

## **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		
Mrs Honey's Hat	How to Be a Bucket Filler, Funny Bones, Perfectly Norman		Going on a Lion Hunt, The Three Little Pigs.	Superworm, The Highway Rat,	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>• Pupils will be able to engage with a sensory story.</li> <li>• Pupils will show anticipation when engaging in a sensory story.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will begin to understand the difference between fiction and non-fiction.</li> <li>• Pupils will learn the features of a book eg blurb, title, author</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to identify dialogue in a story.</li> <li>• Pupils will be able to identify full stops, question marks and exclamation marks and commas.</li> <li>• Pupils will learn how to use the above</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to engage with a sensory story.</li> <li>• Pupils will show anticipation when engaging in a sensory story.</li> <li>• Pupils will learn that a</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will begin to understand the difference between fiction and non-fiction.</li> <li>• Pupils will learn the features of a book eg blurb, title, author</li> <li>• Pupils will learn that a</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will begin to build a wide range of adjectives to use in stories.</li> <li>• Pupils will be able to use adverbs in their writing.</li> <li>• Pupils will begin to be able to recognise dialogue in stories.</li> <li>• Pupils will be able to write a letter for a purpose of up to three paragraphs.</li> <li>• Pupils will be able to take into account the needs of the reader when writing letters.</li> </ul>

<ul style="list-style-type: none"> <li>• Pupils will be able to point to pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> </ul> <p>1. Pupils will explore mark making with a range of materials.</p> <ul style="list-style-type: none"> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Understand that marks have meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will learn that a full stop means it is the end of a sentence.</li> <li>• Pupils will identify capital letters at the beginning of sentences and begin to start writing capital letters at the beginning of their own sentences.</li> <li>• Pupils will be able to</li> </ul>	<p>punctuation in their writing.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to write a short paragraph that describes a setting.</li> <li>• Pupils will be able to identify the beginning, middle and ending of the story.</li> <li>• Pupils will be able to write sentences with adjectives.</li> <li>• Pupils will be able to describe a character in a story.</li> <li>• Pupils will be able to write short stories using adjectives and</li> </ul>	<p>book is something to be shared and enjoyed.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to point to pictures in a book.</li> <li>• Pupils will begin to identify specific parts of a picture eg an animal or house.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand</li> </ul>	<p>full stop means it is the end of a sentence.</p> <ul style="list-style-type: none"> <li>• Pupils will identify capital letters at the beginning of sentences and begin to start writing capital letters at the beginning of their own sentences.</li> <li>• Pupils will be able to identify the beginning, middle and end of a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to write a letter with all key features.</li> </ul>
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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"> <li>• Pupils will be able to write a sentence or caption for a picture that tells a story.</li> <li>• Pupils will be able to sequence events in a story, using pictures as support.</li> </ul>	<p>correctly punctuated sentences.</p>	<p>the cause and effect of their actions in mark making.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to write to communicate .</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils will be able to show their understanding of a text by sequencing a story, using pictures to help them.</li> <li>• Pupils will understand what a letter is and why we might write letters.</li> </ul>	
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- 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

- 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.

	characters in a story.			<ul style="list-style-type: none"> <li>Pupils will be able to identify alliteration (the initial sound repeated in words)</li> </ul>	
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Spring 1			Spring 2		
Non- Fiction: Information Texts			Non- Fiction: Instructions		
<b>Bringing the Rain to Kapiti Plain,</b>	<b>National Geographic, Everything Weather, Hello Lighthouse, Oh Say Can you Say, What's the Weather Today?</b>		<b>Jack and the Beanstalk,</b>	<b>Planting a rainbow, Oliver's Vegetables, Wangari's Tree of Peace, Plants (Amazing Science)</b>	
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>
Pupils will be able to engage with a sensory story.	<ul style="list-style-type: none"> <li>Pupils will be able to identify rhyming words.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain the difference between</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to engage with a sensory story.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will begin to understand the difference</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to identify the features of an instructional text.</li> </ul>

<ul style="list-style-type: none"> <li>• Pupils will show anticipation when engaging in a sensory story.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will begin to understand the difference between fiction and non- fiction.</li> </ul> <ol style="list-style-type: none"> <li>1. Pupils will learn the features of a book eg blurb, title, author</li> <li>2. Pupils will learn that a full stop means it is the end of a sentence.</li> </ol> <ul style="list-style-type: none"> <li>• Pupils will identify capital letters at the beginning of</li> </ul>	<p>fiction and non- fiction.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify the features of an information text.</li> <li>• Pupils will be able to write their own information text, ensuring all features are included.</li> <li>• 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?)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will show anticipation when engaging in a sensory story.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will begin to identify sounds in words eg the same sound as their name</li> </ul>	<p>between fiction and non- fiction.</p> <ul style="list-style-type: none"> <li>• Pupils will learn the features of a book eg blurb, title, author</li> <li>• Pupils will learn that a full stop means it is the end of a sentence.</li> <li>• Pupils will identify capital letters at the beginning of sentences and begin to start writing capital letters at the beginning of their own sentences.</li> <li>• Pupils will be able to identify the beginning, middle and end of a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to write their own instructions in chronological order, using a variety of verbs and correctly punctuated sentences.</li> </ul>
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<p>of their actions in mark making.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> </ul>	<p>sentences and begin to start writing capital letters at the beginning of their own sentences.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify the beginning, middle and end of a story.</li> <li>• 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.</li> </ul>		<p>or a repeated sound.</p> <ul style="list-style-type: none"> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will be able to sequence</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils will be able to show their understanding of a text by sequencing a story, using pictures to help them.</li> <li>• Pupils will learn when written instructions are used eg recipes, making something.</li> <li>• Pupils will be able to identify the features of instructions eg list</li> </ul>	
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- Pupils will be able to show their understanding of a text by sequencing a story, using pictures to help them.
- 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

familiar events eg now and next progressing to first, then, after

of ingredients/ materials needed, numbered instructions in a list, sentences starting with a verb.

- Pupils will understand the importance of sequencing in instructions.
- 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.

	<p>and countries in our world.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Pupils will be able to write lists for a specific purpose eg the types of weather we find in the UK, types of healthy food.</li></ul>			<ul style="list-style-type: none"><li>• Pupils will be able to identify an adjective.</li><li>• Pupils will keep a word bank of verbs to use in their writing and speech.</li><li>• Pupils will keep a word bank of adjectives they can use in their speech and writing.</li></ul>	
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	<ul style="list-style-type: none"> <li>• Pupils will learn that question marks are used at the end of questions.</li> <li>• Pupils will be able to use question marks in their own writing.</li> </ul>				
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Summer 1			Summer 2		
Story and Poetry			Diaries		
Ten Little Superheroes, The Booktime Book of Fantastic First Poems	Superdaisy, The Booktime Book of Fantastic First Poems, Traction Man, , There's a SuperHero in Your Book		Topsy and Tim go on Holiday	Welcome to our World,, Harry and his Bucketful of Dinosaurs go on Holiday, Herman's Holiday, Katie Morag, The Lighthouse Keeper's Lunch	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing

<ul style="list-style-type: none"> <li>● Pupils will be able to engage with a sensory story.</li> <li>● Pupils will show anticipation when engaging in a sensory story.</li> <li>● Pupils will learn that a book is something to be shared and enjoyed.</li> <li>● Pupils will be able to point to objects in pictures in a book.</li> <li>● Pupils will begin to identify sounds in words eg the same sound as their</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will learn what onomatopoei a is and be able to identify it in books.</li> <li>● Pupils will be able to identify the following punctuation: full stops, capital letters, commas, question marks and exclamation marks.</li> <li>● Pupils will be able to recognise whether a</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to recognise whether a book is fiction or non fiction and give reasons why.</li> <li>● Pupils will understand that a good story should have a balance of action, description and dialogue.</li> <li>● Pupils will be able to plan a story using a structure that</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to engage with a sensory story.</li> <li>● Pupils will show anticipation when engaging in a sensory story.</li> <li>● Pupils will learn that a book is something to be shared and enjoyed.</li> <li>● Pupils will be able to point to objects in pictures in a book.</li> <li>● Pupils will begin to identify sounds in words eg the same sound as their name or a</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will begin to understand the difference between fiction and non- fiction.</li> <li>● Pupils will learn the features of a book eg blurb, title, author</li> <li>● Pupils will learn that a full stop means it is the end of a sentence.</li> <li>● Pupils will identify capital letters at the beginning of sentences and begin to start writing capital letters at the beginning of their own sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to write a diary with the correct features.</li> <li>● Pupils will be able to write a diary, using ambitious vocabulary for descriptions.</li> </ul>
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<p>name or a repeated sound.</p> <ul style="list-style-type: none"> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will be able to sequence familiar events eg now and next</li> </ul>	<p>book is fiction or nonfiction</p> <ul style="list-style-type: none"> <li>• Pupils will be able to learn synonyms for 'said' and begin to use them in their speech and writing eg gasped, asked, shouted.</li> <li>• Pupils will be able to use the language of comparisons eg stronger than, strongest, faster than, fastest</li> <li>• Pupils will collect</li> </ul>	<p>includes character, setting, plot.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to write a story that is structured using the features above and will begin to re-read and edit their writing to make improvements.</li> <li>• Pupils will identify differences in forms of poetry eg rhyming poems,</li> </ul>	<p>repeated sound.</p> <ul style="list-style-type: none"> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will be able to sequence familiar events</li> </ul>	<ol style="list-style-type: none"> <li>1. Pupils will be able to identify the beginning, middle and end of a story.</li> </ol> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils will be able to show their understanding of a text by sequencing a story, using pictures to help them.</li> <li>• Pupils will learn what a diary is and the purpose of a diary.</li> </ul>	
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<p>progressing to first, then, after</p> <ul style="list-style-type: none"> <li>• Pupils will be able to recognise rhyming words.</li> </ul>	<p>vocabulary for describing characters.</p> <ul style="list-style-type: none"> <li>• Pupils will use the words collected to write their own character descriptions.</li> <li>• Pupils will be able to write a short story with a beginning , middle and end and a character description.</li> <li>• Pupils will be able to identify rhyming words and</li> </ul>	<p>narrative poems, haiku, acrostic</p> <ul style="list-style-type: none"> <li>• Pupils will be able to say which type of poem they like and why.</li> </ul>	<p>eg now and next progressing to first, then, after</p> <ul style="list-style-type: none"> <li>• Pupils will be able to recognise rhyming words.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will understand that diaries are written in chronological order.</li> <li>• Pupils will be able to write a personal diary of what they have done that day.</li> <li>• 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.</li> <li>• Pupils will be able to include</li> </ul>	
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	<p>words with alliteration.</p> <ul style="list-style-type: none"> <li>• Pupils will read a range of poems and be able to describe what they are about.</li> <li>• Pupils will be able to write a short poem to describe a superhero.</li> </ul>			<p>adjectives and adverbs in their diary writing.</p>	
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Cycle Two		
Autumn 1		Autumn 2
Non- Fiction: Recounts		Multicultural Poems
<b>The Jolly Postman</b>	<b>Full, Full of Love, The Tunnel</b>	<b>Let's Celebrate! Festival Poems from Around the World</b>

Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>● Pupils will be able to engage with a sensory story.</li> <li>● Pupils will show anticipation when engaging in a sensory story.</li> <li>● Pupils will learn that a book is something to be shared and enjoyed.</li> <li>● Pupils will be able to point to objects in pictures in a book.</li> <li>● Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound.</li> <li>● Pupils will learn to hold objects.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will learn to sequence stories and understand that there is a beginning, middle and end.</li> <li>● Pupils will recap the difference between fiction and non-fiction.</li> <li>● Pupils will be able to apply their phonics knowledge when</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will learn how to organise their writing into paragraphs.</li> <li>● Pupils will apply their understanding of paragraphs to their own writing.</li> <li>● Pupils will learn how to write a letter for complaint-complaining about the effects of the tunnel.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to engage with a sensory story.</li> <li>● Pupils will show anticipation when engaging in a sensory story.</li> <li>● Pupils will learn that a book is something to be shared and enjoyed.</li> <li>● Pupils will be able to point to objects in pictures in a book.</li> <li>● Pupils will begin to identify sounds in words eg the same sound as their</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to identify rhyming words and alliteration.</li> <li>● Pupils will be able to give their opinions about a poem, stating which they like and dislike and begin to give reasons why.</li> <li>● Pupils will be able to identify the imagery in poetry and collect adjectives and verbs.</li> <li>● Pupils will be able to explore different cultures</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to recite a chosen poem by heart.</li> <li>● Pupils will be able to identify the effects of rhyming and alliteration on the way the poem sounds.</li> <li>● Pupils will be able to write their own poems with greater creativity and independence, drawing on their knowledge of adjectives, rhyming and alliteration for effect.</li> </ul>



<ul style="list-style-type: none"> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to understand that marks carry meaning.</li> <li>• Pupils will practise writing a message for someone else eg a message in a card.</li> <li>• Pupils will be able to sequence familiar events eg now and next progressing to first, then, after</li> </ul>	<p>writing words.</p> <ul style="list-style-type: none"> <li>• Pupils will practise writing in correctly punctuated sentences, using a wider range of punctuation- full stops, capital letters, question marks and commas for a list.</li> <li>• Pupils will learn to write</li> </ul>		<p>name or a repeated sound.</p> <ul style="list-style-type: none"> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will understand that marks carry meaning.</li> <li>• Pupils will practise writing a message for someone else eg a message in a card.</li> </ul>	<p>through poetry.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to use their knowledge of phonic sounds to write their own words for poems.</li> <li>• Pupils will be able to write their own acrostic and narrative poetry about a festival of their choice.</li> <li>• Pupils will be able to apply their phonic knowledge and reading skills when</li> </ul>	
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<ul style="list-style-type: none"> <li>• Pupils will be able to recognise rhyming words.</li> </ul>	<p>compound sentences.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to use a range of conjunctions in their sentences eg and, because, but, so.</li> <li>• Pupils will increase their vocabulary bank by collecting adjectives.</li> <li>• Pupils will use adjectives in their writing.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils will be able to sequence familiar events eg now and next progressing to first, then, after</li> <li>• Pupils will be able to recognise rhyming words.</li> </ul>	<p>reading poetry.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to be able to recite some aspects of a poem by memory</li> </ul>	
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- 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 (refer to The Tunnel by Anthony Browne)

Spring 1			Spring 2		
Non Fiction: Letters			Narrative and Rhyming Poetry		
<b>Old Macdonald's farm, Ten Little Explorers, The Hungry Caterpillar</b>	<b>Meerkat Mail, The Bug Collector</b>	<b>The Great Kapok Tree</b>	<b>Peepo!</b>	<b>Out and About A First Book of Nature</b>	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>• Pupils will be able to engage with a sensory story.</li> <li>• Pupils will show anticipation when engaging in a sensory story.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will understand why we write letters and the importance of considering the reader when writing letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to write formal letters eg of complaint, information giving.</li> <li>• Pupils will be able to write a range of sentences, including with more than one clause,</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will listen with enjoyment to a story and explore sensory props.</li> <li>• Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>• Pupils will be able to use their prepared</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to identify verbs.</li> <li>• Pupils will collect a range of verbs and begin to use them in their speech and writing.</li> <li>• Pupils will be able to ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to write a range of poetry, using the outdoors and nature as their inspiration.</li> <li>• Pupils will use a range of vocabulary and sentence structures when writing poetry.</li> <li>• Pupils will re-read and edit their poems.</li> <li>• Pupils will respond to feedback from others.</li> </ul>

<ul style="list-style-type: none"> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will read a range of letters for different purposes eg informal, for complaints, to inform, invitations .</li> <li>• Pupils will recap the features of a letter.</li> <li>• Pupils will be able to write letters with a balance of simple</li> </ul>	<p>using a wider range of connectives.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to edit their own writing and make improvements.</li> <li>• Pupils will be able to make predictions and inferences about story.</li> <li>• Pupils will be able to explain the effect of different language</li> </ul>	<p>method of communication to join in with predictable words and phrases.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to recognise sounds in stories.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> </ul>	<p>about a poem</p> <ul style="list-style-type: none"> <li>• Pupils will be able to write a simple verb poem.</li> <li>• Pupils will use a range of verbs and adjectives in their poetry writing.</li> <li>• Pupils will be able to apply their phonic and spelling knowledge to their writing.</li> <li>• Pupils will be able to use exclamation marks and question marks correctly in a poem</li> </ul>	
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<ul style="list-style-type: none"> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will practise writing a message for someone else eg a message in a card.</li> <li>• Pupils will be able to sequence familiar events eg now and next progressing to first, then, after</li> <li>• Pupils will be able to recognise rhyming words.</li> <li>• Pupils will begin to recognise/ join in with predictable words and</li> </ul>	<p>and compound sentences</p> <ul style="list-style-type: none"> <li>• Pupils will plan the structure of a letter to their family.</li> <li>• Pupils should plan the information their family would want to know.</li> <li>• Pupils will learn when exclamation marks are used in writing</li> </ul>	<p>structures on meaning.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to apply their understanding of spelling to their writing eg the correct use of apostrophes .</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will learn that text carries meaning.</li> </ul>		
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<p>phrases, using their preferred method of communication.</p>	<p>and begin to use them in their own writing.</p> <ul style="list-style-type: none"><li>● Pupils will learn how brackets are used in writing to add additional but not essential information.</li><li>● Pupils will be able to identify alliteration and adjectives in stories.</li><li>● Pupils will be able to</li></ul>				
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	<p>develop empathy for characters in a book by describing , using simple words, how they are feeling.</p> <ul style="list-style-type: none"><li>● Pupils will be able to make predictions about a story.</li><li>● Pupils will be able to identify whether a book is fiction or</li></ul>				
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	<p>non-fiction and give reasons for their answers.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Pupils will be able to</li></ul>				
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	<p>identify the features of a story book eg title, blurb, author, illustrator.</p> <ul style="list-style-type: none"><li>● Pupils will be able to make predictions about a text.</li><li>● Pupils will make inferences about how a character is feeling and discuss motivation</li></ul>				
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	<p>ns of a character.</p> <ul style="list-style-type: none"><li>• Pupils will be able to identify taught aspects of punctuation and sentence structure eg capital letters, full stops, question marks, exclamation marks, adjective, verb, conjunction</li><li>• Pupils will be able to identify</li></ul>				
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	<p>the setting in a story.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to sequence a story, identifying the beginning, middle and end.</li> </ul>				
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Summer 1			Summer 2		
Narrative			Non Fiction: Newspapers		
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"> <li>• Pupils will listen with enjoyment to a story and explore sensory props.</li> <li>• Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>• Pupils will be able to use their prepared method of communication to join in with predictable words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to demonstrate their understanding of a story by answering questions about the text and giving reasons for their answers.</li> <li>• Pupils will explore the characters' thoughts and feelings.</li> <li>• Pupils will begin to compare stories and</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to plan their own story with a beginning, middle and end.</li> <li>• Pupils will identify the plot in a story and the words they will use for impact.</li> <li>• Pupils will be able to use a balance of action, description and dialogue in</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will listen with enjoyment to a story and explore sensory props and actions.</li> <li>• Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>• Pupils will be able to use their prepared method of communication to join in with predictable words and phrases.</li> <li>• Pupils will begin to recognise sounds in stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to identify the features of a non-fiction text eg title, author, contents page, headings, glossary, pictures, diagrams, captions).</li> <li>• Pupils will be able to use the features of non-fiction texts to find answers to their questions.</li> <li>• Pupils will be able to</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to write newspaper reports with all the appropriate features, correctly punctuated sentences and well-structured paragraphs.</li> </ul>
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<ul style="list-style-type: none"> <li>• Pupils will begin to recognise sounds in stories.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> </ul>	<p>discuss their preferences.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils will be able to identify the features of a story</li> </ul>	<p>their stories.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to re-read and edit their writing, making improvements and second drafts.</li> <li>• Pupils will be able to apply their knowledge of spelling and phonics in their writing.</li> <li>• Pupils will learn the rules for writing plurals.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the</li> </ul>	<p>identify the features of a newspaper eg headline, pictures, captions, eye witness statement, events written in chronological order.</p> <ul style="list-style-type: none"> <li>• Pupils will understand the purpose of a newspaper report and the intended audience (people who don't know the author</li> </ul>	
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<ul style="list-style-type: none"> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will learn that text carries meaning</li> <li>• Pupils will role play with a range of props.</li> </ul>	<p>book eg title, blurb, author, illustrator.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to make predictions about a text.</li> <li>• Pupils will identify adjectives in a story and discuss how they add meaning.</li> <li>• Pupils will make a collection of adjectives to use in</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to structure their stories using paragraphs.</li> <li>• Pupils will be able to use speech punctuation correctly in their stories.</li> </ul>	<p>meaning of their writing to an adult.</p> <ul style="list-style-type: none"> <li>• Pupils will learn that text carries meaning</li> </ul>	<p>or the area being written about).</p> <ul style="list-style-type: none"> <li>• Pupils will identify the language used in newspaper reports- facts, time connectives at the beginning of sentences, descriptions of events.</li> <li>• Pupils will be able to use time connectives in their own writing.</li> </ul>	
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	<p>their own writing.</p> <ul style="list-style-type: none"><li>• 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.</li></ul>			<ul style="list-style-type: none"><li>• Pupils will be able to sequence events using time connectives.</li><li>• Pupils will be able to write their own headlines, understanding that they are short and attention-grabbing.</li><li>• Pupils will begin to write their own newspaper reports about a familiar</li></ul>	
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				<p>event eg sports day, an educational visit.</p> <ul style="list-style-type: none"><li>● Pupils will be able to apply their knowledge of phonics and spelling in their writing.</li><li>● Pupils will be able to write correctly punctuated sentences.</li></ul>	
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Cycle Three					
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"> <li>• Pupils will listen with enjoyment to a story and explore sensory props.</li> <li>• Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>• Pupils will be able to use</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will know the difference between fiction and non-fiction texts.</li> <li>• Pupils will be able to identify the features of a non-fiction text eg</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to write an information text with the appropriate features.</li> <li>• Pupils will understand how alphabetical order and begin to order words alphabetically.</li> <li>• Pupils will be able to use a</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will listen with enjoyment to a story and explore sensory props.</li> <li>• Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>• Pupils will be able to use their prepared method of communication to join in with</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will learn the features of a playscript eg the character's name on one side and what they say on the other, stage</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to write their own playscripts using the correct structure and organisation.</li> <li>• Pupils will use ambitious vocabulary in a wider range of sentences.</li> <li>• Pupils will be able to use brackets.</li> <li>• Pupils will be able to write correctly punctuated sentences with correct spelling.</li> </ul>

<p>their prepared method of communication to join in with predictable words and phrases.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to recognise sounds in stories.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> </ul>	<p>title, author, contents page, index, headings, glossary, pictures, diagrams, captions).</p> <ul style="list-style-type: none"> <li>• Pupils will learn that glossaries and indexes are organised in alphabetical order for ease of reference.</li> <li>• Pupils will be able to use the</li> </ul>	<p>range of connectives and conjunctions, adverbs and adjectives.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to organise their writing into paragraphs, using a range of sentences that are appropriately punctuated with full stops, capital letters, commas, question marks, exclamation marks.</li> <li>• Pupils are beginning to</li> </ul>	<p>predictable words and phrases.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to recognise sounds in stories.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the</li> </ul>	<p>directions in brackets, list of characters at the beginning, description, the story separated into scenes.</p> <ul style="list-style-type: none"> <li>• Pupils will read and rehearse plays for a performance.</li> <li>• Pupils will learn to write</li> </ul>	
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<ul style="list-style-type: none"> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will learn that text carries meaning</li> </ul>	<p>features of non-fiction texts to find answers to their questions.</p> <ul style="list-style-type: none"> <li>• Pupils will learn to use the features of a non-fiction text in their own writing.</li> <li>• Pupils will develop their use of conjunctions (and, so, because, but) and begin to use connectives if they are</li> </ul>	<p>learn when to use paragraphs and semi-colons.</p>	<p>cause and effect of their actions in mark making.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will learn that text carries meaning</li> <li>• Pupils will role play with a range of props.</li> </ul>	<p>their own plays with the appropriate structure , scaffolded as required e.g. a play about a leaf man settling in a particular setting or telling a festival story.</p> <ul style="list-style-type: none"> <li>• Pupils will write increasing</li> </ul>	
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<ul style="list-style-type: none"> <li>• Pupils will role play with a range of props.</li> <li>• 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)</li> </ul>	<p>ready eg (first, next, although)</p> <ul style="list-style-type: none"> <li>• Pupils will be able to apply their phonics and spelling knowledge to their writing.</li> <li>• Pupils will write correctly punctuated sentences, moving from simple sentences to compound sentences, use of commas in a list then commas to</li> </ul>			<p>gly varied sentence s.</p> <ul style="list-style-type: none"> <li>• Pupils will develop their skills in writing exclamation marks and speech marks.</li> <li>• Pupils will be able to apply their phonics and spelling knowled</li> </ul>	
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	<p>separate clauses.</p> <ul style="list-style-type: none"><li>• Pupils will use exclamation marks correctly.</li><li>• Pupils will be able to identify question words and sentences.</li><li>• Pupils will be able to match rhyming words.</li><li>• Pupils will be able to identify adjectives and use a range of increasingly ambitious adjectives</li></ul>			<p>ge to their writing.</p> <ul style="list-style-type: none"><li>• Pupils will be able to write with a range of adjectives.</li><li>• Pupils will learn what an adverb is and collect their own adverbs for use in stage directions in their</li></ul>	
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	<p>in their writing.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to sequence a story and identify the beginning, middle and end.</li> <li>• Pupils will identify speech marks in a text and understand that they wrap around speech.</li> </ul>			<p>own plays.</p>	
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Spring 1	Spring 2
Poetry	Non- Fiction: Newspapers

<b>Incy Wincy Spider, A First Book of Nature</b>	<b>Aagh There's a Spider! Out and About A First Book of Nature</b>		<b>Handa's Surprise</b>	<b>Hello Beaky!</b>	
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>
<ul style="list-style-type: none"> <li>● Pupils will listen with enjoyment to a story and explore sensory props.</li> <li>● Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>● Pupils will be able to use their prepared method of communication to join in with</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to identify verbs and adjectives</li> <li>● Pupils will develop their understanding of exclamation marks and when they are used in writing.</li> <li>● Pupils will be able to ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to write a range of poetry with increasingly ambitious vocabulary and sentence structures.</li> <li>● Pupils will be able to write grammatically correct sentences, taking into account the</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will listen with enjoyment to a story and explore sensory props.</li> <li>● Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>● Pupils will be able to</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to identify the difference between fiction and non-fiction.</li> <li>● Pupils will be able to identify adjectives and verbs used for effect.</li> <li>● They will be able to discuss what they</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to write newspaper reports with all the appropriate features, correctly punctuated sentences and well-structured paragraphs.</li> <li>● Pupils will learn the difference between fact and opinion.</li> </ul>



<p>predictable words and phrases.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to recognise sounds in stories.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a</li> </ul>	<p>about a poem</p> <ul style="list-style-type: none"> <li>• Pupils will be able to write a simple descriptive poem about nature and minibeasts .</li> <li>• Pupils will use a range of verbs and adjectives in their poetry writing.</li> <li>• Pupils will be able to apply their phonic and spelling knowledge to their writing.</li> </ul>	<p>appropriate tense.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to learn a range of poems by heart.</li> <li>•</li> </ul>	<p>use their prepared method of communication to join in with predictable words and phrases.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to recognise sounds in stories.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to</li> </ul>	<p>like about them.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify alliteration and discuss the effects of this on the reader.</li> <li>• Pupils will be able to identify how speech marks are used in text.</li> <li>• Pupils will be able to identify key language</li> </ul>	
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<p>range of materials.</p> <ul style="list-style-type: none"> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> </ul> <p>Pupils will begin to explain the meaning of their writing to an adult.</p> <p>Pupils will learn that text carries meaning</p>	<ul style="list-style-type: none"> <li>• Pupils will be able to use exclamation marks correctly in a poem</li> <li>• Pupils will be able to predict what might happen next in a story.</li> <li>• Pupils will be able to link poetry and stories to their own experiences.</li> <li>• Pupils will be able to state which poem they</li> </ul>		<p>point to objects in pictures in a book.</p> <ul style="list-style-type: none"> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> </ul>	<p>used in stories.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to sequence a story, identifying the beginning, middle and end.</li> <li>• Pupils will be able to empathise with characters by saying how they are feeling.</li> <li>• Pupils will develop their skills of inference when</li> </ul>	
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	<p>like and why.</p> <ul style="list-style-type: none"><li>• Pupils will learn a section or line of a poem by heart (this can be put to music).</li></ul>		<ul style="list-style-type: none"><li>• Pupils will begin to explain the meaning of their writing to an adult.</li></ul>	<p>talking about how a character might be feeling.</p> <ul style="list-style-type: none"><li>• Pupils will be able to make predictions of what might happen next.</li><li>• Pupils will be able to identify the features of a newspaper eg headline, pictures, captions, eye witness</li></ul>	
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				<p>statement, events written in chronologi cal order.</p> <ul style="list-style-type: none"><li>● Pupils will understand the purpose of a newspaper report and the intended audience (people who don't know the author or the area being written about).</li><li>● Pupils will identify the</li></ul>	
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				<p>language used in newspaper reports- facts, time connectives at the beginning of sentences, descriptions of events.</p> <ul style="list-style-type: none"><li>• Pupils will be able to use time connectives in their own writing.</li><li>• Pupils will be able to sequence events using time</li></ul>	
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				<p>connective s.</p> <ul style="list-style-type: none"><li>● Pupils will be able to write their own headlines, understanding that they are short and attention-grabbing.</li><li>● Pupils will begin to write their own newspaper reports about a familiar event eg World Book Day</li></ul>	
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				<ul style="list-style-type: none"> <li>• Pupils will be able to apply their knowledge of phonics and spelling in their writing.</li> <li>• Pupils will be able to write correctly punctuated sentences.</li> </ul>	
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Summer 1			Summer 2		
Stories			Information Texts		
Whatever Next	Aliens in Underpants		The Gingerbread Man	Ready Set Go All sports Dogs Don't do Ballet	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing

<ul style="list-style-type: none"> <li>● Pupils will listen with enjoyment to a story and explore sensory props.</li> <li>● Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>● Pupils will be able to use their prepared method of communication to join in with predictable words and phrases.</li> <li>● Pupils will begin to recognise sounds in stories.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to demonstrate their understanding of a story by answering questions about the text and giving reasons for their answers.</li> <li>● Pupils will explore the characters' thoughts and feelings.</li> <li>● Pupils will begin to compare</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to plan their own story with a beginning, middle and end.</li> <li>● Pupils will identify the plot in a story and the words they will use for impact.</li> <li>● Pupils will be able to use a balance of action, description and dialogue in their stories.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will listen with enjoyment to a story and explore sensory props.</li> <li>● Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>● Pupils will be able to use their prepared method of communication to join in with predictable words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will know the difference between fiction and non-fiction texts.</li> <li>● Pupils will be able to identify the features of a non-fiction text eg title, author, contents page, index, headings, glossary, pictures, diagrams, captions).</li> <li>● Pupils will learn that</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to write an information text with the appropriate features.</li> <li>● Pupils will understand how alphabetical order and begin to order words alphabetically.</li> <li>● Pupils will be able to use a range of connectives and conjunctions, adverbs and adjectives.</li> <li>● Pupils will be able to organise their writing into paragraphs, using a range of sentences that are appropriately punctuated with full stops, capital letters, commas, question marks, exclamation marks.</li> <li>● Pupils are beginning to learn when to use</li> </ul>
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<ul style="list-style-type: none"> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the</li> </ul>	<p>stories and discuss their preferences.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils will be able to</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to re-read and edit their writing, making improvements and second drafts.</li> <li>• Pupils will be able to apply their knowledge of spelling and phonics in their writing.</li> <li>• Pupils will learn the rules for writing plurals.</li> <li>• Pupils will be able to</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will begin to recognise sounds in stories.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> </ul>	<p>glossaries and indexes are organised in alphabetical order for ease of reference.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to use the features of non-fiction texts to find answers to their questions.</li> <li>• Pupils will learn to use the features of a non-fiction text in their own writing.</li> </ul>	<p>paragraphs and semi-colons.</p>
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<p>meaning of their writing to an adult.</p> <ul style="list-style-type: none"> <li>• Pupils will learn that text carries meaning</li> </ul>	<p>identify the features of a story book eg title, blurb, author, illustrator.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to make predictions about a text.</li> <li>• Pupils will identify adjectives in a story and discuss how they add meaning.</li> <li>• Pupils will make a</li> </ul>	<p>structure their stories using paragraphs.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to use speech punctuation correctly in their stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will learn that text carries meaning</li> <li>• Pupils will role play with a range of props.</li> <li>• Pupils will begin to be able to identify</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will develop their use of conjunctions (and, so, because, but) and begin to use connectives if they are ready eg (first, next, although)</li> <li>• Pupils will be able to apply their phonics and spelling knowledge to their writing.</li> <li>• Pupils will write correctly punctuated sentences, moving from simple sentences to</li> </ul>	
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	<p>collection of adjectives to use in their own writing.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to write their own stories , beginning to use adjectives and a wider range of sentence structures</li> </ul>		<p>animals, matching pictures to objects if needed eg a picture of an elephant with a toy elephant)</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>compound sentences, use of commas in a list then commas to separate clauses.</p> <ul style="list-style-type: none"> <li>• Pupils will use exclamation marks correctly.</li> <li>• Pupils will be able to identify question words and sentences.</li> <li>• Pupils will be able to match rhyming words.</li> <li>• Pupils will be able to identify adjectives</li> </ul>	
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				<p>and use a range of increasingly ambitious adjectives in their writing.</p> <ul style="list-style-type: none"><li>• Pupils will be able to sequence a story and identify the beginning, middle and end.</li><li>• Pupils will identify speech marks in a text and understand that they wrap around speech.</li></ul>	
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