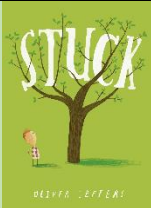
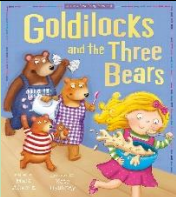
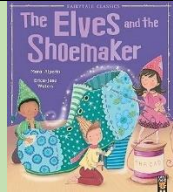
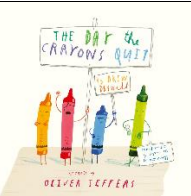
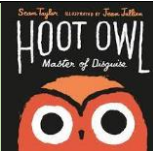


 <p>The Three Little Pigs (Character Description)</p>	 <p>Stuck Oliver Jeffers (Narrative)</p>	 <p>Goldilocks & the 3 Bears (Simple Narrative)</p>	 <p>Interview with a Tiger Andy Seed (Interview)</p>	 <p>Elves & the Shoemaker (Narrative)</p>	 <p>The Pirate Cruncher Jonny Duddle (Sequel)</p>
<p><u>Year 1 Writing Statements:</u></p> <ul style="list-style-type: none"> • 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 <p><u>Year 2 Writing Statements:</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Year 1 Writing Statements:</u></p> <ul style="list-style-type: none"> • Form capital letters • Discuss what they have written with the teacher/other pupils • Joining words & clauses using 'and'. • Add suffixes using -ed <p><u>Year 2 Writing Statements:</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Year 1 Writing Statements:</u></p> <ul style="list-style-type: none"> • 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 • Using CL for names of people <p><u>Year 2 Writing Statements:</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Year 1 Writing Statements:</u></p> <ul style="list-style-type: none"> • 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 & ? <p><u>Year 2 Writing Statements:</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Year 1 Writing Statements:</u></p> <ul style="list-style-type: none"> • 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, ?, ! • Use a capital letter for days of the week <p><u>Year 2 Writing Statements:</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Year 1 Writing Statements:</u></p> <ul style="list-style-type: none"> • 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 <p><u>Year 2 Writing Statements:</u></p> <ul style="list-style-type: none"> • 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
<p>Key vocabulary: pink, clever, silly, curly, quick, resourceful, intelligent scary, ferocious, mean, starving, hungry, devious, sneaky</p>	<p>Key vocabulary: threw, flung, chucked, launched, propelled, tossed, fetched, hurled, stuck, wedged, trapped, curious, exhausted, delighted</p>	<p>Key vocabulary: snuck, crept, gobbled, munched, destroyed, shattered, drifted (off to sleep), slumbered, snoozed, terrified, roared, growled, dashed, scarpered</p>	<p>Key vocabulary: pouncing, leaping, delicious, ravenous, stealth, stealthily, lazy, doze, dozing, exquisite, deadly, lethal, careless, fearless</p>	<p>Key vocabulary: miracle, miraculous, miraculously, mystery, mysteriously, marvelled, amazed, wonderment, amazement, grateful, pleased, appreciative, jaw-dropping, fancier</p>	<p>Key vocabulary: dastardly, devious, monstrous, dangerous, peculiar, trudged, bellowed, scribbled, confused, deceived, gargantuan, colossal, chomp, devoured</p>

 <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><u>Year 1 Writing Statements:</u></p> <ul style="list-style-type: none"> • 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 • Use a capital letter for the personal pronoun 'I' <p><u>Year 2 Writing Statements:</u></p> <ul style="list-style-type: none"> • 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 • Learning to spell more words with contracted forms 	<p><u>Year 1 Writing Statements:</u></p> <ul style="list-style-type: none"> • Discuss what they have written with the teacher/other pupils • Use capital letters for names of people, places ... and 'I' • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives <p><u>Year 2 Writing Statements:</u></p> <ul style="list-style-type: none"> • Writing narratives about experiences of others (real or fiction) • Expanded noun phrases to describe and specify • Planning or saying out loud what they are going to write about • Encapsulating what they want to say sentence by sentence 	<p><u>Year 1 Writing Statements:</u></p> <ul style="list-style-type: none"> • Spell the days of the week • Add suffixes (-ing, -ed, -er, -est) where root word stays the same • Beginning to punctuate sentences with FS CL & ? • Use CL for: names, places, days of week and 'I' • Joining words & clauses using 'and' <p><u>Year 2 Writing Statements:</u></p> <ul style="list-style-type: none"> • Writing narratives about personal experiences • Writing about real events • Past & present tenses correctly and consistently including the progressive form • Learning the possessive apostrophe (singular) • Writing for different purposes • Learn how to use sentences with different forms (statement / questions) • Subordination & coordination 	<p><u>Year 1 Writing Statements:</u></p> <ul style="list-style-type: none"> • Add suffixes -s or -es • Use the prefix -un • Add suffixes (-ing, -ed, -er, -est) where root word stays the same • Joining words and clauses using 'and' • Punctuate sentences with FS, CL, ?, ! <p><u>Year 2 Writing Statements:</u></p> <ul style="list-style-type: none"> • Add suffixes to spell longer words inc. -ment, -ness, -ful, -less, -ly • Planning or saying out loud what they will write about • Write down ideas and/or key words • Using familiar and new punctuation correctly • Write sentences with different forms: statement, question,, exclamation or command. • Using subordination and coordination 	<p><u>Year 1 Writing Statements:</u></p> <ul style="list-style-type: none"> • Add suffixes (-ing, -ed, -er, -est) where root word stays the same • Joining words and clauses using 'and' • Punctuate sentences with FS, CL, ! • Discuss what they have written with their teacher & peers <p><u>Year 2 Writing Statements:</u></p> <ul style="list-style-type: none"> • Evaluating their writing with teacher & peers • Learn how to use sentences with different forms: statement & exclamation • Learning the possessive apostrophe (singular) • Expanded noun phrases to expand and specify • Writing for different purposes • Subordination & coordination 	<p><u>Year 1 Writing Statements:</u></p> <ul style="list-style-type: none"> • Add suffixes (-ing, -ed, -er, -est) where root word stays the same • Joining words and clauses using 'and' • Punctuate sentences with FS, CL, ?, ! <p><u>Year 2 Writing Statements:</u></p> <ul style="list-style-type: none"> • Planning or saying out loud what they will write about • Write down ideas and/or key words • Using familiar and new punctuation correctly • Write sentences with different forms: statement, question,, exclamation or command. • Using subordination and coordination • Expanded noun phrases to describe and specify • Writing for different purposes • Use familiar punctuation correctly (FS, CL, ?, !, commas in list, apostrophe for contractions)
<p>Key vocabulary: appearance, features, physical, emotion, personality, hobby/hobbies, unique, special, proud, tall, short, long, straight, wavy, curly</p>	<p>Key vocabulary: curious, excited, worried, apprehensive, nervous, brave, lonely, afraid, spluttered, flicker, twinkle, shimmering, mysterious, wondered</p>	<p>Key vocabulary: largest, tiniest, excited, exciting, interesting, fascinating, amazing, impressive, spectacular, mesmerising, swooping, timid, solitary, stealthy</p>	<p>Key vocabulary: delightful, excitement, jazzy, enjoyment, unbelievable, unusual, grandest, poshest, carefully, lavishly, extravagantly, decorate, wonderful, glamorous</p>	<p>Key vocabulary: 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>Key vocabulary: awful, foul, immaculate, pristine, spotless, imperative, responsibility, nurture, respect, determined, collaborate, teamwork, pride, hazardous</p>

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

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