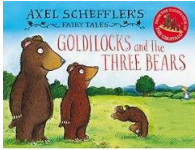
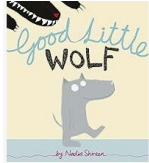



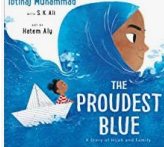
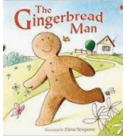




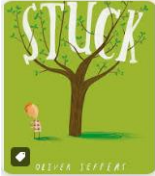
	Autumn (Trad Tales) I can tell stories		Spring (Classics) I am a child of books		Summer (modern) An Adventure of Books	
Learning Journey 1	Goldilocks and the Three Bears 	Good Little Wolf Nadia Shireen 	A Child of Books Oliver Jeffers 	The Tiger who came to Tea by Judith Kerr 	Man on the moon- a day in the life of Bob by Simon Bartram 	The Proudest Blue by Ibthaj Muhammed 
Hook	3 bowls 3 spoons What do you notice/see?	Are characters good or bad?		What animal would you invite to tea? Why?	Basket of things you might to take to space. What would be most useful and why?	Something special to you – children have to talk about something that is special to them / they are proud of.
Grammar	Read a word /write a word Capital letters & full stops	‘and’ used in speech. Questions		Noun phrases. Questions past tense	Past tense Conjunctions	Questions . Conjunctions Suffixes es/s
Outcome	1 .Labelling & captions 2 Apology message Oral Story telling	Thought and speech bubbles Advice on how to be a bad wolf, for the good wolf		Letter of thanks from the tiger (E) Innovated narrative	Diary entry for going a day in space to report back to NASA	Posters ss celebrating our school
Learning Journey 2	The Gingerbread Man 	Charlie Cook’s Favourite Book Julia Donaldson 	The Secret of Black Rock By Joe Todd Stanton 	Where the Wild things are by Maurice Sendak 	The Story Machine by Tom McLaughlin 	Stuck by Oliver Jeffers 

Hook	Gingerbread Man on a plate. Smelling jars of cinnamon & spices	Small world characters	Postcards arrive with scenes from the story and they all have the same black rock on it.	Read the book – what would a rumpus look like?	Have a typewriter in the classroom. How does it work? What does it do?	Things in the tree outside. How did they get there? How can we get them down?
Grammar	Command sentences Full stops and capital letters	Exclamation marks	'un' prefix Noun phrases Writer's craft addressing your reader. Questions.	Noun phrases	Questions Full stops and capital letters.	Personal pronoun 'I' Joining sentences with 'and'
Outcomes	1. To persuade the teacher to eat the gingerbread. 2. Instructions 'How to catch a gingerbread man'	1. What does the character say? 2. Describe their own book character	Poster about undiscovered creatures. Create your own sea creature and write own sentences about it.	Brochure for the land of the wild things. Descriptive setting writing	Design own machine and explain how it works.	Letter to the Fireman about what is stuck in the tree
Learning Journey 3	Little Red Riding Hood – trad tale (3 weeks) 1.  2. 	Jolly Christmas Postman by Janet & Allen Ahlberg (3 weeks) 		I want my hat back by Jon Klassen 	Lost and Found Oliver Jeffers 	
Hook	Library visit with the two books wrapped up	Pass the parcel messages as you read the book		Selection of hats around the classroom	Umbrella, penguin, woolly hat what could the story be?	
Grammar	Conjunctions using the word 'and'	Simple sentence Past tense		Powerful verbs for 'look' Questions/exclamations Prefix 'un'	Noun phrases Plural endings.	

Outcomes	1 Telling off the wolf Book 2. Recommendation for LRRH Oral Story telling	Story map and recount of journey Write a Christmas card to a character		Letter writing to the snake about how to find his hat using instructions	Lost Property posters for the end of the year.
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Year 1	
Statutory Requirements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ leaving spaces between words ○ joining words and joining clauses using and ○ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ○ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ○ learning the grammar for year 1 in English Appendix 2 ○ use the grammatical terminology in English Appendix 2 in discussing their writing.
Notes and Guidance	<p>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 (‘Terminology for pupils’) when their writing is discussed.</p> <p>Pupils should begin to use some of the distinctive features of Standard English in their writing. ‘Standard English’ is defined in the Glossary.</p>
Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	<p>Sequencing sentences to form short narratives</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>

Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
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