

YEAR 1	Autumn 1 The Lonely Beast	Autumn 2 Poems to Perform And other texts	Spring 1 One Day on our Blue Planet	Spring 2 Claude in the City	Summer 1 Adventures of Egg Box Dragon	Summer 2 10 Things I can do to help my world
Literary Form	Extended picture book	Poetry anthology	Non-Fiction	Humorous illustrated novel	Comical Storybook	Simple picture book
Link to main NC area of learning	Geography: Contrasting environments, oceans and lands	Science: The Natural Environment	Science: Animal habitats	Art and Design and History:	Art & DT: Design & make History: Changes over time	Science Geography
PSED & Human themes	Friendship and kindness	Expressing ourselves	Animal Conservation	Friendship and loyalty	The Environment: Recycling	Nature & Conservation
Reading: Experience, Knowledge, Skills & Strategies	<p>Listen to, discuss and express views about books at a level beyond that which they can read independently;</p> <ul style="list-style-type: none"> discuss the significance of the title and events; link what they hear or read to own experiences; explain understanding of what is read; discuss the sequence of events in books and how items of information are related; discuss favourite words and phrases; answer and ask questions; predict what might happen on the basis of what has been read; draw inferences on the basis of what is being said and done; participate in discussion about what is read, taking turns and listening to others; express views about reading 	<p>(Rhythm, rhyme and body percussion Alliteration and assonance Onomatopoeic words Performance reading)</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding;</p> <ul style="list-style-type: none"> listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently; link what they read or hear read to their own experiences; recognise and join in with predictable phrases in poems and to recite some by heart; to recognise simple recurring literary language in poetry; discuss and clarify word meanings, linked to those already known; discuss favourite words and phrases; continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; make inferences on the basis of what is said and done; answer and ask questions; explain and discuss understanding of poems; those they listen to and those read independently 	<p>Listen to, discuss and express views about books at a level beyond that which they can read independently; discuss the significance of the title and events;</p> <ul style="list-style-type: none"> link what they hear or read to own experiences; explain understanding of what is read; discuss the sequence of events in books and how items of information are related; discuss favourite words and phrases; answer and ask questions; predict what might happen on the basis of what has been read; draw inferences on the basis of what is being said and done; participate in discussion about what is read, taking turns and listening to others; express views about reading 	<p>Listen to, discuss and express views about books at a level beyond that which they can read independently;</p> <ul style="list-style-type: none"> discuss the significance of the title and events; link what they hear or read to own experiences; explain understanding of what is read; discuss the sequence of events in books and how items of information are related; discuss favourite words and phrases; answer and ask questions; predict what might happen on the basis of what has been read; draw inferences on the basis of what is being said and done; participate in discussion about what is read, taking turns and listening to others; express views about reading 	<p>Listen to, discuss and express views about books at a level beyond that which they can read independently;</p> <ul style="list-style-type: none"> discuss the significance of the title and events; link what they hear or read to own experiences; explain understanding of what is read; discuss the sequence of events in books and how items of information are related; discuss favourite words and phrases; answer and ask questions; predict what might happen on the basis of what has been read; draw inferences on the basis of what is being said and done; participate in discussion about what is read, taking turns and listening to others; express views about reading 	<p>Listen to, discuss and express views about books at a level beyond that which they can read independently;</p> <ul style="list-style-type: none"> discuss the significance of the title and events; link what they hear or read to own experiences; explain understanding of what is read; discuss the sequence of events in books and how items of information are related; discuss favourite words and phrases; answer and ask questions; predict what might happen on the basis of what has been read; draw inferences on the basis of what is being said and done; participate in discussion about what is read, taking turns and listening to others; express views about reading
National Curriculum Vocabulary, Grammar, Punctuation and Spelling	<p>Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. Combining words to make sentences; joining words and joining clauses using 'and'. Sequencing sentences to form short narratives. Separable words; capital letters, full stops, question marks and demarcating sentences. Capital letters for names and the personal pronoun 'I'. Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>					
Language Competency: Through reading, talk and writing	<p>Storytelling language Expanded noun phrases Subordinate and co-ordinate clauses Dynamic and stative verbs Dialogue Past tense, including present perfect and progressive Plurals Investigating spelling patterns Book Talk</p>	<p>Poetic language Expressive and figurative language Language and word play Expanded noun phrases Investigating spelling patterns Book Talk</p>	<p>Explanation voice Present tense including progressive form Prepositional and noun phrases Verb choices Proper nouns Subordinate and co-ordinate clauses (including fronted adverbials) Question and statement sentences – patterns, prosody Investigating spelling patterns Book Talk</p>	<p>Investigating spelling patterns Subordinate and co-ordinate clauses (including fronted adverbials) Adjectives and adverbial phrases Auxiliary verbs Past tense including progressive form Expanded noun phrases Language for effect: humour and ambiguity Investigating spelling patterns Book Talk</p>	<p>Storytelling language Adjectives and adverbial phrases Expanded noun phrases Language for effect Question and statement sentences Book Talk</p>	<p>Expand noun phrases to describe and specify; Use past and present tense correctly and consistently; Use simple conjunctions to link subordinate and co-ordinating clauses.</p>
Writing Outcomes	<p>Tell Me' responses Role on the Wall Character descriptions of The Beast</p>	<p>Descriptive vocabulary and phrase collections Poems inspired by the collection:</p> <ul style="list-style-type: none"> Innovated verses of 'Rhythm of Life' 	<p>Captions and sentences Fact Card Free Verse Poems</p>	<p>Character descriptions for sock friends and Claude City Poems</p>	<p>Personal Narrative Diagrams and Plans Instructions</p>	<p>Shared Reading Journal 'Tell Me' responses Labels and captions for recycling</p>

	and a friend for The Beast Interview questions Script for news report including interview Front page newspaper article The story of a Beast's journey Writing in role (diary entries, postcards, letters and invitations) Wanted Poster	<ul style="list-style-type: none"> Fresh lines for 'The Sound Collector' original poem inspired by poetry and music: 'The Lark Ascending' Performance and recital Class anthologies	Narrative script Action description Explanation Diagram Alternative story in a made book	Story mapping Postcard in role Guide Book for the Museum Newspaper Reports Doctor's report Own Claude story in an alternative setting	Narrative Kennings Speech / Thought Bubbles Persuasive Letter (informal) News Script Lists and Invitations Persuasive Letter (formal) Poetry Information Writing Personal Narrative Extended Narrative and Book Making	displays and areas Conservation posters Letter to the headteacher Caption writing Call and response poem Information Writing Bookmaking
Extended Writing Outcome	Televised news report	Poetry in a range of forms	Explanation Text	Newspaper Report	Extended Narrative and Book Making	Explanation / Information Text