story.</p> <ul style="list-style-type: none"> • Pupils will be able to explain the effect of different language structures on meaning. • Pupils will be able to apply their understanding of spelling to their writing eg the correct use of apostrophes . | <p>something to be shared and enjoyed.</p> <ul style="list-style-type: none"> • Pupils will be able to point to objects in pictures in a book. • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the | <ul style="list-style-type: none"> • Pupils will be able to use exclamation marks and question marks correctly in a poem | |
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| <p>eg a message in a card.</p> <ul style="list-style-type: none"> • Pupils will be able to sequence familiar events eg now and next progressing to first, then, after • Pupils will be able to recognise rhyming words. • Pupils will begin to recognise/ join in with predictable words and phrases, using their preferred method of | <p>want to know.</p> <ul style="list-style-type: none"> • Pupils will learn when exclamation marks are used in writing and begin to use them in their own writing. • Pupils will learn how brackets are used in writing to add additional but not essential information. | | <p>meaning of their writing to an adult.</p> <ul style="list-style-type: none"> • Pupils will learn that text carries meaning. | | |
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| communication. | <ul style="list-style-type: none">• Pupils will be able to identify alliteration and adjectives in stories.• Pupils will be able to develop empathy for characters in a book by describing , using simple words, how they are feeling.• Pupils will be able to make | | | | |
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| | <p>prediction s about a story.</p> <ul style="list-style-type: none">• Pupils will be able to identify whether a book is fiction or non-fiction and give reasons for their answers.• Pupils will be able to apply their knowledge of phonics and punctuation to support | | | | |
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| | <p>their reading of words in a range of contexts and books.</p> <ul style="list-style-type: none">● Pupils will be able to identify the features of a story book eg title, blurb, author, illustrator.● Pupils will be able to make predictions about a text.● Pupils will make | | | | |
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| | <p>inferences about how a character is feeling and discuss motivations of a character.</p> <ul style="list-style-type: none">• Pupils will be able to identify taught aspects of punctuation and sentence structure eg capital letters, full stops, question marks, exclamation marks | | | | |
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| | <p>on marks, adjective, verb, conjunction</p> <ul style="list-style-type: none">• Pupils will be able to identify the setting in a story.• Pupils will be able to sequence a story, identifying the beginning, middle and end. | | | | |
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| Summer 1 | Summer 2 |
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| Narrative | | | Non Fiction: Newspapers | | |
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| Little Red Riding Hood | Mr. Big Amelia Earhart, A Computer called Katherine | | The Journey Home from Grandpa's Car car Truck Jeep | How is a Ship Like a Shark? Transport Around the World | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will listen with enjoyment to a story and explore sensory props. • Pupils will begin to anticipate and predict what might happen next in a story. • Pupils will be able to use their prepared method of | <ul style="list-style-type: none"> • Pupils will be able to demonstrate their understanding of a story by answering questions about the text and giving reasons for their answers. • Pupils will explore the characters' thoughts | <ul style="list-style-type: none"> • Pupils will be able to plan their own story with a beginning, middle and end. • Pupils will identify the plot in a story and the words they will use for impact. • Pupils will be able to use a | <ul style="list-style-type: none"> • Pupils will listen with enjoyment to a story and explore sensory props and actions. • Pupils will begin to anticipate and predict what might happen next in a story. • Pupils will be able to | <ul style="list-style-type: none"> • Pupils will be able to identify the features of a non-fiction text (eg title, author, contents page, headings, glossary, pictures, diagrams, captions). • Pupils will be able to use the features of | <ul style="list-style-type: none"> • Pupils will be able to write newspaper reports with all the appropriate features, correctly punctuated sentences and well-structured paragraphs. |

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| <p>communication to join in with predictable words and phrases.</p> <ul style="list-style-type: none"> • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will learn to hold objects. | <p>and feelings.</p> <ul style="list-style-type: none"> • Pupils will begin to compare stories and discuss their preferences. • Pupils will be able to apply their knowledge of phonics and punctuation to support their reading of words in a range of contexts and books. • Pupils will be able to identify the | <p>balance of action, description and dialogue in their stories.</p> <ul style="list-style-type: none"> • Pupils will be able to re-read and edit their writing, making improvements and second drafts. • Pupils will be able to apply their knowledge of spelling and phonics in | <p>use their prepared method of communication to join in with predictable words and phrases.</p> <ul style="list-style-type: none"> • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in | <p>non-fiction texts to find answers to their questions.</p> <ul style="list-style-type: none"> • Pupils will be able to identify the features of a newspaper eg headline, pictures, captions, eye witness statement, events written in chronological order. • Pupils will understand the | |
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| <ul style="list-style-type: none"> • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will learn that text carries meaning • Pupils will role play with a range of props. | <p>features of a story book eg title, blurb, author, illustrator.</p> <ul style="list-style-type: none"> • Pupils will be able to make predictions about a text. • Pupils will identify adjectives in a story and discuss how they add meaning. • Pupils will make a collection of adjectives to use in | <p>their writing.</p> <ul style="list-style-type: none"> • Pupils will learn the rules for writing plurals. • Pupils will be able to structure their stories using paragraphs. • Pupils will be able to use speech punctuation correctly in their stories. | <p>pictures in a book.</p> <ul style="list-style-type: none"> • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of | <p>purpose of a newspaper report and the intended audience (people who don't know the author or the area being written about).</p> <ul style="list-style-type: none"> • Pupils will identify the language used in newspaper reports- facts, time connectives at the beginning | |
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| | <p>their own writing.</p> <ul style="list-style-type: none"> • Pupils will be able to write their own stories , beginning to use adjectives and a wider range of sentence structures eg a story about Amelia Earhart. | | <p>their writing to an adult.</p> <ul style="list-style-type: none"> • Pupils will learn that text carries meaning | <p>of sentences, descriptions of events.</p> <ul style="list-style-type: none"> • Pupils will be able to use time connectives in their own writing. • Pupils will be able to sequence events using time connectives. • Pupils will be able to write their own headlines, understanding that | |
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| | | | | <p>they are short and attention-grabbing.</p> <ul style="list-style-type: none">• Pupils will begin to write their own newspaper reports about a familiar event eg sports day, an educational visit.• Pupils will be able to apply their knowledge of phonics and spelling in | |
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| | | | | <p>their writing.</p> <ul style="list-style-type: none"> • Pupils will be able to write correctly punctuated sentences. | |
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| Cycle Three | | | | | |
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| Autumn 1 | | | Autumn 2 | | |
| Non- Fiction Information Texts | | | Play Scripts | | |
| Monkey Puzzle | Why is the Sky Blue? Monkey Puzzle | | Leaf Man | Leaf Man, A New Home for a Pirate | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will listen with enjoyment to a story and explore | <ul style="list-style-type: none"> • Pupils will know the difference between fiction and | <ul style="list-style-type: none"> • Pupils will be able to write an information text with the | <ul style="list-style-type: none"> • Pupils will listen with enjoyment to a story and explore sensory props. | <ul style="list-style-type: none"> • Pupils will learn the features of a | <ul style="list-style-type: none"> • Pupils will be able to write their own playscripts using the correct |

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| <p>sensory props.</p> <ul style="list-style-type: none"> • Pupils will begin to anticipate and predict what might happen next in a story. • Pupils will be able to use their prepared method of communication to join in with predictable words and phrases. • Pupils will begin to recognise sounds in stories. | <p>non-fiction texts.</p> <ul style="list-style-type: none"> • Pupils will be able to identify the features of a non-fiction text eg title, author, contents page, index, headings, glossary, pictures, diagrams, captions). • Pupils will learn that glossaries and | <p>appropriate features.</p> <ul style="list-style-type: none"> • Pupils will understand how alphabetical order and begin to order words alphabetically. • Pupils will be able to use a range of connectives and conjunctions, adverbs and adjectives. • Pupils will be able to organise their writing into paragraphs, using a range of sentences | <ul style="list-style-type: none"> • Pupils will begin to anticipate and predict what might happen next in a story. • Pupils will be able to use their prepared method of communication to join in with predictable words and phrases. • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in | <p>playscript</p> <p>t eg the character's name on one side and what they say on the other, stage directions in brackets, list of characters at the beginning, description, the story separated into scenes.</p> | <p>structure and organisation.</p> <ul style="list-style-type: none"> • Pupils will use ambitious vocabulary in a wider range of sentences. • Pupils will be able to use brackets. • Pupils will be able to write correctly punctuated sentences with correct spelling. |
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| <ul style="list-style-type: none"> • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. | <p>indexes are organised in alphabetic al order for ease of reference.</p> <ul style="list-style-type: none"> • Pupils will be able to use the features of non-fiction texts to find answers to their questions. • Pupils will learn to use the features of a non-fiction text | <p>that are appropriately punctuated with fulls stops, capital letters, commas, question marks, exclamation marks.</p> <ul style="list-style-type: none"> • Pupils are beginning to learn when to use paragraphs and semi-colons. | <p>pictures in a book.</p> <ul style="list-style-type: none"> • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will learn that text carries meaning • Pupils will role play with a range of props. | <ul style="list-style-type: none"> • Pupils will read and rehearse plays for a performance. • Pupils will learn to write their own plays with the appropriate structure , scaffolded as required e.g. a play about a | |
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| <ul style="list-style-type: none"> • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will learn that text carries meaning • Pupils will role play with a range of props. • Pupils will begin to be able to identify animals, matching pictures to objects if needed eg a picture of an elephant with | <p>in their own writing.</p> <ul style="list-style-type: none"> • Pupils will develop their use of conjunctions (and, so, because, but) and begin to use connectives if they are ready eg (first, next, although) • Pupils will be able to apply their phonics and spelling knowledge to their writing. • Pupils will write correctly | | | <p>leaf man settling in a particular setting or telling a festival story.</p> <ul style="list-style-type: none"> • Pupils will write increasingly varied sentences. • Pupils will develop their skills in writing exclamation marks and | |
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| <p>a toy elephant)</p> | <p>punctuated sentences, moving from simple sentences to compound sentences, use of commas in a list then commas to separate clauses.</p> <ul style="list-style-type: none"> ● Pupils will use exclamation marks correctly. ● Pupils will be able to identify question words and sentences. ● Pupils will be able to match | | | <p>speech marks.</p> <ul style="list-style-type: none"> ● Pupils will be able to apply their phonics and spelling knowledge to their writing. ● Pupils will be able to write with a range of adjectives. ● Pupils will learn what an | |
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| | <p>rhyming words.</p> <ul style="list-style-type: none">• Pupils will be able to identify adjectives and use a range of increasingly ambitious adjectives in their writing.• Pupils will be able to sequence a story and identify the beginning, middle and end.• Pupils will identify speech marks in a text and understand that they | | | <p>adverb is and collect their own adverbs for use in stage directions in their own plays.</p> | |
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| | wrap around speech. | | | | |
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| Spring 1 | | | Spring 2 | | |
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| Poetry | | | Non- Fiction: Newspapers | | |
| Incy Wincy Spider, A First Book of Nature | Aagh There's a Spider! Out and About A First Book of Nature | | Hello Beaky! | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will listen with enjoyment to a story and explore sensory props. • Pupils will begin to anticipate and predict what | <ul style="list-style-type: none"> • Pupils will be able to identify verbs and adjectives • Pupils will develop their understanding of exclamation marks and when | <ul style="list-style-type: none"> • Pupils will be able to write a range of poetry with increasingly ambitious vocabulary and sentence structures. | <ul style="list-style-type: none"> • Pupils will listen with enjoyment to a story and explore sensory props. • Pupils will begin to anticipate | <ul style="list-style-type: none"> • Pupils will be able to identify the difference between fiction and non-fiction. • Pupils will be able to identify | <ul style="list-style-type: none"> • Pupils will be able to write newspaper reports with all the appropriate features, correctly punctuated sentences and well- structured paragraphs. • Pupils will learn the difference between fact and opinion. |

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| <p>might happen next in a story.</p> <ul style="list-style-type: none"> • Pupils will be able to use their prepared method of communication to join in with predictable words and phrases. • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point | <p>they are used in writing.</p> <ul style="list-style-type: none"> • Pupils will be able to ask and answer questions about a poem • Pupils will be able to write a simple descriptive poem about nature and minibests. • Pupils will use a range of verbs and adjectives in their poetry writing. | <ul style="list-style-type: none"> • Pupils will be able to write grammatically correct sentences, taking into account the appropriate tense. • Pupils will be able to learn a range of poems by heart. • | <p>and predict what might happen next in a story.</p> <ul style="list-style-type: none"> • Pupils will be able to use their prepared method of communication to join in with predictable words and phrases. • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something | <p>adjectives and verbs used for effect.</p> <ul style="list-style-type: none"> • They will be able to discuss what they like about them. • Pupils will be able to identify alliteration and discuss the effects of this on the reader. • Pupils will be able to identify how speech marks are | |
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| <p>to objects in pictures in a book.</p> <ul style="list-style-type: none"> • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. <p>Pupils will begin to explain the meaning of their writing to an adult. Pupils will learn that text carries meaning</p> | <ul style="list-style-type: none"> • Pupils will be able to apply their phonic and spelling knowledge to their writing. • Pupils will be able to use exclamation marks correctly in a poem • Pupils will be able to predict what might happen next in a story. • Pupils will be able to link poetry and stories to their own | | <p>to be shared and enjoyed.</p> <ul style="list-style-type: none"> • Pupils will be able to point to objects in pictures in a book. • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their | <p>used in text.</p> <ul style="list-style-type: none"> • Pupils will be able to identify key language used in stories. • Pupils will be able to sequence a story, identifying the beginning, middle and end. • Pupils will be able to empathise with characters by saying | |
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| | <p>experience s.</p> <ul style="list-style-type: none"> • Pupils will be able to state which poem they like and why. • Pupils will learn a section or line of a poem by heart (this can be put to music). | | <p>actions in mark making.</p> <ul style="list-style-type: none"> • Pupils will begin to explain the meaning of their writing to an adult. | <p>how they are feeling.</p> <ul style="list-style-type: none"> • Pupils will develop their skills of inference when talking about how a character might be feeling. • Pupils will be able to make predictions of what might happen next. • Pupils will be able to identify the features of | |
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| | | | | <p>a newspaper eg headline, pictures, captions, eye witness statement, events written in chronologic al order.</p> <ul style="list-style-type: none">• Pupils will understand the purpose of a newspaper report and the intended audience (people who don't know the | |
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| | | | | <p>author or the area being written about).</p> <ul style="list-style-type: none">• Pupils will identify the language used in newspaper reports- facts, time connectives at the beginning of sentences, descriptions of events.• Pupils will be able to use time connectives in their | |
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| | | | | <p>own writing.</p> <ul style="list-style-type: none">● Pupils will be able to sequence events using time connectives.● Pupils will be able to write their own headlines, understanding that they are short and attention-grabbing.● Pupils will begin to write their own newspaper | |
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| | | | | <p>reports about a familiar event eg World Book Day</p> <ul style="list-style-type: none">• Pupils will be able to apply their knowledge of phonics and spelling in their writing.• Pupils will be able to write correctly punctuated sentences. | |
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Summer 1

Summer 2

| Stories | | | Information Texts | | |
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| Aliens in Underpants | | | Ready Set Go All sports Dogs Don't do Ballet | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will listen with enjoyment to a story and explore sensory props. • Pupils will begin to anticipate and predict what might happen next in a story. • Pupils will be able to use their prepared method of communication to join in with predictable words and phrases. | <ul style="list-style-type: none"> • Pupils will be able to demonstrate their understanding of a story by answering questions about the text and giving reasons for their answers. • Pupils will explore the characters' thoughts | <ul style="list-style-type: none"> • Pupils will be able to plan their own story with a beginning, middle and end. • Pupils will identify the plot in a story and the words they will use for impact. • Pupils will be able to use a balance of action, | <ul style="list-style-type: none"> • Pupils will listen with enjoyment to a story and explore sensory props. • Pupils will begin to anticipate and predict what might happen next in a story. • Pupils will be able to use their prepared method of communication | <ul style="list-style-type: none"> • Pupils will know the difference between fiction and non-fiction texts. • Pupils will be able to identify the features of a non-fiction text eg title, author, contents page, index, headings, glossary, | <ul style="list-style-type: none"> • Pupils will be able to write an information text with the appropriate features. • Pupils will understand how alphabetical order and begin to order words alphabetically. • Pupils will be able to use a range of connectives and conjunctions, adverbs and adjectives. • Pupils will be able to organise their writing into paragraphs, using a range of sentences that are appropriately punctuated with full stops, capital letters, |

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| <ul style="list-style-type: none"> • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their | <p>and feelings.</p> <ul style="list-style-type: none"> • Pupils will begin to compare stories and discuss their preferences. • Pupils will be able to apply their knowledge of phonics and punctuation to support their reading of words in a range of | <p>description and dialogue in their stories.</p> <ul style="list-style-type: none"> • Pupils will be able to re-read and edit their writing, making improvements and second draft. • Pupils will be able to apply their knowledge of spelling and phonics in their writing. • Pupils will learn the rules for | <p>on to join in with predictable words and phrases.</p> <ul style="list-style-type: none"> • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will learn to hold objects. | <p>pictures, diagrams, captions).</p> <ul style="list-style-type: none"> • Pupils will learn that glossaries and indexes are organised in alphabetical order for ease of reference. • Pupils will be able to use the features of non-fiction texts to find answers to their questions. • Pupils will learn to use | <p>commas, question marks, exclamation marks.</p> <ul style="list-style-type: none"> • Pupils are beginning to learn when to use paragraphs and semi-colons. |
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| <p>actions in mark making.</p> <ul style="list-style-type: none"> • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will learn that text carries meaning | <p>contexts and books.</p> <ul style="list-style-type: none"> • Pupils will be able to identify the features of a story book eg title, blurb, author, illustrator. • Pupils will be able to make predictions about a text. • Pupils will identify adjectives in a story and discuss | <p>writing plurals.</p> <ul style="list-style-type: none"> • Pupils will be able to structure their stories using paragraphs. • Pupils will be able to use speech punctuation correctly in their stories. | <ul style="list-style-type: none"> • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will learn that text carries meaning • Pupils will role play | <p>the features of a non-fiction text in their own writing.</p> <ul style="list-style-type: none"> • Pupils will develop their use of conjunctions (and, so, because, but) and begin to use connectives if they are ready eg (first, next, although) • Pupils will be able to apply their phonics and spelling knowledge to their writing. • Pupils will write correctly | |
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| | <p>how they add meaning.</p> <ul style="list-style-type: none"> • Pupils will make a collection of adjectives to use in their own writing. • Pupils will be able to write their own stories , beginning to use adjectives and a wider range of sentence structures | | <p>with a range of props.</p> <ul style="list-style-type: none"> • Pupils will begin to be able to identify animals, matching pictures to objects if needed eg a picture of an elephant with a toy elephant) • | <p>punctuated sentences, moving from simple sentences to compound sentences, use of commas in a list then commas to separate clauses.</p> <ul style="list-style-type: none"> • Pupils will use exclamation marks correctly. • Pupils will be able to identify question words and sentences. • Pupils will be able to match | |
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| | | | | <p>rhyming words.</p> <ul style="list-style-type: none">• Pupils will be able to identify adjectives and use a range of increasingly ambitious adjectives in their writing.• Pupils will be able to sequence a story and identify the beginning, middle and end.• Pupils will identify speech marks in a text and understand that they | |
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| | | | | wrap around speech. | |
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