

**Reception
Year A & B**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/interests	<p>Family</p> <p>Pete the Cat</p> <p>Autumn</p> <p>Harvest</p> <p>Halloween</p> <p>Nocturnal animals</p> <p>Class trip to Seaton Wetlands / bus trip to local town</p>	<p>Christmas</p> <p>Traditional tales</p> <p>Space</p> <p>Bonfire night</p> <p>Class trip to the theatre</p>	<p>Winter</p> <p>Animals</p> <p>Valentine's day</p>	<p>Spring</p> <p>Farms</p> <p>Growing / Lifecycles</p> <p>World Book Day</p> <p>Mother's day</p> <p>Class trip to a local farm</p>	<p>Vehicles/transport</p> <p>Summer</p> <p>Class trip to the beach/Wetlands</p>	<p>Mermaids</p> <p>Pirates</p> <p>Father's day</p> <p>Sports day</p>
Emergent writing development	<p>Develop listening and speaking skills in a range of contexts.</p> <p>Aware that writing communicates meaning. Give meaning to marks they make.</p> <p>Understand that thoughts can be written down.</p> <p>Write their name copying it from a name card or try to write it from memory.</p>	<p>Write their name from memory.</p> <p>Copies adult writing behaviour e.g. writing on a whiteboard, writing messages.</p> <p>Makes marks and drawings using increasing control.</p> <p>Know there is a sound/symbol relationship.</p> <p>Use some recognisable letters and own symbols.</p> <p>Write letters and strings, sometimes in clusters like words</p> <p>Use appropriate letters for initial sounds</p>	<p>Use appropriate letters for initial sounds</p> <p>Build words using known letter-sound correspondences in own writing.</p> <p>Write some common words from memory</p>		<p>Continue to build on knowledge of letter sounds to build words in writing.</p> <p>Use writing in play.</p> <p>Write longer words</p> <p>Use Common words in their writing.</p>	<p>Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter sound correspondences</p> <p>Sometimes using a capital letter and full stop.</p> <p>Leave finger spaces between words.</p>
Compositional skills	<p>Use talk to organise describe events and experiences.</p>	<p>Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p>	<p>Orally compose a simple sentence and hold it in memory before attempting to write it.</p>	<p>Orally compose a simple sentence/caption and hold it in memory before attempting to write it.</p>	<p>Write a simple sentence/caption which may include a full stop.</p>	<p>Write a simple narrative in short sentences with known letter-sound correspondences may include a capital letter and full stop</p>
Handwriting development	<p>Know that print carries meaning and is read from left to right and top to bottom.</p> <p>Draws lines and circles.</p>	<p>Form letters from their name correctly.</p> <p>Recognise that after a word there is a space.</p>	<p>Show a dominant hand.</p> <p>Write from left to right and top to bottom.</p> <p>Begin to form some recognisable letters.</p>	<p>Holds a pencil effectively to form recognisable letters.</p> <p>Know how to form clear ascenders and descenders</p>	<p>Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.</p> <p>Include spaces between words.</p>	<p>Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>

Year 1 and 2

Year A

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p>Babcock Teaching Sequences (two per half term)</p> <p>One chosen for Star Writer award</p>	Oi Frog (F)	Bonkers about Beetroot (F)	Daisy Doodles (F)	Look inside space (NF)	A tail like this (NF)	How to dress up as... (NF- instructions)	I don't like snakes (mix)	The day Louis got eaten (F)	Can a penguin ride a bicycle? (NF)	The Disgusting Sandwich (F)	Tell me a dragon (poetry)	My Day at the Zoo (NF- recount)
<p>Independent purposeful writing outcomes</p> <p>(Special Topic or Science writing tasks)</p>	To write own silly rhyming sentences based on pattern of the text.	To write own story about animal character that grows an enormous fruit or vegetable	To write own story using real and imaginary characters	To be able to create a flap book page linked to our learning about the history of toys.	To create a book based on special clothes.	To write a set of instructions to dress up as a character from a book (World Book Day)	To write own "I don't like..." book	To write a story following the pattern of the text	To write a page or pages for a book about an animal or object of their choice (linked to topic World Explorers)	To write a story about some food that becomes more and more disgusting until it is finally eaten	To make a Tell me a Dragon book	To write a recount about a trip.
Grammar and punctuation	<p>Securing understanding of a sentence.</p> <p>Capital letters</p> <p>Full stop</p> <p>Question marks</p> <p>Exclamation marks</p>	<p>Finger spaces, composing a sentence orally before writing it, capital letter for start of sentence and names</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Humorous vocabulary choices (Y2)</p>	<p>Finger spaces</p> <p>Full stops</p> <p>conjunction and sequencing</p> <p>sentences to form a short narrative</p>	<p>Finger spaces</p> <p>Conjunction and Capital letters start of sentence and names and places</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Learning how to use sentences with different forms (statements and questions)</p>	<p>Finger spaces</p> <p>Conjunction and if (y2)</p> <p>Commas</p> <p>Question marks</p>	<p>Finger spaces</p> <p>Command sentences</p> <p>Full stops</p> <p>Capital letters</p> <p>Expanded noun phrases (Y2)</p> <p>Adverbs (Y2)</p>	<p>Finger spaces</p> <p>Capital letters start of sentences, names and places</p> <p>Full stops</p> <p>Exclamation marks</p> <p>Expanded noun phrases (Y2)</p> <p>Subordination (when, if, that and because)</p> <p>Coordination (or and but)</p>	<p>Finger spaces</p> <p>Capital letters for start of sentences, names and places</p> <p>Using past tense correctly</p> <p>Subordination when</p>	<p>Finger spaces</p> <p>Capital letters for start of sentence and places</p> <p>Full stops</p> <p>Question marks</p> <p>Use layout to keep meaning clear</p> <p>Humorous question</p>	<p>Finger spaces</p> <p>Full stops</p> <p>Capital letters for start of sentence, names and places</p> <p>Expanded noun phrases</p> <p>Exclamation marks</p> <p>Correct tense choice</p>	<p>Finger spaces, capital letters</p> <p>Full stops</p> <p>Expanded noun phrases</p> <p>Ambitious</p> <p>Vocabulary to show the difference between dragons</p>	<p>Use past tense consistently</p> <p>Full stops</p> <p>Exclamation marks</p> <p>Capital letters</p> <p>Capital letters for names and places.</p> <p>Series of sentences about a real event.</p>

Year 1 and 2
Year B

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Babcock Teaching Sequences (two per half term) One chosen for Star Writer award	It's My Birthday (simple story)	How to Wash Woolly a Mammoth (Instructions)	Stella and the Seagull (NF letter)	Zim Zam Zoom (poetry)	No Bot-The Robot with no Bottom (story)	Hidden World Oceans (Non-fiction)	A Mouse Called Julian (story)	Mae Jemison (NF)	Little Red Riding Hood (story)	Dino Dinners- dual voice (non-fiction)	Dragon Machine (story)	Story Paths (F)
Independent purposeful writing outcomes (Special Topic or Science writing tasks)	Write a cumulative story about getting ready for school (getting ready for school)	Write a set of funny instructions to wash an animal of their choice.	To write a letter asking for help with an environmental issue.	To write their own Kenning poem based on model text. To perform some poems as part of the class/group for an audience.	Write a story about a robot who loses a different body part.	To create a double page for a class non-fiction flap book.	Write their own version of a Mouse Called Julian using different animals and in a different setting.	To write about Florence Nightingale or Edith Cavell (linked to History learning Spring 1)	Rewrite the story of Little Red Riding Hood, changing some key details.	Create a dual-voice text about a family of animals or group of related items.	To write own story based on The Dragon Machine.	To write a story based on decision made within the text
Grammar and punctuation	Finger Spaces Capital letters Conjunction and ! Listing commas (Y2) Contractions	Finger spaces Capital letters Full stops Question marks Exclamation marks ABC for people and places	Finger spaces Capital letters Full stops Question marks Using conjunction and Capital letters for names and pronoun	Sentences- composing orally. Performing poetry	Finger spaces Capital letters Full stops Question marks Exclamation marks	Finger spaces Conjunction and Capital letters Full stops Question marks Exclamation marks Capital letters for names and places. Different types of sentences (commands) (Y2) Conjunctions (when, if, that, because) (Y2)	Finger spaces and capital letters full stops question marks exclamation marks Capital letters for names and places. Expanded noun phrases (Y2) Present and past tense correctly (Y2) Conjunctions and and but (Y2)	Finger spaces and capital letters beginning sentences), full stops, sobordination and coordination Past tense Writing in chronological order.	Finger spaces and Capital letters Full stops Question marks Exclamation marks Capital letters for names of people, places and I. Noun phrases (Y2) Present and past tense correctly (Y2) Exclamatory sentences.	Fingers spaces Capital letters Full stops Capital letter for the personal pronoun I. Question marks Exclamation marks Commas for lists (Y2) Past and present tense	Finger spaces Capital letters Full stops Exclamation marks Question marks Developing positive writing stamina (Y2) Past and present tense (Y2)	Finger spaces Capital letters for start of sentences, names and places Full stop Exclamation marks Expanded noun phrases Join sentences using a range of conjunctions

Year 3 and 4

Year A

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Babcock Teaching Sequences (two per half term) One chosen for Star Writer award	The Beasties (fantasy fiction)	Marvin & Milo (Explanation)	Types of poetry	Mimi and the mountain dragon (Fiction – legends)	Book of bones: 10 record breaking animals (non-fiction)	Arthur and the golden rope (Fiction – quest)	Fantastically great women who changed the world (non-fiction)	Ratpunzel by Charlotte Guillain (fiction)	Meercat Mail (Postcards – fiction)	Bill’s new frock (fiction)	Ask Dr K Fisher. Letter writing (non-fiction)	Oliver and the sea wigs (fiction – adventure)
Independent purposeful writing outcomes (Special Topic or Science writing tasks)	To write a ‘Beasties’ story to go into a class book in no more than 10 sentences.	To write a short experiment in the style of Marvin and Moilo.	To understand various poem types including lists, performance, haiku, and rap.	To write a story about a monster that might be responsible for natural disasters.	To write their own pages about an amazing group of animals.	To write a quest story.	To write a biography of a famous person.	To write an animal version of a traditional tale to read to younger children	To write a book based on a voyage and return plot pattern.	To write an additional chapter for Bill’s new frock.	To write a letter to an agony aunt and a reply	To write the story from a different point of view.
Grammar and punctuation	Adverbials and fronted adverbials, complex sentences, main and subordinate clauses. Punctuation within sentences.	Casual conjunctions, imperative verbs, prepositions and presentation of information.	To look at various forms of poetry, use a rich and varied vocabulary and prepare poems to read aloud and perform.	Subordinating conjunctions, adverbs and prepositions to express time and cause, use and punctuate direct speech and apostrophes for contractions.	Conjunctions and clauses, how to use pronouns and possessive apostrophes.	Adverbials, speech punctuation, present perfect, conjunctions and possessive apostrophes.	Expanded noun phrases, adverbials of time and place, prepositions, paragraphs (headings and sub headings)	To use and punctuate speech correctly, adverbial phrases and complex sentences.	Possessive apostrophes (singular and plural), present perfect, proof reading and compound sentences,	Adverbials of time and how, comma with the fronted adverbial, punctuate direct speech and extend a range of sentences	First and second person. Conjunctions. Use of correct punctuation. To use precise and technical vocabulary	Use the present perfect, conjunctions, prepositions, paragraphs, direct speech.

Year 3 and 4

Year B

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Babcock Teaching Sequences (two per half term) One chosen for Star Writer award	Gregory cool (Fiction)	Penguins (non-fiction)	Leon and the place between (Fiction-fantasy)	Mog's Christmas calamity (fiction-video)	Performance poetry	Letter writing (persuasive)	Beyond the stars 'King of the birds' (Mythical fiction)	The dictionary of difficult words (non-fiction)	Until I met Dudley (explanation)	A river (poetry)	Cinderella of the Nile (fiction\traditional tale)	Colours of history (Non-fiction)
Independent purposeful writing outcomes (Special Topic or Science writing tasks)	To write a story based on the blue print of Gregory cool	To create an information text about a group of animals.	To write a version of Leon's story from the point the portal is reached.	To write a Christmas calamity	To use tone, expression, volume and pace when reading a poem aloud to the class	To write own persuasive letter about an issue of importance to you.	To write own version of King of the birds.	Design, write and produce own page of a dictionary	To write an imaginary (real) explanation	To write about a journey through different landscapes.	To write a new version of Cinderella	To write and illustrate a 2 page spread on a colour.
Grammar and punctuation	Year 3/4: Direct speech, conjunctions and clauses, Year 4 noun phrases expanded by the addition of modifying adjectives, nouns and preposition. Revision of year 3 terminology.	Year 3/4: Conjunctions of time, place and cause Conjunctions to extend ISAWAWUBUB Subordinate clauses.	Year 3: conjunctions, adverbs and prepositions, paragraphs and speech. Year 4: expanded noun phrases, direct speech, paragraphs and fronted adverbials.	Year 3: conjunctions for time. Place and cause. Paragraphs to group Year 4: fronted adverbials, paragraphs to organise.	Structure, beat and performance.	First, second and third person. Emotive language. Adverbials and antonyms.	Past perfect tense. Adverbials, fronted adverbials. Speech	Year 4: Using nouns and pronouns to avoid repetition and fronted adverbials. Year 3: multi clause sentences using conjunctions as well as conjunctions for time and cause. Headings and sub headings.	Year 3/4: Instructions, commands, questions and exclamations. Conjunctions. Headings and sub-headings.	Year 3/4: nouns and pronouns. Year 3: Conjunctions, adverbs and prepositions Year 4: fronted adverbials and determiners	Year 3: present perfect, conjunction, adverbs and prepositions. Year 4: paragraphs and fronted adverbials. Speech	Year 3: Conjunctions, adverbs and prepositions to show time, cause and place, paragraphs and sub headings. Year 4: noun phrases with modifying, fronted adverbials and paragraphs,

Year 5 and 6

Year A

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p>Babcock Teaching Sequences (two per half term)</p> <p>One chosen for Star Writer award</p>	Kensuke's Kingdom	The Secrets of Stonehenge	Blackberry Blue and other fairy tales	Anatomy: A Cutaway Look Inside the Human Body Bethlehem	Biography on Charles Dickens (Link to biography about Charles Darwin) To order	Archipelago: An Atlas of Imagined Islands To order	Jungle Survival Handbook	Flood	How the Whales Became and other stories	Earth Verse To order	Greek Myths for young children To order	Wolf Brother
<p>Independent purposeful writing outcomes</p> <p>(Special Topic or Science writing tasks)</p>	To write an extended story based on Chapter 4	To create a book about the secrets of a local place and its history over time	To use elements from traditional fairy stories, write a completely new story in this genre	To write a page of an information text, complete with diagrams. To write a poem describing a special place and events	To write a Biography about a famous person	To invent their own island and write about its discovery, features and island life as part of a class atlas of imagined islands	To present information in a range of different ways, e.g comic strip	To write the story of Flood	To write a 'How the ...' Story based on something related to the ocean	To write haikus based on natural processes or phenomena	To write about one of the Greek myths	To write an adventure story in style of Wolf Brother
<p>Grammar and punctuation</p> <p>Paragraphs: cohesion within and between adverbs and modals verbs</p> <p>Parenthesis: brackets, dashes</p> <p>Colons before a list</p> <p>Use dashes to mark the boundary between independent clauses</p>	<p>To use expanded noun phrases</p> <p>To use verbs: variation in tense and form</p> <p>To use multi clause sentences</p> <p>To revise Subordination</p> <p>To use cohesion within paragraphs</p>	<p>Use colons to mark boundary</p> <p>Link ideas within (then, after that, next) and across (later, nearby, secondly) paragraphs</p> <p>Adverbs of possibility and modal verbs</p>	<p>Using commas to clarify meaning</p> <p>Using a colon to introduce a list and using semi-colons within a list</p> <p>Using expanded noun phrases</p> <p>Recognise vocabulary and structures</p>	<p>Using expanded noun phrases</p> <p>Using relative clauses</p> <p>Linking ideas across paragraphs</p> <p>Layout devices (headings, sub headings, columns, bullets or tables</p> <p>To use adverbials</p> <p>To use semi-colons, colons or dashes to mark boundaries between main clauses</p>		<p>Using passive verbs, Using commas to clarify understanding and explore meaning, to ask questions to improve their understanding</p> <p>Recognise vocabulary and structures of informal and formal speech</p>	<p>To use adverbials including prepositional phrases</p> <p>To use verbs with variation in tense and form</p> <p>To use layout and presentation To use multiclaue sentences and subordination</p>	<p>Use passive verbs</p> <p>To use expanded noun phrases</p> <p>To use relative clauses</p> <p>To use commas to clarify meaning</p> <p>To use hyphens to avoid ambiguity</p>	<p>To use commas to clarify meaning and avoid ambiguity in writing</p> <p>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>To use fronted adverbials</p>	<p>To use noun phrases</p> <p>To use precise verb choices</p> <p>To use prepositional phrases and relative clauses, adverbials and cohesion within paragraphs</p>	<p>To ask questions to understand</p> <p>To use adverbials and prepositional phrases</p> <p>To use commas to clarify meaning</p>	<p>Fronted adverbials</p> <p>Prepositional phrases</p> <p>Speech</p> <p>Similes</p>

Year 5 and 6

Year B

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Babcock Teaching Sequences (two per half term) One chosen for Star Writer award	D-Day	The Sea-poetry Christmas Tales To order	My Secret War Diary	Wallace and Gromit- Cracking Contraptions	The Genius of the Mayans To order	The Day the Crayon's Quit	The Tear Thief	The Princess Blankets	Shackelton's Journey	Varjak Paw	Animalium	Women in Science
Independent purposeful writing outcomes (Special Topic or Science writing tasks)	To produce writing about a momentous historical event in two different ways- a first person account of experiences and as an external expert, providing information on the bigger picture	To use cards to create a Christmas story for a younger age group in the school	To write a sequence of diary entries related to a time in history	To devise and write about a cracking contraption to create a class Haynes Manual	To present a double page spread of an area of innovation, eg. from a past civilisation	To tell a story through a series of letters	To write a story about a thief who steals feelings	To write a traditional tale	To create a book about a significant event in a person's life	To write an extra adventure for Varjak Paw	To write a class book about an animal	To write a biography of a famous woman in Science
Grammar and punctuation	To use modal verbs To use passive voice To use structures of informal speech To link ideas within and across paragraphs with adverbials and tense choice To use writing with formality	To use parenthesis using brackets, dashes, commas To use relative clauses To use dialogue to advance the action and to develop character	To use fronted adverbials To use standard English forms for verb inflections instead of local spoken forms To use apostrophes for contraction and possession	To use passive verbs to affect presentation of information in a sentence To use expanded noun phrases to convey complicated information concisely	To use the passive voice To use text layout, particularly heading and subheadings To use verbs: variation in tense and form To use paragraphs: cohesion within and between	To use expanded noun phrases by modifying adjectives To use commas to clarify meaning To use brackets, dashes or commas to indicate parenthesis	To express time, place and cause using prepositions To use commas after fronted adverbials To expand noun phrases by modifying adjectives, nouns and prepositional phrases	To use commas to clarify meaning To use semi-colons to mark boundaries To revise dialogue To revise sentences with more than one clause	To use modal verbs to indicate degrees of possibility To use colons and brackets To use relative clauses	To use expanded noun phrases To use semi-colons between independent clauses To link ideas across paragraphs using a range of cohesive devices	To use passive forms of verbs To use expanded noun phrases To use brackets, dashes or commas to indicate parenthesis	To use adverbials To use punctuation for parenthesis To use multi- clause sentences To use presentation and layout