



Autumn 1				Autumn 2		
Planning Tools: Story map / story mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story Understanding - 5 parts to a story: Opening Once upon a time... Build-up One day.....Problem / Dilemma Suddenly,.. / Unfortunately,... Resolution Fortunately,... Ending Finally,....						
Writing	Narrative Focus: Description	Captions and Labels	Poetry Simple rhymes	Narrative Focus: Characterisation	Recount	Poetry Simple rhymes
Statutory Grammar and Punctuation	How words can combine to make sentences Separation of words with spaces Introduction to capital letters and full stops	Capital letters for names	Capital letter for the personal pronoun 'I'	Sequencing sentences to form short narratives	Joining words and joining clauses using 'and'	question marks and exclamation marks to demarcate sentences
Additional sentence construction	<ul style="list-style-type: none"> - 'ly' openers Fortunately,...Unfortunately, Sadly,... Simple sentences e.g. I went to the park. The castle is haunted 			<ul style="list-style-type: none"> Embellished simple sentences e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts 		
Additional language structure	<ul style="list-style-type: none"> Prepositions: inside outside towards across under 			<ul style="list-style-type: none"> Determiners: the a my your an this that his her their some all lots of many more those these 		
Spoken Language	Story telling- developing children's use of new vocabulary and speaking in whole sentences through story telling	Present simple information to the class using full sentences	Perform poems out loud with actions to an audience	Story telling- developing children's use of new vocabulary and speaking in whole sentences through story telling	Show and Tell activity to create content for writing. Children tell class or group about something that has happened to them using full sentences	Practise asking and answering questions orally Perform poems out loud



Handwriting	<p>Revise correct writing posture Revise correct pencil grip Introduce capital letters Continuous cursive first formation Rockin' Round letters Continuous cursive second formation Climb and Slide letters</p>	<p>Revise posture and pencil grip Revise Rockin' Round and Climb and Slide letters Introduce continuous cursive third formation Tunnel letter</p>
Spelling	<p>Phonics-Read Write inc Revision of letter names Name letters of alphabet in order Use letter names to distinguish between alternative spellings of the same word</p> <p>Words ending -y (/i:/ or / /)</p>	<p>Phonics-Read Write inc Division of words into syllables Adding s and es to words (plural of nouns and the third person singular of verbs)</p>
Spelling ongoing	<p><u>Learning Spellings</u> Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Group other words for cross curricular teaching. • Learn words from personal list • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	