

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key text: Reading	Stories with a familiar setting - Funnybones Owl Babies	The Last Wolf & Finding Fox (compared to Little Red Riding Hood) traditional tale	Stories by a familiar author - Julia Donaldson. The Gruffalo The Snail and the Whale	Where the Wild Things Are by Maurice Sendak	The Secret of Black Rock by Joe Todd-Stanton	The Lighthouse Keeper's Lunch by Ronda and David Armitage
Writing outcomes.	Retelling of a story with a familiar setting. Information text about owls.	Narrative - hunting story. Recipe	Character description of The Gruffalo Letter from the snail asking for help to save the whale.	Setting description of the room turning into the forest. Information text about a 'Wild Thing'	Narrative story - return story. Postcard to send home.	Instructions for getting the Lighthouse Keeper's lunch to the lighthouse. Alternative story - E.g. The Lighthouse Keeper's Breakfast/Dinner/Supper.
Speaking and Listening	Retelling a story - talk for writing.	Drama - Role-play the story.	Retell a story, remembering the main characters.	Ask questions to extend understanding and get more information.	Read aloud in front of the class - perform their postcard.	Build/develop technical vocabulary to give instructions.
Punctuation and grammar	I can separate words using finger spaces. I can use capital letters to start a sentence. I can use a full stop to end a sentence. I can use capital letters for names.	I can separate words using finger spaces. I can use capital letters to start a sentence. I can use a full stop to end a sentence. I can use capital letters for names.	I can use a questions mark. I can separate words using finger spaces. I can use capital letters to start a sentence. I can use a full stop to end a sentence.	I can separate words using finger spaces. I can use capital letters to start a sentence. I can use a full stop to end a sentence. I can use capital letters for names.	I can separate words using finger spaces. I can use capital letters to start a sentence. I can use a full stop to end a sentence. I can use capital letters for names.	I can use an exclamation mark. I can separate words using finger spaces. I can use capital letters to start a sentence. I can use a full stop to end a sentence.

	I can use 'I'.		I can use capital letters for names. I can use 'I'.			I can use capital letters for names.
Composition	I can compose a sentence orally before writing it. I leave spaces between words.	I leave spaces between words.	I leave spaces between words. I can sequence sentences in chronological order to recount an event or experience. I can re-read what I have written to check that it makes sense.	I leave spaces between words. I can use the suffixes 's', 'ed' 'es' and 'ing' within my writing. I can re-read what I have written to check that it makes sense.	I leave spaces between words. I know how the prefix 'un' can be added to words to change meaning. I can re-read what I have written to check that it makes sense.	I leave spaces between words. I can re-read what I have written to check that it makes sense.
Spelling	I can name all of the letters of the alphabet in order.	I can identify known phonemes in unfamiliar words.	I can use syllables to divide words when spelling.	I can use letter names to show alternative spellings of the same phoneme.	I can use what I know about alternative phonemes to narrow down possibilities for accurate spelling.	I can use the spelling rule for adding 's' or 'es' for verbs in the 3 rd person singular.