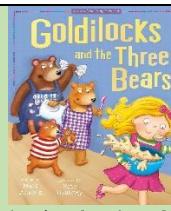


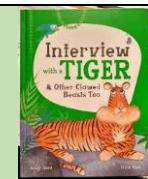
**The Three Little Pigs**  
(Character Description)



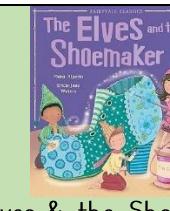
**Stuck** Oliver Jeffers  
(Narrative)



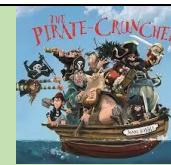
**Goldilocks & the 3 Bears**  
(Simple Narrative)



**Interview with a Tiger**  
Andy Seed  
(Interview)



**Elves & the Shoemaker**  
(Narrative)



**The Pirate Cruncher**  
Jonny Duddle  
(Sequel)

**Year 1 Writing Statements:**

- Spell words using each of the 40+ phonemes already taught
- Saying out loud what they are going to write about
- Read their writing aloud, clearly enough to be heard by their peers and the teacher

**Year 2 Writing Statements:**

- Writing for different purposes
- Planning or saying out loud what they are going to write about
- Writing down ideas and /or key words including new vocabulary
- Expanded noun phrases to describe and specify

**Year 1 Writing Statements:**

- Form capital letters
- Discuss what they have written with the teacher/other pupils
- Joining words & clauses using 'and'.
- Add suffixes using -ed

**Year 2 Writing Statements:**

- Writing narratives about experiences of others
- Learn how to use coordination (and/but)
- Expanded noun phrases to describe and specify
- Learn how to use sentence with different forms (statement)
- Learning to spell more words with contracted forms

**Year 1 Writing Statements:**

- Sequencing sentences to sort short narratives
- Read their writing aloud clearly enough to be heard by their peers and the teacher
- Leaving spaces between words
- Beginning to punctuate sentences using FS & CL

**Year 2 Writing Statements:**

- Writing narratives about experiences of others
- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar & punctuation
- Use familiar punctuation correctly (FS, CL, commas in list, apostrophe for contractions)
- Present & past tense
- Read aloud what they have written with appropriate intonation to make the meaning clear

**Year 1 Writing Statements:**

- Add suffixes (-ing, -ed, -er, -est) where root word stays the same
- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Beginning to punctuate sentences with FS CL & ?

**Year 2 Writing Statements:**

- Add suffixes to spell longer words inc. -ment, -ness, -ful, -less, -ly
- Writing for different purposes
- Use familiar punctuation correctly (FS, CL, ?, commas in list, apostrophe for contractions)
- Sentences with different forms: statement/question
- Learn how to use subordination & coordination

**Year 1 Writing Statements:**

- Spell the days of the week
- Add suffixes -s or -es
- Add suffixes (-ing, -ed, -er, -est) where root word stays the same
- Joining words and clauses using 'and'
- Punctuate sentences with FS, CL, ?, !

**Year 2 Writing Statements:**

- Use a capital letter for days of the week
- Add suffixes to spell longer words inc. -ment, -ness, -ful, -less, -ly
- Write down ideas and/or key words
- Using familiar and new punctuation correctly
- Write sentences with different forms: statement/question
- Using subordination and coordination

**Year 1 Writing Statements:**

- Add suffixes (-ing, -ed, -er, -est) where root word stays the same
- Joining words and clauses using 'and'
- Punctuate sentences with FS, CL, ?, !
- Sequencing sentences to form short narratives

**Year 2 Writing Statements:**

- Add suffixes to spell longer words inc. -ment, -ness, -ful, -less, -ly
- Write down ideas and/or key words
- Using familiar and new punctuation correctly
- Write sentences with different forms: statement, question, or exclamation.
- Using subordination and coordination
- Present & past tense
- Writing narratives

**Key vocabulary:**  
pink, clever, silly, curly, quick, resourceful, intelligent, scary, ferocious, mean, starving, hungry, devious, sneaky

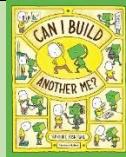
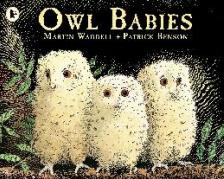
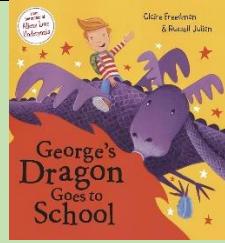
**Key vocabulary:**  
threw, flung, chucked, launched, propelled, tossed, fetched, hurled, stuck, wedged, trapped, curious, exhausted, delighted

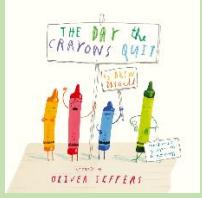
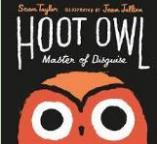
**Key vocabulary:**  
snuck, crept, gobbled, munched, destroyed, shattered, drifted (off to sleep), slumbered, snoozed, terrified, roared, growled, dashed, scarpered

**Key vocabulary:**  
pouncing, leaping, delicious, ravenous, stealth, stealthily, lazy, doze, dozing, exquisite, deadly, lethal, careless, fearless

**Key vocabulary:**  
miracle, miraculous, miraculously, mystery, mysteriously, marvelled, amazed, wonderment, amazement, grateful, pleased, appreciative, jaw-dropping, fancier

**Key vocabulary:**  
dastardly, devious, monstrous, dangerous, peculiar, trudged, bellowed, scribbled, confused, deceived, gargantuan, colossal, chomp, devoured

 <p>Can I build another me? Shinsuke Yoshitake (Self Fact-File)</p>	 <p>The Way Back Home Oliver Jeffers (Retell first person)</p>	 <p>Owl Babies Martin Waddell (1. Visit recount) (2. Fact file)</p>	 <p>The Tiger Who Came to Tea Judith Kerr (How to throw a tiger tea party)</p>	 <p>George's Dragon Goes to School Claire Freedman (1. Dragon description) (2. Persuasive letter)</p>	 <p>Clean Up! Nathan Byron (Persuasive letter)</p>
<p><b>Year 1 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Spell words using each of the 40+ phonemes already taught</li> <li>Saying out loud what they are going to write about</li> <li>Read their writing aloud, clearly enough to be heard by their peers and the teacher</li> <li>Use a capital letter for the personal pronoun 'I'</li> </ul> <p><b>Year 2 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Writing for different purposes</li> <li>Planning or saying out loud what they are going to write about</li> <li>Writing down ideas and /or key words including new vocabulary</li> <li>Expanded noun phrases to describe and specify</li> <li>Learning to spell more words with contracted forms</li> </ul>	<p><b>Year 1 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Discuss what they have written with the teacher/other pupils</li> <li>Use capital letters for names of people, places ... and "I"</li> <li>Saying out loud what they are going to write about</li> <li>Composing a sentence orally before writing it</li> <li>Sequencing sentences to form short narratives</li> </ul> <p><b>Year 2 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Writing narratives about experiences of others (real or fiction)</li> <li>Expanded noun phrases to describe and specify</li> <li>Planning or saying out loud what they are going to write about</li> <li>Encapsulating what they want to say sentence by sentence</li> </ul>	<p><b>Year 1 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Spell the days of the week</li> <li>Add suffixes (-ing, -ed, -er, -est) where root word stays the same</li> <li>Beginning to punctuate sentences with FS CL &amp; ?</li> <li>Use CL for: names, places, days of week and 'I'</li> <li>Joining words &amp; clauses using 'and'</li> </ul> <p><b>Year 2 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Writing narratives about personal experiences</li> <li>Writing about real events</li> <li>Past &amp; present tenses correctly and consistently including the progressive form</li> <li>Learning the possessive apostrophe (singular)</li> <li>Writing for different purposes</li> <li>Learn how to use sentences with different forms (statement / questions)</li> <li>Subordination &amp; coordination</li> </ul>	<p><b>Year 1 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Add suffixes -s or -es</li> <li>Use the prefix -un</li> <li>Add suffixes (-ing, -ed, -er, -est) where root word stays the same</li> <li>Joining words and clauses using 'and'</li> <li>Punctuate sentences with FS, CL, ?, !</li> </ul> <p><b>Year 2 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Add suffixes to spell longer words inc. -ment, -ness, -ful, -less, -ly</li> <li>Planning or saying out loud what they will write about</li> <li>Write down ideas and/or key words</li> <li>Using familiar and new punctuation correctly</li> <li>Write sentences with different forms: statement, question, exclamation or command.</li> <li>Using subordination and coordination</li> </ul>	<p><b>Year 1 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Add suffixes (-ing, -ed, -er, -est) where root word stays the same</li> <li>Joining words and clauses using 'and'</li> <li>Punctuate sentences with FS, CL, ?, !</li> </ul> <p><b>Year 2 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Evaluating their writing with teacher &amp; peers</li> <li>Learn how to use sentences with different forms: statement &amp; exclamation</li> <li>Learning the possessive apostrophe (singular)</li> <li>Expanded noun phrases to expand and specify</li> <li>Writing for different purposes</li> <li>Subordination &amp; coordination</li> </ul>	<p><b>Year 1 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Add suffixes (-ing, -ed, -er, -est) where root word stays the same</li> <li>Joining words and clauses using 'and'</li> <li>Punctuate sentences with FS, CL, ?, !</li> </ul> <p><b>Year 2 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Planning or saying out loud what they will write about</li> <li>Write down ideas and/or key words</li> <li>Using familiar and new punctuation correctly</li> <li>Write sentences with different forms: statement, question, exclamation or command.</li> <li>Using subordination and coordination</li> <li>Expanded noun phrases to describe and specify</li> <li>Writing for different purposes</li> <li>Use familiar punctuation correctly (FS, CL, ?, !, commas in list, apostrophe for contractions)</li> </ul>
<p><b>Key vocabulary:</b> appearance, features, physical, emotion, personality, hobby/hobbies, unique, special, proud, tall, short, long, straight, wavy, curly</p>	<p><b>Key vocabulary:</b> curious, excited, worried, apprehensive, nervous, brave, lonely, afraid, spluttered, flicker, twinkle, shimmering, mysterious, wondered</p>	<p><b>Key vocabulary:</b> largest, tiniest, excited, exciting, interesting, fascinating, amazing, impressive, spectacular, mesmerising, swooping, timid, solitary, stealthy</p>	<p><b>Key vocabulary:</b> delightful, excitement, jazzy enjoyment, unbelievable, unusual, grandest, poshest, carefully, lavishly, extravagantly, decorate, wonderful, glamourous</p>	<p><b>Key vocabulary:</b> scaly, rough, gentle, pointy, strong, delicate, energetic, docile, vicious, glittering, beautiful, devious, kind-hearted, generous, excellent, genius, inspiring, harmless, great, addition, reassuring, useful, superb, beneficial, helpful, supportive</p>	<p><b>Key vocabulary:</b> awful, foul, immaculate, pristine, spotless, imperative, responsibility, nurture, respect, determined, collaborate, teamwork, pride, hazardous</p>

 <p><b>The Disgusting Sandwich</b> Gareth Edwards (Instructions)</p>	 <p><b>The Day the Crayons Quit</b> Drew Daywalt (illustrated by Oliver Jeffers) (Poetry)</p>	 <p><b>Hoot Owl</b> Sean Taylor (Narrative - Write the sequel: Squeak Bat)</p>		 <p><b>Fantastic Beasts</b> J.K. Rowling (How to care for a dragon)</p>	 <p><b>Little people, big dreams</b> (Recount)</p>
<p><b>Year 1 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Spell words using each of the 40+ phonemes already taught</li> <li>Saying out loud what they are going to write about</li> </ul> <p><b>Year 2 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Writing for different purposes</li> <li>Planning or saying out loud what they are going to write about</li> <li>Writing down ideas and / or key words including new vocabulary</li> <li>Expanded noun phrases to describe and specify</li> <li>Learn how to use sentence with different forms (command)</li> </ul>	<p><b>Year 1 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Rereading what they have read to check it makes sense</li> <li>Read their writing aloud to be heard by teacher and peers</li> <li>Add suffixes using -ing</li> <li>Use capital letter for the names of people (characters)</li> </ul> <p><b>Year 2 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Writing poetry</li> <li>Writing for different purposes</li> <li>Expanded noun phrases to describe and specify</li> </ul>	<p><b>Year 1 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>Rereading what they have written to check it makes sense</li> <li>Beginning to punctuate sentences using FS, CL, ?, !</li> </ul> <p><b>Year 2 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms</li> <li>Writing narratives...</li> <li>Writing for different purposes</li> <li>Writing down new ideas and/or key words inc. new vocab.</li> <li>Proof-reading to check for errors in SPaG</li> <li>Use familiar punctuation correctly (FS, CL, !, commas in list, apostrophe for contractions)</li> <li>Use co-ordination (and/but)</li> </ul>		<p><b>Year 1 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Add suffixes (-ing, -ed, -er, -est) where root word stays the same</li> <li>Joining words and clauses using 'and'</li> <li>Punctuate sentences with FS, CL, ?, !</li> </ul> <p><b>Year 2 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Add suffixes to spell longer words inc. -ment, -ness, -ful, -less, -ly</li> <li>Planning or saying out loud what they will write about</li> <li>Write down ideas and/or key words</li> <li>Using familiar and new punctuation correctly</li> <li>Write sentences with different forms: statement, question, exclamation or command.</li> <li>Using subordination and coordination</li> </ul>	<p><b>Year 1 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Saying out loud what they are writing about</li> <li>Read their writing aloud loudly enough to be heard by their teacher and peers</li> <li>Using CL for names of people, places and 'I'</li> <li>Joining words and clauses using 'and'</li> <li>Punctuate sentences with FS, CL, ?, !</li> </ul> <p><b>Year 2 Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Writing narratives about personal experiences</li> <li>Writing about real events</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear</li> <li>Use familiar and new punctuation correctly</li> <li>Past and present tense</li> </ul>
<p><b>Key vocabulary:</b> disgusting, gross, grim, dirty, filthy, horrible, fresh, crawled/crawling, grimy, slithered/slithering, slippery, oozy, glistening</p>	<p><b>Key vocabulary:</b> flashing, stomping, growling, stretching, growing, flowing, glowing, dazzling, sparkling, dancing, mesmerising, glimmering, wriggling</p>	<p><b>Key vocabulary:</b> wise, delicious, ravenous, helpless, cuddly, terrible, trembling, dangerous, shadowy, mouth-watering, glitter, deadly, satisfied, enormousness</p>		<p><b>Key vocabulary:</b> vital, imperative, important, necessary, frequently, regularly, occasionally, rarely, native, tolerant, satisfied, safely, cautiously, generously</p>	<p><b>Key vocabulary:</b> proud, achieved, improved, perfected, succeeded (determine vocab when specific books are chosen / with the children)</p>

<p>Supporting Texts / Reading for Pleasure (highlighted texts are compulsory)</p>	<ul style="list-style-type: none"> <li>Rascally Cake (Jeanne Willis)</li> <li>Lost &amp; Found (Oliver Jeffers)</li> <li>Alternative versions of 'Three Little Pigs'</li> <li>Shine (Sarah Asuquo)</li> <li>Is that your mama? (Patrice Lawrence)</li> </ul>	<ul style="list-style-type: none"> <li>How to catch a star (Oliver Jeffers)</li> <li>The day the crayons came back (Oliver Jeffers)</li> <li>The Owl who was afraid of the dark (Jill Tomlinson)</li> <li>Wow said the Owl (Tim Hopgood)</li> </ul>	<ul style="list-style-type: none"> <li>The dark (Lemony Snicket)</li> <li>Blue Penguin (Petr Horacek)</li> <li>Jonty Gentoo (Julia Donaldson)</li> <li>Poles Apart (Jeanne Willis)</li> <li>The World at Night (Ben Lerwill)</li> <li>Watch them grow (James Carter)</li> </ul>	<ul style="list-style-type: none"> <li>The Clockwork Dragon (Jonathan Emmett)</li> <li>Interview with a Tiger (Andy Seed)</li> <li>The Tyger (William Blake)</li> <li>Zog (Julia Donaldson)</li> <li>Sam Plants a Sunflower (Kate Petty)</li> <li>Anna Hibiscus' Song (Atinuke)</li> <li>Hello World! (Paul Beavis)</li> </ul>	<ul style="list-style-type: none"> <li>Luma &amp; the pet dragon (Leah Mohammad)</li> <li>The Dragonsitter (Josh Lacey)</li> <li>The Pirates Next Door (Jonny Duddle)</li> <li>Fantastic Beasts &amp; Where to find them (JK Rowling)</li> <li>Samson's Titanic Journey (Lauren Graham)</li> <li>George &amp; the Dragon (Christopher Wormell)</li> </ul>	<ul style="list-style-type: none"> <li>Selection of 'Little People, Big Dreams' books</li> <li>Pirates Love Underpants (Claire Freedman)</li> <li>Daisy and the Trouble with... (Kes Gray)</li> <li>The Journey Home (Frann Preston-Gannon)</li> <li>My Friend Earth (Patricia McLachlan)</li> <li>Quiet (Tom Percival)</li> </ul>
<p>Poems to learn by heart</p>	<p>30 Days has September</p>	<p>I, 2 buckle my shoe</p>	<p>Mary had a little lamb</p>	<p>Hickety Pickety my red hen</p>	<p>Little Miss Muffet</p>	<p>Old King Cole</p>