

Nursery						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Poetry Heads, Shoulders Knees, Toes (2)</p> <p>Listening (C&L)</p> <p>Joining In (L)</p>	<p>Narrative Rama & Sita</p> <p>Listening (C&L)</p> <p>Labelling Develop Vocabulary C&L Mark Making (L) Talking About Marks Made (L)</p>	<p>Narrative The Snowman</p> <p>Recall Listening (C&L) Describing characters, settings and events (L)</p> <p>Share Ideas Develop Vocabulary C&L Mark Making (L) Talking About Marks Made (L)</p> <p>Sequence Listening (C&L) Use attention and recall C&L Describing characters, settings and events (L)</p>	<p>Narrative Jack on the Beanstalk</p> <p>Imitate Listening (C&L) Joining In (C&L) Use vocabulary (C&L) Use role play (C&L)</p> <p>Predict Suggest how story might end (L)</p> <p>Describe Share ideas (C&L) Say more complete sentences (C&L) Develop vocabulary (C&L) Mark making (L)</p>	<p>Narrative Farmer Duck</p> <p>Imitate Listening (C&L) Joining In (C&L) Use vocabulary (C&L) Use role play (C&L) Follow a story map Perform</p>	<p>Narrative Sharing a Shell</p> <p>Retell Share ideas (C&L) Say more complex sentences (C&L) Develop vocabulary (C&L) Mark making (L) Begin to use phonic knowledge (L)</p> <p>Write ideas Share ideas (C&L) Say more complete sentences (C&L) Develop vocabulary (C&L) Mark making (L) Begin to use phonic knowledge (L)</p>
	<p>Narrative Funny Bones Understanding Listening (C&L)</p> <p>Following Instructions (C&L)</p> <p>Labelling Develop Vocabulary (C&L)</p>	<p>Poetry Twinkle twinkle little star</p> <p>Listening (C&L)</p> <p>Joining In (L)</p>	<p>Narrative Percy The Park Keeper: One Snowy Night</p> <p>Write Captions Develop Vocabulary C&L Mark Making (L) Talking About Marks Made (L) Begin to use identifiable letters (PD) Use phonic knowledge (L)</p>	<p>Narrative Jasper's Beanstalk</p> <p>Sequence Listening (C&L) Use attention and recall C&L Describing characters, settings and events (L)</p> <p>Write ideas Share ideas (C&L) Say more complete sentences (C&L) Develop vocabulary (C&L) Mark making (L) Begin to use phonic knowledge (L)</p>	<p>Narrative / Non Fiction Little Red Hen and Farm animal books</p> <p>Labelling and Describing Develop Vocabulary (C&L) Mark Making (L) Talking About Marks Made (L)</p> <p>Sequence Listening (C&L) Use attention and recall C&L Describing characters, settings and events (L)</p> <p>Retell Share ideas (C&L) Say more complete sentences (C&L) Develop vocabulary (C&L) Mark making (L) Begin to use phonic knowledge (L)</p>	<p>Narrative The Crunching Munching Caterpillar</p> <p>Sequence Listening (C&L) Use attention and recall C&L Describing characters, settings and events (L)</p>

<p>Non-Fiction Information books on feelings and our bodies.</p> <p>Identify Feelings Develop Vocabulary C&L Mark Making (L)</p> <p>Describe Share ideas (C&L) Say simple sentences (C&L) Develop vocabulary C&L</p>	<p>Narrative- The Christmas Story</p> <p>Imitate Listening (C&L) Joining In (C&L) Use vocabulary (C&L)</p>	<p>Non-Fiction Arctic animals</p> <p>Labelling and Describing Develop Vocabulary (C&L) Mark Making (L) Talking About Marks Made (L)</p>			<p>Non Fiction Space books</p> <p>Labelling and Describing Develop Vocabulary (C&L) Mark Making (L) Talking About Marks Made (L)</p>
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Reception						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Non-Fiction: All about me Narrative Little Bears Special Wish Twinkle Twinkle little star Share ideas Listen L Mark making W Verbalise ideas S</p> <p>Talk for writing Three Little Pigs Label Recall Make marks W Begin to use identifiable letters W</p> <p>Letter formation W Initial sounds R/W Begin to use identifiable letters W</p> <p>Character description Share ideas S Develop vocabulary S Adjectives Letter formation</p>	<p>Narrative Rainbow fish</p> <p>Sequence story Listening L Describing characters, settings and events L Aware of how stories are structured R</p> <p>Describe characters Letter formation W</p> <p>Describing characters, settings and events L Mark making W</p> <p>Write speech Uses language to imagine and recreate roles S</p> <p>Story map Make marks W Able to follow a story U</p> <p>Retelling (writing assessment) Mark making W</p>	<p>Narrative: structure e.g. story patterns-</p> <p>Narrative: Traditional Stories Talk for writing - The Gingerbread Man Immitate</p> <p>Sequencing story Aware of how stories are structured R Describing characters, settings and events L Write labels/captions</p> <p>Describe characters Develop vocabulary R Adjectives Labelling W</p> <p>Plan a story Describing characters, settings and events L</p> <p>Retelling (writing assessment)</p>	<p>Narrative: Traditional Stories Talk for writing - Goldilocks and the Three Bears Immitate</p> <p>Sequence story Describing characters, settings and events L Write labels/captions</p> <p>Describe characters# Develop vocabulary R Adjectives Write captions W</p> <p>Write a letter Features of a letter Attempt to write short sentences in meaningful contexts W</p> <p>Change ending of the story Suggest how a story might end R Begin to develop own narratives BI</p> <p>Poetry to recite When Goldilocks went to the house of the bears</p>	<p>Narrative: Traditional Stories Talk for writing - Jack and the Beanstalk. Immitate</p> <p>Sequence story Describing characters, settings and events L Write captions W</p> <p>Describe setting Describing characters, settings and events L Write simple sentences W</p> <p>Retell story Sticks to a main theme intention S Show awareness of listeners needs S Able to follow a story without pictures or props R</p> <p>Persuasive writing Attempts to write short sentences in meaningful contexts. W</p> <p>Retelling (writing assessment) Use phonic knowledge W Write simple sentences W</p>	<p>Narrative: Language features Natfantastic Charlie's Superhero Underpants Supertato</p> <p>Write instructions Follow instructions U Imperative verbs Attempt to write short sentences in meaningful contexts W</p> <p>Create a new power and think about how the will save the world Represent own ideas BI</p> <p>Plan a story using superhero write a story Develop own narratives S Write simple sentences w</p>

	<p>Rhyme Recognise rhyming words Continue a rhyming streak Think of rhyming word</p> <p>Write ideas Labelling Use phonics Recall Rhyming</p> <p>Twinkle Twinkle little star</p>	<p>Initial sounds W Begin to write CVC words R/W</p>	<p>Use phonic knowledge</p>			
	<p>Labels, Print around us The 3 little pigs sequencing retelling describing</p>	<p>Narrative: Predictable and patterned language Room on the Broom Talk for Writing rhyming words</p>	<p>Non-fiction: recounts Topic related –Police, Fire etc</p>	<p>Poetry: Modern Rhymes and action verses- We're going on a bear hunt Talk for Writing sequence describe characters write a letter extend a story</p> <p>Poetry to recite We're going on a bear hunt</p>	<p>Non fiction Information texts The Very Hungry Caterpillar Talk for Writing label and describe fruit</p>	<p>Poetry: Poems & Chants Talk for Writing</p>
				<p>Non-fiction: Labels and captions for information (DeW) The bear in the cave. Talk for Writing</p>		
	<p>Explore the senses Observe Share and discuss Describe</p>	<p>Who, what, when, where, why, how Timeline of events Sequence/order events Compose sentences Dictionary work – alphabetical order and definitions</p>	<p>Predict Describe Re tell Sequence Act out Talk for writing</p>		<p>Cross curricular links with 64 zoo lane – animal poems</p> <p>Identify rhyming pairs Use instruments and expression Perform Compare Describe Use alliteration and similes Plan and write a poem</p>	<p>Discussion Describe Prediction Retell Comparing Express an opinion Talk for writing</p>

Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>A shopping list for a witch Labels and Lists (3) Initial sounds Phonic skills Adjectives Noun Phrases</p>	<p>Talk for writing (2) Anancy and Mr Dry bones Adjectives Adverbs of time Imitate</p>	<p>Talk for writing (2) Puss in boots Adjectives Adverbs of time Imitate</p>	<p>Talk for writing (2) Handa's Surprise Adverbs Conjunctions Imitate</p> <p>Handa's Surprise (book)</p> <p>Character description (2) Adjectives Question marks and exclamation marks</p>	<p>Non-fiction</p> <p>Information text (2) Full stops and question marks Adverbs</p>	<p>Non Fiction</p> <p>Poster Being Kind-Online relationships (2) Captions Informal language</p>
	<p>Instructions for a Witch's potion Instructions (3) Adverbs of time Imperative verbs Capital letters and full stops</p> <p>Letter formation - consolidation</p>	<p>Silly soup</p> <p>Poetry (2) Conjunctions Rhyming words Repetition</p> <p>Non Fiction Winter animals</p> <p>Non- chronological reports (2) Question marks Adjectives</p>	<p>Non-fiction Jam sandwich</p> <p>Instructions (2) Text features (title etc.) Imperative verbs Adverbs of time</p> <p>Parent's evening letters (1) Strengths Areas for development</p>	<p>Where's my teddy? (book)</p> <p>Setting description (2) Adjectives Exclamation marks</p>	<p>I went to the zoo (trip/poem)</p> <p>Recount (2) Adverbs of time Alliteration</p> <p>Poetry (2) Conjunctions Rhyming words Repetition</p>	<p>Toy Story</p> <p>Diary entry (2) Emotive language</p>

Year 2						
Term	Autumn 1	Autumn 2 (12)	Spring 1	Spring 2 (11)	Summer 1	Summer 2 (10)
	<p>Talk for Writing -The Papaya that Spoke (2) Imitate/Retell Adverbs of time Adjectives Imitate Use a text map</p>	<p>Talk for Writing - Cat, Bramble and Heron (3) Imitation/Innovation Use a text map Expanded noun phrases Imitate Innovate</p>	<p>Poetry/Poetic Styles The Sound Collector Roger McGough (4) Imitate Rhyme Alliteration Similes Innovate - the sounds of the school. Taste Collector Suffixes Adjectives</p>	<p>Mary Poppins (Film) Character Description (2) Conjunctions Expanded Noun phrases Similes</p> <p>Setting Description (2) Tense Adverbs Sentence Types</p> <p>Diary (Week 1 of 2) Adverbs of time First Person Contractions</p>	<p>Mary Poppins (Film) Diary (Week 2 of 2) Adverbs of time First Person Contractions</p> <p>Non-Fiction Instructions (Marvellous Medicine) (2) Imperative Verbs Adverbs Adverbs of time</p>	<p>Talk for Writing - The Magic Brush (Week 2 and 3) Imitation/Innovation Use a text map Punctuation Adjectives</p>
	<p>Madagascar (Film) Character Description (Melman) (2) Adjectives Punctuation Sentence Starters</p> <p>Diary Entry (Marty) (2) First Person Co-ordination conjunctions</p>	<p>Non-Fiction Internet Safety (2) Instructions (What to do if you are being bullied) Adverbs of time Imperative verbs Conjunctions</p>	<p>Non-Fiction Explanation - Great Fire of London-Explanation how the fire spread (2) Causal Conjunctions Tense</p>		<p>Julia Donaldson- Smartest Giant in Town(Stories from the same author) Retell (2) Punctuation Inverted commas for speech Apostrophes for possession</p>	<p>Bee Movie (Film) Non Fiction Non Chronological Report- All About Honey Bees (2) Question Marks Conjunctions Paragraphs</p>
	<p>Parents Evening Letters (1) Detailing strengths Detailing areas of development</p>		<p>Parents evening Letters (1) Detailing Strengths Detailing areas</p>		<p>Talk for Writing - The Magic Brush (Week 1 of 3) Imitation/Innovation Use a text map Punctuation Adjectives</p>	<p>Narrative Traditional tales Jack and the Beanstalk/ Jim and the Beanstalk –comparison (1) Comparative adjectives</p>

Year 3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>FILM – Peter Pan – 5 weeks</p> <p>Diary</p> <p>Present tense</p> <p>Past tense</p> <p>Rhetorical Questions</p> <p>Description (character)</p> <p>Adjectives</p> <p>Sentence Structure</p> <p>Sentence Types</p> <p>Instructions – How to take care of a lost boy.</p> <p>Subordinating Conjunctions</p> <p>Imperative verbs</p> <p>Letter to parents</p> <p>1 week</p>	<p>FILM – Tangled – 5 weeks</p> <p>Debate</p> <p>Paragraphs</p> <p>Adverbs</p> <p>Formal/informal language</p> <p>Retell</p> <p>Adverbs of time</p> <p>Subordinating conjunctions</p> <p>Expanded Noun Phrases</p> <p>Newspaper report</p> <p>Adverbs of frequency</p> <p>Subheadings</p> <p>Inverted commas</p>	<p>FILM – The Emperor’s New Groove – 5 weeks</p> <p>Non –chronological report</p> <p>Captions</p> <p>Inference</p> <p>Organisational devices</p> <p>Description (setting)</p> <p>Figurative Language</p> <p>Adverbs of manner</p> <p>Prefixes/Suffixes</p> <p>Letters</p> <p>Formal/Informal language</p> <p>Paragraphs</p> <p>Letter to parents</p> <p>1 week</p>	<p>FILM – Finding Nemo – 4 weeks</p> <p>Instructions</p> <p>Organisational Devices</p> <p>Prepositions</p> <p>Non chronological report</p> <p>E-SAFETY Avatars</p> <p>Perfect Tense</p> <p>Expanded Noun Phrases</p> <p>2 weeks</p> <p>Talk for Writing</p> <p>Nail Soup</p> <p>Imitation and innovation</p>	<p>FILM – The secret garden- 4 weeks</p> <p>Description (setting)</p> <p>Subordinating clauses</p> <p>Prefixes/Suffixes</p> <p>Diary</p> <p>Possessive Apostrophes</p> <p>Subordinating Conjunctions</p> <p>2 weeks</p> <p>Talk for Writing</p> <p>Kassim and the Greedy Dragon</p> <p>Imitation and innovation</p>	<p>FILM –the Iron man 4 weeks</p> <p>Debate</p> <p>Organisational Devices</p> <p>Emotive Language</p> <p>Retell</p> <p>Prepositions</p> <p>Verbs</p> <p>Poetry – 2 weeks</p> <p>Description/Haiku</p> <p>Father’s Day Poem – recite</p> <p>Verses</p> <p>Personification</p> <p>Enjambment</p>
	<p>Poetry</p> <p>1 week</p> <p>The magic box</p> <p>Poems to Recite</p>	<p>Talk for Writing – Lazy Jack</p> <p>Imitation</p> <p>1 week</p>				

Year 4						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The Lion King (Film) Fiction</p>	<p>The Lion King (Film) Fiction Retell (2) Commas for clauses Adverbial phrases Possessive apostrophes</p> <p>Talk for writing- Little Red Riding Hood Imitation (1) Use a story map Use expression and intonation Demonstrate punctuation correctly Innovate (1) Use prior text knowledge Use expression and intonation Demonstrate punctuation correctly</p>	<p>Maleficent (Film) Fiction Character description (2) Similes Metaphors</p>	<p>Maleficent (Film)</p> <p>Talk for writing- Matala comes to Supper Imitation (1) Use a story map Use expression and intonation Demonstrate punctuation correctly Innovate (1) Use prior text knowledge Use expression and intonation Demonstrate punctuation correctly</p> <p>Diary entry (2)</p>	<p>Frozen (Film)</p> <p>Talk for writing- Mulenga and the cherries Imitation (1) Use a story map Use expression and intonation Demonstrate punctuation correctly Innovate (1) Use prior text knowledge Use expression and intonation Demonstrate punctuation correctly</p>	<p>Frozen (Film)</p> <p>Setting description (2) Adjectives Figurative language</p> <p>Character description (2) Figurative language Commas for clauses Possessive apostrophes</p>
	<p>Non-Fiction Instructions (2) Imperative verbs Adverbs Prepositions</p> <p>Newspaper report (2) Fronted adverbials Direct speech Adjectives</p> <p>Parent Evening Letters (1) Detailing strengths Detailing areas for development</p>	<p>Non-Fiction Persuasive letter (2) Tense Pronouns Adverbs</p> <p>Poetry- In Flanders Fields John McCrae (1) Rhyming words Stanzas</p>	<p>Non-Fiction</p> <p>Instructions (2) Imperative verbs Noun phrases Conjunctions</p> <p>Parent Evening Letters (1) Detailing strengths Detailing areas for development</p>	<p>Non- Fiction</p> <p>Poetry- Silver Walter De La Mare (1) Comprehension Rhyming words Stanzas</p>	<p>Non-Fiction Instructions (DF) How to stay safe online (2) Imperative verbs Commas for clauses Subordinating conjunctions</p> <p>Poetry- Go and open the door Miroslav Holub (1) Comprehension Rhyming words Stanzas</p>	<p>Non-Fiction Parent Evening Letters (1) Detailing strengths Detailing areas for development</p>

Year 5						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Roald Dahl - Matilda (Film)</p> <p>Setting Description (2) Adjectives Noun phrases</p> <p>Diary (2) Figurative Language: similes and metaphors</p> <p>Non Chronological Report (2) Paragraphs Punctuation including parenthesis</p>	<p>Roald Dahl - Matilda (Film) continued</p> <p>Non Chronological Report (2) Parenthesis</p> <p>Balanced Argument (2) Causal conjunctions Formal language</p>	<p>Narrative</p> <p>Roald Dahl - Charlie and the chocolate factory (Film)</p> <p>Prediction (1) Language of prediction Justifying using evidence</p> <p>Diary (2) Emotive language</p> <p>Setting Description (2) Adjectives Figurative Language: similes, metaphors and personification</p>	<p>Sentence structures (1)</p> <p>Commas for Clarity Commas for ambiguity</p>	<p>Poetry/ Poetic Style</p> <p>The Sense Collector</p> <p>Rhyming poetry (2) Comprehension Rhyme Rhyming couplets</p>	<p>Narrative</p> <p>Traditional stories, fables, myths, legends</p> <p>Talk for Writing Bedd Gelert (2)</p> <p>Comprehension Imitation Innovate</p>
	<p>Parents Evening letters (1) Detailing strengths Detailing areas for development</p>		<p>Non fiction</p> <p>Roald Dahl - Charlie and the chocolate factory (Film)</p> <p>Persuasive Adverts (2) Aims of persuasive writing Persuasive features Persuasive vocabulary Comparing adverts</p>	<p>Narrative</p> <p>Traditional stories, fables, myths, legends</p> <p>Talk For Writing – Beowulf (2)</p> <p>Comprehension Imitation Innovate</p> <p>Parents Evening letters (1) Detailing strengths Detailing areas for development</p>	<p>Non Fiction</p> <p>Instructions (3) Imperative verbs Adverbs of time</p>	<p>Non Fiction</p> <p>A Balanced Argument Internet Safety – The Pros and Cons of internet apps (2) Causal conjunctions Formal language</p>
		<p>Poetry/Poetic Style</p> <p>Winter Wonderland – Talk for Writing (1) Imitate Use a text map Use expression and intonation Demonstrate punctuation correctly</p>				<p>Non Fiction</p> <p>Recount – The Y5 Experience (1) Past tense Y5 Punctuation Subordination</p>

Year 6						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Honey I shrunk the Kids (Film)</p> <p>Diary (2)</p> <p>Adjectives</p> <p>Figurative language: similes and metaphors</p> <p>Non Fiction</p> <p>Instructions (2)</p> <p>Adverbials of time</p> <p>Imperative verbs</p> <p>Semi colons and colons</p> <p>Description (2)</p> <p>Expanded noun phrases</p> <p>Figurative language: personification</p>	<p>Honey I shrunk the Kids (Film) continued</p> <p>Non-Chronological Report (2)</p> <p>Parenthesis</p> <p>Colons for independent clauses</p> <p>Semi colons to separate independent clauses</p> <p>Talk for Writing - The Golden Hand (2)</p> <p>Comprehension</p> <p>Imitation</p> <p>Innovate</p>	<p>Narrative</p> <p>Holes (film)</p> <p>Setting Description (2)</p> <p>Adjectives: synonyms</p> <p>Figurative language: personification and alliteration</p> <p>Diary (2)</p> <p>Emotive language</p> <p>Sentence structures</p> <p>Rhetorical questions</p>	<p>Narrative</p> <p>Holes (film) continued</p> <p>Narrative (2)</p> <p>Using direct and indirect speech</p> <p>Speech to convey character</p> <p>Speech to advance the action</p> <p>Sentence structures (1)</p> <p>Commas for clarity</p> <p>Commas for ambiguity</p>	<p>Jumanji (film)</p> <p>Prediction (1)</p> <p>Language of prediction</p> <p>Justifying using evidence</p> <p>NCR (2)</p> <p>Punctuation including parenthesis</p> <p>Relative clauses</p> <p>Letter (2)</p> <p>Informal language</p> <p>Active and passive voice</p> <p>Idioms</p>	<p>Variations of Narrative</p> <p>AUDIO/Visual clip</p> <p>Titanium – David Guetta (2)</p> <p>Show don't tell</p> <p>Figurative language (ALL)</p> <p>Hyperbole</p> <p>Idioms</p>
	<p>Parents Evening letters (1)</p> <p>Detailing strengths</p> <p>Detailing areas for development</p>	<p>Poetry/Poetic Style</p> <p>Talk for Writing</p> <p>It was the Night before Christmas (1)</p> <p>Imitate</p> <p>Use a text map</p> <p>Use expression and intonation</p> <p>Demonstrate punctuation correctly</p>	<p>Parents Evening letters (1)</p> <p>Detailing strengths</p> <p>Detailing areas for development</p>	<p>Non fiction</p> <p>Talk for Writing - Persuasive advert (3)</p> <p>Aims of persuasive writing</p> <p>Persuasive features</p> <p>Persuasive vocabulary</p> <p>Comparing adverts</p>	<p>Non Fiction</p> <p>Explanation Text</p> <p>Internet Safety – What is being trust worthy online (2)</p> <p>Formal language (use of conjunctions)</p> <p>Modal verbs</p>	<p>Non Fiction</p> <p>Recount – The Y6 Experience (1)</p> <p>Past tense</p> <p>Y6 Punctuation</p> <p>Y6 language</p>