

## CLF Whole School English Overview: 2025-26

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b>KEY TEXTS – ‘Me and My Community’ (focus on starting school and managing/recognising our feelings).</b></p> <p><b>Going to School (Usborne First Experiences)</b> by Anna Civardi.  <b>The Colour Monster</b> by Anna LLenas.  <b>The Colour Monster Goes to School</b> by Anna LLenas.  <b>Once There Were Giants</b> by Martin Waddell.  <b>Have You Filled Your Bucket Today?</b> By Carol McCloud.  <b>Not This Bear</b> by Alyssa Satin Capucilli; A book about first day at school.  <b>Starting School</b> by Janet and Alan Ahlberg.  <b>Topsy and Tim Start School</b> by Jean Adamson and Belinda Worsley.  <b>When a Dragon Goes to School</b> by Caryl Hart and Rosalind Beardshaw.  <b>Super Duper You!</b> By Sophy Henn.  <b>Hello, Friend!</b> By Rebecca Cobb.  <b>All Are Welcome</b> by Alexandra Penfold and Suanne Kaufman.</p> <p><i>Range of texts/poetry about starting school.</i></p>	ENTERTAINMENT Story Re-telling 1 Week	ENTERTAINMENT Story Re-telling 1 Week	ENTERTAINMENT Story Re-telling 1 Week	ENTERTAINMENT Story Re-telling 1 Week	ENTERTAINMENT Story Re-telling 1 Week	ENTERTAINMENT Story Re-telling 1 Week
		Teacher Choice: Baseline for re-telling a short/simple story	Teacher Choice: Baseline for re- telling a short/simple story	Teacher Choice: Baseline for re- telling a short/simple story	Teacher Choice: Baseline for re- telling a short/simple story	Teacher Choice: Baseline for re- telling a short/simple story	Teacher Choice: Baseline for re- telling a short/simple story
		ENTERTAINMENT Story Re-telling 2 Weeks	ENTERTAINMENT Classic Story Re- telling 2 Weeks	ENTERTAINMENT Diary Entry 2 Weeks	INFORMATION Biography 2 Weeks	INFORMATION Autobiography 2 Weeks	INFORMATION Autobiography 2 Weeks
		<b>We’re Going on a Bear Hunt</b> by Michael Rosen.	<b>Alice in Wonderland</b> by Lewis Carroll	<b>Stone Age Boy</b> by Satoshi Kitamura (link to History and Art)	<b>Rainforest Warrior</b> by Anita Ganeri (link to Geography)	<b>Marcus Rashford You Are A Champion</b> by Marcus Rashford	<b>Coming to England</b> by Baroness Floella Benjamin
		Story re-telling	5-part story writing	Diary entry	Biography	Autobiography of Marcus	Autobiography of Floella
		ENTERTAINMENT Traditional Tales 2 Weeks	ENTERTAINMENT Diary Entry 2 Weeks	ENTERTAINMENT Story Re-telling 2 Weeks	ENTERTAINMENT Diary Entry 2 Weeks	ENTERTAINMENT Diary Entry 2 Weeks	ENTERTAINMENT Diary Entry 2 Weeks
		<b>The Three Little Pigs</b> (link to Science)	<b>The Way Back Home</b> by Oliver Jeffers	<b>Stone Age Boy</b> by Satoshi Kitamura (link to History and Art)	<b>Varjak Paw</b> by SF Said and Dave McKean	<b>Varmints</b> by Helen Ward	<b>The Boy in the Girl’s Bathroom</b> by Louis Sachar
		Diary entry	Diary entry	Story re-telling	Diary writing		
		INFORMATION Instructions 2 Weeks	ENTERTAINMENT Story Re-telling 2 Weeks	INFORMATION Instructions 2 Weeks	INFORMATION Newspaper Report 2 Weeks	ENTERTAINMENT Story Adaptation 2 Weeks	ENTERTAINMENT Story Adaptation 2 Weeks
		<b>Pumpkin Soup</b> by Helen Cooper (link to Geography)	<b>The Explorer</b> by Chris Judge (link to Geography)	<b>How to Wash a Woolly Mammoth</b> by Michelle Robinson and Kate Hindley (link to History and Art)	<b>Varjak Paw</b> by SF Said and Dave McKean	<b>Varmints</b> by Helen Ward	<b>The Boy in the Girl’s Bathroom</b> by Louis Sachar
	Instructions for how to make pumpkin soup, shopping lists and story caption writing	5-part story writing	Instructions	Newspaper report – Mystery of vanishing cats!			

	<p>In class we will start to see children attempting to form the letters they have been looking at during the daily phonic sessions.</p> <p>Writing opportunities will be available during continuous provision e.g. chalk, whiteboards, shaving foam/glitter mark making, playdough, threading, pencils, paper, pens, painting, water pens, tweezers, puzzles, pegs, posting, tongs, hammering, Lego/bricks, small toys, finger rhymes etc.</p>						
Autumn 2	<p><b>KEY TEXTS – ‘Exploring the Seasons’ (focus on seasons and Christmas).</b></p> <p><b>Bonfire Night non-fiction texts/poetry.</b>  <b>The Busy Little Squirrel</b> by Nancy Tafuri.  <b>Robins Winter Song</b> by Suzanne Barton.  <b>Tree: Seasons Come, Seasons Go</b> by Patricia Hegarty and Britta Teckentrup.  <b>The Leaf Thief</b> by Alice Hemming and Nicola Slater.  <b>After the Storm</b> by Nick Butterworth.  <b>Elmer and the Rainbow</b> by David McKee.  <b>Puddling!</b> By Emma Perry and Claire Alexander.  <b>Stick Man</b> by Julia Donaldson.  <b>One Snowy Night</b> by Nick Butterworth.  <b>The Snowman</b> by Raymond Briggs.  <b>Winnie and Wilbur in Winter</b> by Valerie Thomas.  <b>Bear Snores On</b> by Karma Wilson.  <b>How the Grinch Stole Christmas</b> by Dr Seuss.</p> <p><i>Various Christmas texts/poetry.</i></p>	ENTERTAINMENT Story Retelling 3 Weeks	ENTERTAINMENT Story Retelling 3 Weeks	INFORMATION Autobiography 2 Weeks	ENTERTAINMENT Adventure/Drama Spooky/Suspense 2 Weeks	INFORMATION Biography 2 Weeks	INFORMATION Biography 2 Weeks
	<p><b>The Room on the Broom</b> by Julia Donaldson (link to Geography)</p>	<p><b>The Owl who was Afraid of the Dark</b> by Jill Tomlinson</p>	<p><b>Ice Trap!</b> By Meredith Hooper and MP Robertson (repeat author and link to Geography)</p>	<p><b>Coraline</b> by Neil Gaiman (link to PSHE)</p>	<p><b>Greta’s Story</b> by Valentina Camerini</p>	<p><b>Long Walk to Freedom</b> by Chris Van Wyk</p>	
	<p>Story re-telling and caption writing</p>	<p>Extended story writing</p>	<p>Newspaper report</p>	<p>Spooky story writing/prediction</p>			
	ENTERTAINMENT Classic Fairytales/ Traditional Tales 2 Weeks	ENTERTAINMENT Alternative Fairytales/ Traditional Tales 2 Weeks	ENTERTAINMENT Alternative Fairytales/ Traditional Tales 2 Weeks	ENTERTAINMENT Story Adaptation 2 Weeks	ENTERTAINMENT Adventure/Drama Spooky/Suspense 2 Weeks	ENTERTAINMENT Adventure/Drama Spooky/Suspense 2 Weeks	
	<p><b>Little Red Riding Hood</b> by Brother’s Grimm</p>	<p><b>The Princess and the Pea</b> by Rachel Isadora <b>The Ghanaian Goldilocks</b> by Dr Tamara Pizzoli</p>	<p><b>Egyptian Cinderella</b> by Shirley Climo (link to Geography Term 4) <b>Little Red</b> by Lynn Roberts</p>	<p><b>The Secret of Black Rock</b> by Joe Todd Stanton (link to Geography)</p>	<p><b>The Secret Lake</b> by Karen Inglis</p>	<p><b>The Wedding Ghost</b> by Leon Garfield</p>	
	<p>Story re-telling and caption writing</p>	<p>Alternative story re-telling</p>	<p>Alternative story writing</p>	<p>Story adaptation</p>		<p>A spooky story involving a journey to find something shrouded in mystery</p>	
	PERSUASION Letter 1 Week	PERSUASION Letter 1 Week	PERSUASION Letter 2 Weeks	PERSUASION Letter 2 Weeks	PERSUASION Letter 2 Weeks	PERSUASION Letter 2 weeks	
	<p><b>Lost and Found</b> by Oliver Jeffers James</p>	<p><b>The Lonely Beast</b> by Chris Judge (repeat author)</p>	<p><b>The Tin Forest</b> by Helen Ward (link to fairytales last text)</p>	<p><b>The Great Kapok Tree</b> by Lynne Cherry (link to Geography)</p>	<p><b>Climate Action by Dear World Leaders</b> by Aled Jones</p>	<p><b>Varmints</b> by Helen Ward</p>	
	<p>Writing a letter home, missing poster and caption writing</p>	<p>Write a letter to the Mayor to ask him to allow the Beast to stay/send him away</p>	<p>Persuasive letter</p>	<p>Persuasive letter</p>			

	<p>represent. A child may write their name, point to one of the letters in their name and say the corresponding letter sound.</p> <p>Writing may begin to include letters that connect to the sound the letter represents. For example, a child may write the letter 'm' in their writing and say that they have written 'mummy'.</p> <p>In class we will continue to see children attempting to form the letters they have been looking at during the daily phonic sessions. Some will begin to segment and write simple CVC words.</p> <p>Writing opportunities will be available during continuous provision e.g. chalk, whiteboards, shaving foam/glitter mark making, playdough, threading, pencils, paper, pens, painting, water pens, tweezers, puzzles, pegs, posting, tongs, hammering, Lego/bricks, small toys, finger rhymes etc.</p>						
Spring 1	<p><b>KEY TEXTS – ‘Traditional Tales’ (focus on classic and traditional fairy tales).</b></p> <p><b>The Elves and the Shoemaker.</b>  <b>The Gingerbread Man.</b>  <b>Three Billy Goats Gruff.</b>  <b>Beauty and the Beast.</b>  <b>Cinderella.</b>  <b>Peter Pan.</b>  <b>Sleeping Beauty.</b>  <b>Snow White and the Seven Dwarfs.</b>  <b>Pinocchio.</b>  <b>The Little Red Hen.</b>  <b>The Ugly Duckling.</b>  <b>Hansel and Gretel.</b>  <b>Rumpelstiltskin.</b>  <b>The Frog Prince.</b>  <b>Goldilocks and the Three Bears.</b>  <b>The Great Nursery Rhyme Disaster</b> by David Conway.</p> <p><i>Range of texts/poetry about Fairy Tales/Traditional Tales.</i></p>	<p>ENTERTAINMENT Story Retelling 2 Weeks</p>	<p>INFORMATION Non-Chronological Report 2 Weeks</p>	<p>INFORMATION Non-Chronological Report 2.5 Weeks</p>	<p>DISCUSSION Balanced Argument 2 Weeks</p>	<p>INFORMATION Non-Chronological Report 2 Weeks</p>	<p>INFORMATION Non-Chronological Report 2 Weeks</p>
		<p><b>The Tiger Who Came to Tea</b> by Judith Kerr</p>	<p><b>Katie in London</b> by James Mayhew</p>	<p><b>The Firework Maker’s Daughter</b> by Phillip Pullman</p>	<p><b>The Butterfly Lion</b> by Michael Morpurgo</p>	<p><b>The Explorer</b> by Katherine Rundell and Hannah Horn</p>	<p><b>Goodnight, Mister Tom</b> by Michelle Magorian</p>
		<p>Story captions and re-telling, invitations and shopping list writing</p>	<p>Write a report on different London landmarks (create a class guide to London).</p>	<p>Non-chronological report</p>	<p>Should animals be kept in a zoo?</p>		
		<p>INFORMATION Non-Chronological Report 3 Weeks</p>	<p>ENTERTAINMENT Story Re-telling 3 Weeks</p>	<p>ENTERTAINMENT Diary entry 3 Weeks</p>	<p>ENTERTAINMENT Adventure/Drama Spooky/Suspense 2 Weeks</p>	<p>ENTERTAINMENT Adventure/Drama Spooky/Suspense 2 Weeks</p>	<p>ENTERTAINMENT Adventure/Drama Spooky/Suspense 2 Weeks</p>
		<p><b>The Most important Animal of All</b> by Penny Worms and Hannah Bailey  <b>The Big Book of Beasts</b> by Yuval Zommer  <b>Monkey Puzzle</b> by Julia Donaldson and Axel Scheffler</p>	<p><b>Paddington at the Palace</b> by Michael Bond</p>	<p><b>The Iron Man</b> by Ted Hughes</p>	<p><b>The Butterfly Lion</b> by Michael Morpurgo</p>	<p><b>The Explorer</b> by Katherine Rundell and Hannah Horn</p>	<p><b>Goodnight, Mister Tom</b> by Michelle Magorian</p>
		<p>Chn create class fact file about safari animals</p>	<p>5-part story re-telling</p>	<p>Diary writing</p>	<p>A story about rediscovering a long-lost friend or animal</p>		
	<p><b>Writing focus</b>  Often, the first sound identified in a word is the initial letter sound. For example, if shown a picture of the sun, a child could identify that the word begins with the letter ‘s’ and write the corresponding letter. The most prominent sound in a word may also be the first sound a child will identify and write.  Progress to also being able to identify the final sounds in words and then the medial sounds.</p>	<p>ENTERTAINMENT Performance Poetry 1 Week</p>	<p>ENTERTAINMENT Performance Poetry 1 Week</p>	<p>ENTERTAINMENT Performance Poetry 1 Week</p>	<p>ENTERTAINMENT Performance Poetry 1 Week</p>	<p>ENTERTAINMENT Performance Poetry 1 Week</p>	<p>ENTERTAINMENT Performance Poetry 1 Week</p>
		<p><b>Ready for Spaghetti</b> by Michael Rosen</p>	<p><b>Zim Zam Zoom</b> by James Carter</p>	<p><b>I Don’t Like Poetry</b> by Joshua Seigal.</p>	<p><b>Cloud Busting</b> by Malorie Blackman</p>	<p><b>The Day I Fell Down The Toilet</b> by Steve Turner</p>	<p><b>Be the Change Poems To Help You Save The World</b> by Roger Stevens and Matt Goodfellow</p>

	<p>Initially, the letters written down may not be in an order and no spaces will be left between words</p> <p>In Clever Hands sessions, chn begin to use core strength to achieve a good posture when writing. They develop a preference for a dominant hand to use when writing and hold mark-making tools effectively. Most children will use a tripod grip. The tripod grip enables dynamic movement to come from the fingertips. It helps children to use mark-making tools accurately and effectively to form letters.</p> <p>Chn are now beginning to write recognisable lower case and upper-case letters with increasing correct letter formation. They start to develop a handwriting style that is fast, accurate and efficient.</p> <p>Some understanding of the concept of a word develops as chn are more able to identify the difference between a letter and a word. Chn understand that a word is a collection of letters that are written in a specific order and begin to become aware of the existence of spaces between words and the purpose of these.</p> <p>In class we will continue to see children attempting to form the letters they have been looking at during the daily phonic sessions. Some will begin to segment and write simple CVC words.</p> <p>Writing opportunities will be available during continuous provision e.g. chalk, whiteboards, shaving foam/glitter mark making, playdough, threading, pencils, paper, pens, painting, water pens, tweezers, puzzles, pegs, posting, tongs, hammering, Lego/bricks, small toys, finger rhymes etc.</p>	Performance poetry	Alliteration poetry	Performance poetry	Performance poetry		
Spring 2	<p><b>KEY TEXTS – ‘Ready, Steady, Grow’ (focus on produce and plants).</b></p> <p><b>Jack and the Beanstalk.</b>  <b>The Gigantic Turnip</b> by Alaksei Tolstoy and Niamh Sharkey.  <b>Handa’s Surprise</b> by Eileen Browne.  <b>The Secret Sky Garden</b> by Linda Sarah and Fiona Lumbers.  <b>Luna Loves Gardening</b> by Joseph Coelho and Fiona Lumbers.  <b>Ten Seeds</b> by Ruth Brown.  <b>Roots, Stems, Leaves and Flowers</b> by Ruth Owen.  <b>The Extraordinary Gardener</b> by Sam Broughton.  <b>The Little Gardener</b> by Emily Hughes.  <b>Bloom</b> by Anne Booth and Robyn Owen Wilson.  <b>Lifecycles; Seed to Sunflower</b> by Camilla De la Bedoyere.  <b>Look and Wonder; The Amazing Life Cycle of Plants</b> by Kay Barnham.</p> <p><i>Range of texts/poetry about plants and growing.</i></p>	INFORMATION Instructions 3 Weeks	INFORMATION Instructions and descriptive writing 3 Weeks	ENTERTAINMENT Adventure/Drama Spooky/Suspense 3 Weeks	INFORMATION Instructions 2 Weeks	DISCUSSION Balanced Argument 2 Weeks	DISCUSSION Balanced Argument 2 Weeks
		<b>Oliver’s Vegetables</b> by Vivien French and Alison Bartlett <b>Oliver’s Fruit Salad</b> by Vivien French and Alison Bartlett (link to PSHE and DT)	<b>The Egg</b> by MP Robertson <b>The Dragon Machine</b> by Helen Ward	<b>Escape from Pompeii</b> by Christina Balit (link to Geography)	<b>How To Train Your Dragon</b> by Cressida Cowell (link to History)	<b>Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions</b> by Michael Rosen and Annemarie Young	<b>The Giant’s Necklace</b> by Michael Morpurgo
		Instructions for how to plant a seed and look after/grow produce	Instructions for how to catch a dragon and character description writing	A re-telling of the story	Instruction writing	Written balanced argument on migration	Written balanced argument on children’s independence versus parental responsibilities for their children
		INFORMATION Recount 2 Weeks	INFORMATION Recount 2 Weeks	INFORMATION Newspaper Report 2 Weeks	DISCUSSION Book Review 2 Weeks	INFORMATION Recount 2 Weeks	INFORMATION Editorial 2 Weeks
		Recount of a School Trip to the Sealife Centre, London (link to Science)	Recount of a School Trip to Dover Castle (link to History)	<b>Pebble in my Pocket: a History of our Earth</b> by Meredith Hooper (repeat author and link to Geography)	<b>How To Train Your Dragon</b> by Cressida Cowell (link to History)	Recount of a School Trip or a memorable event that occurred recently	<b>The Giant’s Necklace</b> by Michael Morpurgo
Write a recount	Write a recount	Newspaper report	Book review	Write a recount	Write an editorial		

	<p><b>Writing focus</b> Chn are now able to segment and identify individual sounds in CVC words, then write the corresponding letters. Initially, this may just be one or two sounds and then progress to all three sounds. Letters may be written randomly at first, then progress to being written in the order in which they occur in the word. Chn will begin to write a simple phrase or caption by sounding out and writing the corresponding letters in simple words and also make phonetically plausible attempts at writing longer, more complex words. Spaces are added between each word in the phrase and it can be read by others. Writing contains words with letter groups, including digraphs (such as, 'sh') and trigraphs (such as, 'igh') and common exception words that have been taught may also be used in the writing, such as 'the'.</p> <p>Writing opportunities will be available during continuous provision e.g. chalk, whiteboards, shaving foam/glitter mark making, playdough, threading, pencils, paper, pens, painting, water pens, tweezers, puzzles, pegs, posting, tongs, hammering, Lego/bricks, small toys, finger rhymes etc.</p>	ENTERTAINMENT Poetry 1 Week	ENTERTAINMENT Poetry 1 Week	ENTERTAINMENT Poetry 1 Week	ENTERTAINMENT Poetry Rhyme 1 Week	ENTERTAINMENT Poetry Sonnet 1 Week	ENTERTAINMENT Poetry 1 Week	
		Off by Heart by Roger Stevens	The Sound Collector by Roger McGough	Selfies with Komodos by Brian Moses and Ed Boxall	I am the Seed That Grew the Tree: A nature Poem for Every Day of the Year by Fiona Waters and Frann Preston-Gannon		Poems Aloud by Joseph Coelho	
		Story re-telling poetry	List poems	Poetry re-telling	Poetry performance			
Summer 1	<p><b>KEY TEXTS – 'Animal Safari/Big Wide World' (focus on animals, our world and minibeasts).</b></p> <p><b>One Day On Our Blue Planet (selection - in the savannah, ocean, rainforest, Antarctic, outback)</b> by Ella Bailey. <b>An Emperor's Egg</b> by Martin Jenkins. <b>My First Book of Garden Bugs</b> by Martin Unwin. <b>Giraffes Can't Dance</b> by Giles Andreae. <b>Dear Zoo</b> by Rod Campbell. <b>Elmer</b> (various) by David McKee. <b>The Dawn Chorus</b> by Suzanne Barton. <b>Nightsong</b> by Ari Berk. <b>Hungry Caterpillar</b> by Eric Carle. <b>Superworm</b> by Julia Donaldson. <b>Mad About Minibeasts!</b> by Giles Andreae. <b>Slug Needs a Hug</b> by Jeanne Willis. <b>The Very Ugly Bug</b> by Liz Pichon.</p> <p><i>Range of texts/poetry about Animals, the World and Minibeasts.</i></p>	ENTERTAINMENT Story Retelling 3 Weeks	ENTERTAINMENT Diary Entry and Character Description 3 Weeks	PERSUASION Speech 2 Weeks	ENTERTAINMENT Diary Entry 2 Weeks	ENTERTAINMENT Play scripts 2 Weeks	ENTERTAINMENT Diary Entry 2 Weeks	
		Pip and Egg by Alex Latimer and David Litchfield (link to Geography)	Man on the Moon by Simon Bartram	The Hunter by Paul Geraghty	Diary of a Wimpy Kid by Jeff Kinney	A Midsummer's Night Dream Shakespeare plays for children by Andrew Mathews, William Shakespeare	The Boy at the Back of the Classroom by Onjali Rauf	
		Story re-telling and caption writing	Diary writing and character description writing	Speech: For/against poaching	Diary writing/emotive writing			
		INFORMATION Recount 2 Weeks	ENTERTAINMENT Character/Setting Description 2 Weeks	INFORMATION Newspaper Report and persuasive poster 2 Weeks	INFORMATION Recount 2 Weeks	PERSUASION Leaflet 2 Weeks	PERSUASION Leaflet 2 Weeks	
		Recount of a School Trip to Kew Gardens (link to Science)	The Tunnel by Anthony Browne	The Emerald Forest by Catherine Ward and Karin Littlewood (link to RE)	Recount of a School Trip or a memorable event that occurred recently	Talking History: 150 Years of World Changing Speeches by Dr Joan Lennon and Dr Joan Dritsas	The Boy at the Back of the Classroom by Onjali Rauf	
		Write a recount	Character and setting description writing	Newspaper report and persuasive poster	Write a recount			
		<p><b>Writing focus</b> Chn are more confidently writing simple phrases or captions by sounding out and writing the corresponding letters in simple words and also make phonetically plausible attempts at writing longer, more complex words. Spaces are added between each word in the phase, and it can be read by others.</p>	ENTERTAINMENT Narrative Role Play 1 Weeks	ENTERTAINMENT Narrative Role Play 1 Weeks	ENTERTAINMENT Poetry 1 Week	ENTERTAINMENT Poetry 1 Week	ENTERTAINMENT Poetry 1 Week	ENTERTAINMENT Poetry 1 Week
			The Gruffalo by Julia Donaldson (repeat author)	The Day the Crayons Quit by Drew Daywalt	Heard it in the Playground by Allan Ahlberg	Michael Rosen's Book of Very Silly Poems by Michael	Walking with my Iguana By Bob Moses	Let's Chase Stars Together by Matt Goodfellow

	<p>Chn continue to use digraphs (such as, 'sh') and trigraphs (such as, 'igh') in their writing as well as common exception words that have been taught.</p> <p>Chn are able to say the sentence out loud before beginning to write it to organise their thinking and decide upon sentence structure. They write a simple sentence, which contains spaces between each word and can be read by others. The sentences contain simple words that have been spelt correctly, as well as more complex words, which children have used their phonics knowledge to attempt to spell.</p> <p>Chn are beginning to show an understanding that sentences begin with a capital letter and end with a full stop and children may begin to use these with increasing accuracy in their writing.</p> <p>Chn begin to reread a sentence that has been written to check that it makes sense.</p> <p>Writing opportunities will be available during continuous provision e.g. chalk, whiteboards, shaving foam/glitter mark making, playdough, threading, pencils, paper, pens, painting, water pens, tweezers, puzzles, pegs, posting, tongs, hammering, Lego/bricks, small toys, finger rhymes etc.</p>	Role play/performance and labelling.	Role play/performance	Poetry performance	Rosen and Shoo Rayner Role play/performance		
<p><b>Summer 2</b></p>	<p><b>KEY TEXTS – ‘On the Beach’ (focus on under the sea, the beast/coast, summer and transition).</b></p> <p><b>Lucy and Tom at the Seaside</b> by Shirley Hughes  <b>The Lighthouse Keeper’s Lunch</b> by David Armitage and Ronda Armitage.  <b>What the Ladybird Heard at the Seaside</b> by Julia Donaldson and Lydia Monks.  <b>Sharing a Shell</b> by Julia Donaldson and Lydia Monks.  <b>Somebody Swallowed Stanley</b> by Sarah Roberts.  <b>Our Beach</b> by Rebecca Smith (with author visit).  <b>Rainbow Fish</b> by Marcus Pfister.  <b>Commotion in the Ocean</b> by Giles Andreae.  <b>Tiddler</b> by Julia Donaldson.  <b>Tropical Terry</b> by Jarvis.  <b>The Big Book of the Blue</b> by Yuval Zommer.</p> <p><i>Range of texts/poetry about under the sea/the beach/coast and summer.</i>  <i>To also include transition texts and SEMH focus texts and poetry.</i></p>	ENTERTAINMENT Story Retelling 2 Weeks	ENTERTAINMENT Character/Setting Description 3 Weeks	INFORMATION Non-Chronological Report 2 Weeks	ENTERTAINMENT Character/Setting Description 2 Weeks	DISCUSSION Balanced Argument 2 Weeks	ENTERTAINMENT Adventure/Drama Spooky/Suspense 2 Weeks
		<b>Billy’s Bucket</b> by Kes Gray and Garry Parsons	<b>Billy and the Minpins</b> by Roald Dahl (chapter book)	<b>India, Incredible India</b> by Jasbinder Bilan and Nina Chakrabarti (link to Geography)	<b>Stig of the Dump</b> by Clive King	<b>Room 13</b> by Robert Swindells	<b>St George and the Dragon</b> picture
		Story re-telling	Character and setting description writing	Non-chronological report	Character development/ setting descriptive writing		Children write a humorous tale invented narrative that ends with the picture
		INFORMATION Postcard 2 Weeks	INFORMATION Non-Chronological Report 2 Weeks	INFORMATION Recount 2 Weeks	INFORMATION Non-Chronological Report 2 Weeks	INFORMATION Newspaper Report 2 Weeks	ENTERTAINMENT Playscripts 4 Weeks
		<b>Meerkat Mail</b> by Emily Gravett	<b>Here We Are</b> by Oliver Jeffers (repeat author)	Recount of a School Trip or a memorable event that occurred recently	The History Detective Investigates: <b>Mayan Civilization</b> (link to History)	<b>Room 13</b> by Robert Swindells	School Summer Production
		Write a postcard	Non-chronological report, create a whole class book about our world	Write a recount	Non-Chronological Report		Children write their own playscript using Summer Production as a basis
	<p><b>Writing focus</b></p> <p>Chn are able to say their sentence out loud before beginning to write it to organise their thinking and decide upon sentence structure. They can write a simple sentence, which contains spaces between each word and can be read by others.</p> <p>The sentences contain simple words that have been spelt correctly, as well as more complex words, which children have used their phonics knowledge to</p>	ENTERTAINMENT Story Retelling 2 Weeks	INFORMATION Postcard 1 Weeks	ENTERTAINMENT Playscripts 2 Weeks	ENTERTAINMENT Playscripts 2 Weeks	ENTERTAINMENT Diary Entry 2 Weeks	Children write their own playscript using Summer Production as a basis
	<b>Our Beach</b> by Rebecca Smith	<b>At the Beach</b> by Roland Harvey (link to Geography)	<b>Play Time</b> by Julia Donaldson	<b>The House That Sailed Away</b> by Pat Hutchins	<b>Save the Seas</b> by Liz Gogerly <b>What a Waste</b> by Jess French		

	<p>attempt to spell. They may also contain words which contain letter groups and common exception words.</p> <p>Chn write for a range of purposes and use different writing structures to match the type of writing. For example, writing a list, instructions, a card, a recipe or a story. Several sentences may be written which begin with a capital letter and end with a full stop, and writing can be read and understood by ourselves and others.</p> <p>Writing opportunities will be available during continuous provision e.g. chalk, whiteboards, shaving foam/glitter mark making, playdough, threading, pencils, paper, pens, painting, water pens, tweezers, puzzles, pegs, posting, tongs, hammering, Lego/bricks, small toys, finger rhymes etc.</p>	<p>Story re-telling including author visit</p>	<p>Postcard writing</p>	<p>Playscript</p>	<p>Playscript</p>		