Cycle B	What makes our school specia	al?
Autumn 1	In Every Street	The Little Red Hen
	A De De Livery de House. On Every Street	Red Hen
Composition: purpose and audience	EYFS:	EYFS:
	Use puppets, small world equipment and role play to retell daily routines seen In Every Street and their own days.	Use puppets and small world equipment to retell the story of the Little Red Hen.
	Articulate ideas and thoughts in complete sentences.	Articulate ideas and thoughts in complete sentences.
	Y1:	Y1: Compose sentences orally before writing.
	Compose sentences orally before writing.	Develop 'hold a sentence' techniques.
	Develop 'hold a sentence' techniques.	Discuss what he/she has written with others.
	Discuss what he/she has written with others.	
Vocabulary, grammar and punctuation	EYFS:	EYFS:
	Use and understand recently introduced vocabulary in role play and discussions – role play daily routines shown 'In Every Street'.	Use and understand recently introduced vocabulary in role play and discussions around Little Red Hen story.
	Y1:	Y1:
	Know what a sentence is. • A group of words that mean	Know what a sentence is. • A group of words that mean

	something and makes sense.	something and makes sense.
	Contains a subject.Contains a verb.	Contains a subject.Contains a verb.
	Contains a verb.	Contains a verb.
	Develop hold a sentence	
	technique.	Develop hold a sentence
		technique.
	Use finger spaces between	
	words.	Compose and ask questions
		orally. (What, when, where)
	Start sentences with a	
	capital letter.	Start a sentence with a
	lice a full stop at the and of	capital letter.
	Use a full stop at the end of sentences.	Use full stops at the end of
	Sentences.	sentences.
		Use finger spaces between
		words.
Transcription	EYFS:	EYFS:
	Write their own names.	Write their own names.
	Add marks to drawings	Add marks to drawings
	which they can give	which they can give
	meaning to.	meaning to.
	Identify initial sounds in	Identify initial sounds in
	words they are trying to	words they are trying to
	write.	write.
	V4.	Has Fred Fredericks as a second
	Y1:	Use Fred fingers to segment sounds in simple CVC words.
	Sit correctly at a table,	sourius iii siiripie eve words.
	holding a pencil comfortably	Y1:
	and correctly.	
	,	Sit correctly at a table,
	Form lowercase letters in	holding a pencil comfortably
	the same direction, starting	and correctly.
	and finishing in the right	
	place.	Form lowercase letters in
	Lies Fred Financial Lancia	the same direction, starting
	Use Fred Fingers to segment sounds in words.	and finishing in the right
	Sourius III Worus.	place.

Dictation Focus	Understand which letters belong to which handwriting families and practise these – (curly caterpillar letters) Form digits 0-9 Y1: Simple sentence – capital letter, full stop, finger	Use Fred Fingers to segment sounds in words. Understand which letters belong to which handwriting families and practise these – (curly caterpillar letters) Form digits 0-9 Y1: Simple sentence – capital letter, full stop, finger
	spaces EYFS – none	spaces EYFS – none
Autumn 2	Why do we celebrate?	
	The Snowman The Snowman RAYMOND BRIGGS	Emperor's New Clothes The Emperor's New Clother Child's Plays
Composition: purpose and audience	EYFS: Retell the story of the Snowman using small world play and puppets. Explore the ending of the story. Articulate ideas and thoughts in complete sentences Y1 Know what a sentence is. • A group of words that mean something and makes sense. • Contains a subject.	Retell the story of the Emperor's New Clothes using small world play and puppets. Explore alternative endings. Develop stories using small world equipment Articulate ideas and thoughts in complete sentences Y1 Compose sentences orally before writing.

	Cantain and	Davidan (hold a container)
	 Contains a verb. 	Develop 'hold a sentence' technique.
	Compose sentences orally	
	before writing.	Re-read what he/she has
		written, checking for sense.
	Develop 'hold a sentence'	, 3 1
	technique.	Compose questions orally.
	technique.	compose questions orany.
	De weed what he /ah a hea	
	Re-read what he/she has	
	written, checking for sense.	
Vocabulary, grammar and	EYFS:	EYFS:
punctuation		
	Write some CVC words.	Write some CVC words.
	Use recently introduced	Use recently introduced
	vocabulary in discussion and	vocabulary in discussion and
	role play.	role play.
	Y1	Y1
		'
	Use finger spaces between	Use finger spaces between
	Use finger spaces between	Use finger spaces between
	words.	words.
	Use full stops and capital	Use full stops and capital
	letters to demarcate	letters to demarcate
	sentences.	sentences.
	Use 's' and 'es' suffix for	Use 's' and 'es' suffix for
	plurals.	plurals.
	Compose and ask questions	Compose and ask questions
	orally. (Who, why)	orally. (Who, why)
Transcription	EYFS:	EYFS:
	Write simple CVC labels	Write simple CVC labels
	virte simple eve labels	virte simple eve labels
	Begin to write short	Begin to write short
	captions with words with	captions with words with
	known letter-sound	known letter-sound
	correspondences.	correspondences.
	Use Fred fingers to spell	Use Fred fingers to spell
	words by identifying the	words by identifying the
	sounds and then writing the	sounds and then writing the

	sound with letter/s (set 1, not including digraphs)	sound with letter/s (set 1, not including digraphs)
	Year 1	Year 1
	Form lowercase letters in the correct direction, starting and finishing in the right place.	Form lowercase letters in the correct direction, starting and finishing in the right place.
	Form capital letters accurately	Form capital letters accurately
	Understand which letters belong to which handwriting families and practise these – (focus on one armed robot letters).	Understand which letters belong to which handwriting families and practise these – (focus on one armed robot letters).
Dictation Focus	EYFS: Simple CVC words	EYFS: Simple CVC words
	Y1: Simple sentence – capital letter, full stop, finger spaces (include some plurals after teaching)	Y1: Simple sentence – capital letter, full stop, finger spaces (include some plurals)
Spring 1	What is it like to live in a cold	place?
	Wolf in the Snow	Hansel and Grettel
	WOLF IN THE SNOW Wolf in the Snow Matthew Cordell Age Level: 3-6 Genre: Fiction	Hansel and Gretel
Composition: purpose and audience	EYFS: Retell the story of Wolf in the Snow using small world play and puppets. Write simple phrases and sentences that can be read by others.	EYFS: Retell the story of Hansel and Grettel using small world play and puppets. Explore alternative endings. Write simple phrases and sentences that can be read by others.

that they make sense. Use 'because' in discussion to explain ideas. Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. Compose questions orally before writing. Compose questions orally before writing. EYFS: Use and understand recently introduced vocabulary during discussions and role play. Write CVC words. that they make sense that they make sense to describe and use sense to the toexuse' in discussion discussion and role play. Use 'because' in discussion to explain ideas. Read aloud his/her we clearly enough to be by his/her peers and teacher. Compose questions orally before writing. EYFS: Use and understand recently introduced vocabulary during discussions and role play. Write CVC words.	before writing. Develop 'hold a sentence' technique. Re-read sentences to check that they make sense. Use 'because' in discussion to explain ideas. Read aloud his/her writing	e writing. lop 'hold a sentence' nique. ad sentences to check chey make sense.
technique. Re-read sentences to check that they make sense. Use 'because' in discussion to explain ideas. Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. Compose questions orally before writing. Compose questions orally before writing. EYFS: Use and understand recently introduced vocabulary during discussions and role play. Write CVC words. Read sentences to that they make sense the they make sense that they make sense the they make	Re-read sentences to check that they make sense. Use 'because' in discussion to explain ideas. Read aloud his/her writing	ad sentences to check chey make sense.
that they make sense. Use 'because' in discussion to explain ideas. Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. Compose questions orally before writing. Compose questions orally before writing. EYFS: Use and understand recently introduced vocabulary during discussions and role play. Write CVC words. that they make sense that they make sense to describe in discussion to explain ideas. Read aloud his/her we clearly enough to be by his/her peers and teacher. Compose questions orally before writing. EYFS: Use and understand recently introduced vocabulary during discussions and role play. Write CVC words.	that they make sense. that they make sense. Use 'because' in discussion to explain ideas. to explain ideas.	hey make sense.
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clearly enough to be heard by his/her peers and the teacher. Compose questions orally before writing. Compose questions orally before writing. Compose questions orally before writing. EYFS: Use and understand recently introduced vocabulary during discussions and role play. Write CVC words. Compose questions orally before writing. EYFS: Use and understand recently introduced vocabulary during discussions and role play. Write CVC words. Compose questions orally before writing. EYFS: Use and understand recently introduced vocabulary during discussions and role play. Write CVC words.		
before writing. Vocabulary, grammar and punctuation EYFS: Use and understand recently introduced vocabulary during discussions and role play. Write CVC words. before writing. EYFS: Use and understand recently introduced vocabulary during discussions and role play. Write CVC words.	by his/her peers and the by h	
recently introduced vocabulary during discussions and role play. Write CVC words. recently introduced vocabulary during discussions and role play. Write CVC words.		
using and. Use capital letters and full stops to demarcate sentences. using and. Use capital letters and stops to demarcate sentences.	recently introduced recently introduced vocabulary during discussions and role play. Write CVC words. Y1: Join words and clauses using and. Use capital letters and full stops to demarcate stops to demarcate sentences. Use capital letters for proper Use	otly introduced oulary during ssions and role play. CVC words. oin words and clauses and. apital letters and full to demarcate ences. apital letters for proper s. suffixes that can be d to verbs where no ge is needed in the ng of the root words

	Use question marks at the end of questions.	Use question marks at the end of questions.
Transcription	EYFS: Form lower case letters correctly (in line with RWI level)	EYFS: Form lower case letters correctly (in line with RWI level)
	Use Fred fingers to spell words by identifying the sounds and then writing the sound with letter/s (set 1 not including digraphs)	Use Fred fingers to spell words by identifying the sounds and then writing the sound with letter/s (set 1 not including digraphs)
	Write short captions with words with known lettersound correspondences	Write simple sentences with known letter-sound correspondences.
	Use finger spaces between words.	Use finger spaces between words.
	Y1: Form lowercase letters in the correct direction, starting and finishing in the right place.	Y1: Form lowercase letters in the correct direction, starting and finishing in the right place.
	Form capital letters accurately.	Form capital letters accurately.
	Understand which letters belong to which handwriting families and practise these - practise in families	Understand which letters belong to which handwriting families and practise these - practise in families
Dictation Focus	EYFS - Simple captions	EYFS - Simple sentences
	Y1 - Sentences using 'and'	Y1 – Question sentences
Spring 2	Who can help me?	
	The Lion and the Mouse	Little Red Riding Hood

	T CONTRACTOR OF THE CONTRACTOR	Little Red Piding Hood
Composition: purpose and audience	EYFS: Retell the story of the Lion and the Mouse using small world play and puppets. Write simple phrases and	EYFS: Retell the story of Little Red Riding Hood using small world play and puppets. Explore alternative endings.
	sentences that can be read by others. Y1: Write sentences by	Write simple phrases and sentences that can be read by others.
	composing them orally before writing them.	Y1: Write sentences by composing them orally before writing them.
	Write sentences by re- reading what he/she has written to check it makes sense.	Write sentences by re- reading what he/she has written to check it makes sense.
	Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher	Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher
	Expand ideas using 'because' orally and in writing.	Expand ideas using 'because' orally and in writing.
	Continue to develop 'hold a sentence' techniques.	Continue to develop 'hold a sentence' techniques.
	Continue to compose questions orally before writing.	Continue to compose questions orally before writing.
Vocabulary, grammar and punctuation	EYFS: Begin to spell tricky non-decodable words correctly.	EYFS: Begin to spell tricky non-decodable words correctly.
	Write short sentences with words with known letter-	Write short sentences with words with known letter-

	sound correspondences using a capital letter and full stop.	sound correspondences using a capital letter and full stop.
	Y1: Use suffixes that can be added to verbs where no change is needed in the spelling of the root words eg. Y1: Helping, helped, helper 'er' focus	Y1: Use suffixes that can be added to verbs where no change is needed in the spelling of the root words eg. Y1: Helping, helped., helper –recap of 'ing', 'ed' and 'er'
	Use adjectives to add description to writing.	Use adjectives to add description to writing.
	Use question marks at the end of questions.	Use question marks at the end of questions.
	Use 'because' to explain ideas in writing.	Use 'because' to explain ideas in writing.
	Use capital letters and full stops to demarcate sentences.	Use capital letters and full stops to demarcate sentences.
	Use capital letters for proper nouns.	Use capital letters for proper nouns.
	Continue to develop 'hold a sentence' techniques.	Continue to develop 'hold a sentence' techniques.
Transcription	EYFS: Form lower and upper case letters accurately (in line with RWI level)	EYFS: Form lower and upper case letters accurately (in line with RWI levels)
	Write simple sentences,	Write simple sentences,
	Use finger spaces between words.	Use finger spaces between words.
	Y1: Form lowercase letters in the correct direction, starting and finishing in the right place.	Y1: Form lowercase letters in the correct direction, starting and finishing in the right place.
	Form capital letters	Form capital letters

	Understand which letters belong to which handwriting families and practise these	Understand which letters belong to which handwriting families and practise these
Dictation Focus	EYFS: Simple sentences	EYFS: Simple sentences
	Y1: Sentences with because	Y1: Sentences with adjectives
Summer 1	What is the weather like toda	v?
Summer 1	Rainstorm	Jack and the beanstalk
	R M	Jack BEANSTALK
Composition: purpose and	EYFS: Write simple	EYFS: Write simple
audience	sentences that can be read	sentences that can be read
	by others. (Capital letter,	by others. (Capital letter,
	finger spaces, full stop)	finger spaces, full stop)
	1 -	I

Vocabulary, grammar and punctuation	EYFS: Begin to spell tricky non-decodable words correctly.	EYFS: Begin to spell tricky non-decodable words correctly.
	Organise ideas into simple sentences, demarcated by a capital letter and full stop.	Organise ideas into simple sentences, demarcated by a capital letter and full stop.
	Spell words by identifying sounds in them and representing the sounds with a letter or letters (all of set 1, including digraphs) Write simple phrases and sentences that can be read by others.	Spell words by identifying sounds in them and representing the sounds with a letter or letters (all of set 1, including digraphs) Write simple phrases and sentences that can be read by others.
	Y1: Understand how the prefix 'un' changes the meaning of verbs and adjectives eg negation for example unkind or undoing – untie the boat. Use adjectives to add description to writing.	Y1: Understand how the prefix 'un' changes the meaning of verbs and adjectives eg negation for example unkind or undoing – untie the boat. Use adjectives to add description to writing.
	Use 'because' to explain ideas.	Use 'because' to explain ideas.
	Write exclamation sentences, demarcated by exclamation marks.	Write exclamation sentences, demarcated by exclamation marks.
	Develop 'hold a sentence' techniques.	Develop 'hold a sentence' techniques.
Transcription	EYFS: Form lower and upper case letters accurately.	EYFS: Form lower and upper case letters accurately.
	Write simple sentences, that can be read by others.	Write simple sentences, that can be read by others.

Dictation Focus	Use finger spaces between words. Y1: Form lowercase and uppercase letters in the correct direction, starting and finishing in the right place. EYFS: Simple sentence	Use finger spaces between words. Y1: Form lowercase and uppercase letters in the correct direction, starting and finishing in the right place. EYFS: Simple sentence
	Y1: Sentences with adjectives	Y1: Exclamation sentences
Summer 2	How have holidays in Cornwal	II changed?
	Flotsam	The Three Billy Goats Gruff
	DAVID WIESNER FLOTSAM	Dilly Goats Gruff Ktac-knot Harr to hare
Composition: purpose and audience	EYFS: Write simple sentences that can be read by others. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Y1: Write sentences by composing them orally before writing them. Write sentences by rereading what he/she has written to check it makes sense. Write sentences, sequencing them to form short narratives.	EYFS: Write simple sentences that can be read by others. Retell the story of The Three Billy Goats Gruff using small world play and puppets. Explore alternative endings. Y1: Write sentences by composing them orally before writing them. Write sentences by rereading what he/she has written to check it makes sense. Write sentences, sequencing them to form short narratives.
Vocabulary, grammar and	EYFS: Spell words by	EYFS: Spell words by
punctuation	identifying sounds in them and representing the sounds with a letter or letters (all of	identifying sounds in them and representing the sounds with a letter or letters (all of

	set 1, including digraphs) Write simple phrases and sentences that can be read by others.	set 1, including digraphs) Write simple phrases and sentences that can be read by others.
	Write sentences that can be read by others (finger spaces, capital letter, full stop.	Write sentences that can be read by others (finger spaces, capital letter, full stop.
	Y1: Write sentences, using capital letters, full stop and finger spaces.	Y1: Write sentences, using capital letters, full stop and finger spaces.
	Use capital letters for proper nouns.	Use capital letters for proper nouns.
	Write exclamation sentences, demarcated by exclamation marks.	Write exclamation sentences, demarcated by exclamation marks.
	Write questions, demarcated by question marks.	Write questions, demarcated by question marks.
	Use because to explain ideas.	Use because to explain ideas.
Transcription	EYFS: Form lower and upper case letters accurately.	EYFS: Form lower and upper case letters accurately.
	Write simple sentences, that can be read by others (capital letters, full stops, finger spaces)	Write simple sentences, that can be read by others (capital letters, full stops, finger spaces)
	Y1: Form lowercase and uppercase letters in the correct direction, starting and finishing in the right place.	Y1: Form lowercase and uppercase letters in the correct direction, starting and finishing in the right place.
Dictation Focus	EYFS: Simple sentence Y1 – mixed sentences	EYFS: Simple sentence Y1 – mixed sentences
	(statements, questions, exclamation)	(statements, questions, exclamation)

Additional Poetry Units to be fitted into longer half terms.	Key Features	Example
Shape (1 week)	The poem usually describes an object. The poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape. Can be adult supported.	O'THES ALTHER SEATH AS A SHIP SHIP STATE SHIP STATE SHIP STATE SHIP STATE SHIP STATE SHIP SHIP STATE SHIP SHIP SHIP SHIP SHIP SHIP SHIP SHIP
Acrostic (1 week)	The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word. The acrostic links to a given theme, e.g. winter. Lines usually end with commas. Ideas could be extended through using couplets	Spring is here. The sun is shining and the grass is green. Pretty flowers. Red, yellow and pink like a rainbow. Running lambs. White and fluffy and jumping up high. In the fields. Green grass and fluffy clouds in the sky. New animals born. Baaing lambs and cheeping chicks. Go out to play. Run and jump in the spring sunshine.