

Whole School English Overview: 2025-26

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>KEY TEXTS – ‘Me and My Community’ (focus on starting school and managing/recognising our feelings).</p> <p>Going to School (Usborne First Experiences) by Anna Civardi. The Colour Monster by Anna LLenas. The Colour Monster Goes to School by Anna LLenas. Once There Were Giants by Martin Waddell. Have You Filled Your Bucket Today? By Carol McCloud. Not This Bear by Alyssa Satin Capucilli; A book about first day at school. Starting School by Janet and Alan Ahlberg. Topsy and Tim Start School by Jean Adamson and Belinda Worsley. When a Dragon Goes to School by Caryl Hart and Rosalind Beardshaw. Super Duper You! By Sophy Henn. Hello, Friend! By Rebecca Cobb. All Are Welcome 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
		We’re Going on a Bear Hunt by Michael Rosen.	Alice in Wonderland by Lewis Carroll	Stone Age Boy by Satoshi Kitamura (link to History and Art)	Rainforest Warrior by Anita Ganeri (link to Geography)	Marcus Rashford You Are A Champion by Marcus Rashford	Coming to England 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
		The Three Little Pigs (link to Science)	The Way Back Home by Oliver Jeffers	Stone Age Boy by Satoshi Kitamura (link to History and Art)	Varjak Paw by SF Said and Dave McKean	Varmints by Helen Ward	The Boy in the Girl’s Bathroom 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
		Pumpkin Soup by Helen Cooper (link to Geography)	The Explorer by Chris Judge (link to Geography)	How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley (link to History and Art)	Varjak Paw by SF Said and Dave McKean	Varmints by Helen Ward	The Boy in the Girl’s Bathroom 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>KEY TEXTS – ‘Exploring the Seasons’ (focus on seasons and Christmas).</p> <p>Bonfire Night non-fiction texts/poetry. The Busy Little Squirrel by Nancy Tafuri. Robins Winter Song by Suzanne Barton. Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup. The Leaf Thief by Alice Hemming and Nicola Slater. After the Storm by Nick Butterworth. Elmer and the Rainbow by David McKee. Puddling! By Emma Perry and Claire Alexander. Stick Man by Julia Donaldson. One Snowy Night by Nick Butterworth. The Snowman by Raymond Briggs. Winnie and Wilbur in Winter by Valerie Thomas. Bear Snores On by Karma Wilson. How the Grinch Stole Christmas 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>The Room on the Broom by Julia Donaldson (link to Geography)</p>	<p>The Owl who was Afraid of the Dark by Jill Tomlinson</p>	<p>Ice Trap! By Meredith Hooper and MP Robertson (repeat author and link to Geography)</p>	<p>Coraline by Neil Gaiman (link to PSHE)</p>	<p>Greta’s Story by Valentina Camerini</p>	<p>Long Walk to Freedom 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>Little Red Riding Hood by Brother’s Grimm</p>	<p>The Princess and the Pea by Rachel Isadora The Ghanaian Goldilocks by Dr Tamara Pizzoli</p>	<p>Egyptian Cinderella by Shirley Climo (link to Geography Term 4) Little Red by Lynn Roberts</p>	<p>The Secret of Black Rock by Joe Todd Stanton (link to Geography)</p>	<p>The Secret Lake by Karen Inglis</p>	<p>The Wedding Ghost 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>Lost and Found by Oliver Jeffers James</p>	<p>The Lonely Beast by Chris Judge (repeat author)</p>	<p>The Tin Forest by Helen Ward (link to fairytales last text)</p>	<p>Song of the Dolphin Boy by Elizabeth Laird and Peter Bailey (link to Geography)</p>	<p>Climate Action by Dear World Leaders by Aled Jones</p>	<p>Varmints 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>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>						
<p>Spring 1</p>	<p>KEY TEXTS – ‘Traditional Tales’ (focus on classic and traditional fairy tales).</p> <p>The Elves and the Shoemaker. The Gingerbread Man. Three Billy Goats Gruff. Beauty and the Beast. Cinderella. Peter Pan. Sleeping Beauty. Snow White and the Seven Dwarfs. Pinocchio. The Little Red Hen. The Ugly Duckling. Hansel and Gretel. Rumpelstiltskin. The Frog Prince. Goldilocks and the Three Bears. The Great Nursery Rhyme Disaster 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>The Tiger Who Came to Tea by Judith Kerr</p>	<p>Katie in London by James Mayhew</p>	<p>The Firework Maker’s Daughter by Phillip Pullman</p>	<p>The Butterfly Lion by Michael Morpurgo</p>	<p>The Explorer by Katherine Rundell and Hannah Horn</p>	<p>Goodnight, Mister Tom 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>ENTERTAINMENT Adventure/Drama Spooky/Suspense 2 Weeks</p>
	<p>The Most important Animal of All by Penny Worms and Hannah Bailey The Big Book of Beasts by Yuval Zommer Monkey Puzzle by Julia Donaldson and Axel Scheffler</p>	<p>Paddington at the Palace by Michael Bond</p>	<p>The Iron Man by Ted Hughes</p>	<p>The Butterfly Lion by Michael Morpurgo</p>	<p>The Explorer by Katherine Rundell and Hannah Horn</p>	<p>Goodnight, Mister Tom 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>Writing focus 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. Initially, the letters written down may not be in an order and no spaces will be left between words</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>Ready for Spaghetti by Michael Rosen</p>	<p>Zim Zam Zoom by James Carter</p>	<p>I Don’t Like Poetry by Joshua Seigal.</p>	<p>Cloud Busting by Malorie Blackman</p>	<p>The Day I Fell Down The Toilet by Steve Turner</p>	<p>Be the Change Poems To Help You Save The World by Roger Stevens and Matt Goodfellow</p>	
	<p>Performance poetry</p>	<p>Alliteration poetry</p>	<p>Performance poetry</p>	<p>Performance poetry</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>						
Spring 2	<p>KEY TEXTS – ‘Ready, Steady, Grow’ (focus on produce and plants).</p> <p>Jack and the Beanstalk. The Gigantic Turnip by Alaksei Tolstoy and Niamh Sharkey. Handa’s Surprise by Eileen Browne. The Secret Sky Garden by Linda Sarah and Fiona Lumbers. Luna Loves Gardening by Joseph Coelho and Fiona Lumbers. Ten Seeds by Ruth Brown. Roots, Stems, Leaves and Flowers by Ruth Owen. The Extraordinary Gardener by Sam Broughton. The Little Gardener by Emily Hughes. Bloom by Anne Booth and Robyn Owen Wilson. Lifecycles; Seed to Sunflower by Camilla De la Bedoyere. Look and Wonder; The Amazing Life Cycle of Plants by Kay Barnham.</p> <p><i>Range of texts/poetry about plants and growing.</i></p> <p>Writing focus</p>	<p>INFORMATION Instructions 3 Weeks</p>	<p>INFORMATION Instructions and descriptive writing 3 Weeks</p>	<p>ENTERTAINMENT Adventure/Drama Spooky/Suspense 3 Weeks</p>	<p>INFORMATION Instructions 2 Weeks</p>	<p>DISCUSSION Balanced Argument 2 Weeks</p>	<p>DISCUSSION Balanced Argument 2 Weeks</p>
	<p>Oliver’s Vegetables by Vivien French and Alison Bartlett Oliver’s Fruit Salad by Vivien French and Alison Bartlett (link to PSHE and DT)</p>	<p>The Egg by MP Robertson The Dragon Machine by Helen Ward</p>	<p>Escape from Pompeii by Christina Balit (link to Geography)</p>	<p>How To Train Your Dragon by Cressida Cowell (link to History)</p>	<p>Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions by Michael Rosen and Annemarie Young</p>	<p>The Giant’s Necklace by Michael Morpurgo</p>	
	<p>Instructions for how to plant a seed and look after/grow produce</p>	<p>Instructions for how to catch a dragon and character description writing</p>	<p>A re-telling of the story</p>	<p>Instruction writing</p>	<p>Written balanced argument on migration</p>	<p>Written balanced argument on children’s independence versus parental responsibilities for their children</p>	
	<p>INFORMATION Recount 2 Weeks</p>	<p>INFORMATION Recount 2 Weeks</p>	<p>INFORMATION Newspaper Report 2 Weeks</p>	<p>DISCUSSION Book Review 2 Weeks</p>	<p>INFORMATION Recount 2 Weeks</p>	<p>INFORMATION Editorial 2 Weeks</p>	
	<p>Recount of a School Trip to the Sealife Centre, London (link to Science)</p>	<p>Recount of a School Trip to Dover Castle (link to History)</p>	<p>Pebble in my Pocket: a History of our Earth by Meredith Hooper (repeat author and link to Geography)</p>	<p>How To Train Your Dragon by Cressida Cowell (link to History)</p>	<p>Recount of a School Trip or a memorable event that occurred recently</p>	<p>The Giant’s Necklace by Michael Morpurgo</p>	
	<p>Write a recount</p>	<p>Write a recount</p>	<p>Newspaper report</p>	<p>Book review</p>	<p>Write a recount</p>	<p>Write an editorial</p>	
<p>ENTERTAINMENT Poetry 1 Week</p>	<p>ENTERTAINMENT Poetry 1 Week</p>	<p>ENTERTAINMENT Poetry 1 Week</p>	<p>ENTERTAINMENT Poetry Rhyme</p>	<p>ENTERTAINMENT Poetry Sonnet</p>	<p>ENTERTAINMENT Poetry 1 Week</p>		

	<p>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.</p> <p>Letters may be written randomly at first, then progress to being written in the order in which they occur in the word.</p> <p>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>				1 Week	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		
<p>Summer 1</p>	<p>KEY TEXTS – ‘Animal Safari/Big Wide World’ (focus on animals, our world and minibeasts).</p> <p>One Day On Our Blue Planet (selection - in the savannah, ocean, rainforest, Antarctic, outback) by Ella Bailey.</p> <p>An Emperor’s Egg by Martin Jenkins.</p> <p>My First Book of Garden Bugs by Martin Unwin.</p> <p>Giraffes Can’t Dance by Giles Andreae.</p> <p>Dear Zoo by Rod Campbell.</p> <p>Elmer (various) by David McKee.</p> <p>The Dawn Chorus by Suzanne Barton.</p> <p>Nightsong by Ari Berk.</p> <p>Hungry Caterpillar by Eric Carle.</p> <p>Superworm by Julia Donaldson.</p> <p>Mad About Minibeasts! by Giles Andreae.</p> <p>Slug Needs a Hug by Jeanne Willis.</p> <p>The Very Ugly Bug by Liz Pichon.</p> <p><i>Range of texts/poetry about Animals, the World and Minibeasts.</i></p>	ENTERTAINMENT Story Retelling 3 Weeks	ENTERTAINMENT Setting 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)	The Tunnel by Anthony Browne	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	Setting description writing	Speech: For/against poaching	Diary writing/emotive writing		
		ENTERTAINMENT Story Retelling 2 Weeks	ENTERTAINMENT Diary writing 2 Weeks	INFORMATION Newspaper Report and persuasive poster 2 Weeks	INFORMATION Recount 2 Weeks	PERSUASION Leaflet 2 Weeks	PERSUASION Balanced argument 2 Weeks
		The Treasure of Pirate Frank by Elspeth Graham and Mal Peet	Man on the Moon by Simon Bartram	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 Island by Armin Greder
		Story re-telling	Diary writing	Newspaper report and persuasive poster	Write a recount		
				ENTERTAINMENT Poetry 1 Week	ENTERTAINMENT Poetry 1 Week	ENTERTAINMENT Poetry 1 Week	ENTERTAINMENT Poetry 1 Week
		<p>Writing focus</p> <p>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> <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>			Heard it in the Playground by Allan Ahlberg	Michael Rosen’s Book of Very Silly Poems by Michael Rosen and Shoo Rayner	Walking with my Iguana By Bob Moses

	<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>			Poetry performance	Role play/performance			
Summer 2	<p>KEY TEXTS – ‘On the Beach’ (focus on under the sea, the beast/coast, summer and transition).</p> <p>Lucy and Tom at the Seaside by Shirley Hughes The Lighthouse Keeper’s Lunch by David Armitage and Ronda Armitage. What the Ladybird Heard at the Seaside by Julia Donaldson and Lydia Monks. Sharing a Shell by Julia Donaldson and Lydia Monks. Somebody Swallowed Stanley by Sarah Roberts. Our Beach by Rebecca Smith (with author visit). Rainbow Fish by Marcus Pfister. Commotion in the Ocean by Giles Andreae. Tiddler by Julia Donaldson. Tropical Terry by Jarvis. The Big Book of the Blue 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 description writing 2 Weeks	INFORMATION Non-Chronological Report 2 Weeks	ENTERTAINMENT Character Description 2 Weeks	DISCUSSION Balanced Argument 2 Weeks	ENTERTAINMENT Adventure/Drama Spooky/Suspense 2 Weeks	
		Billy’s Bucket by Kes Gray and Garry Parsons	Man on the Moon by Simon Bartram	India, Incredible India by Jaspinder Bilan and Nina Chakrabarti (link to Geography)	Stig of the Dump by Clive King	Room 13 by Robert Swindells	St George and the Dragon picture	
		Story re-telling	Character description writing	Non-chronological report	Character descriptive writing		Children write a humorous tale invented narrative that ends with the picture	
		INFORMATION Recount 2 Weeks	ENTERTAINMENT Character/Setting Description 3 Weeks	INFORMATION Recount 2 Weeks	INFORMATION Non-Chronological Report 2 Weeks	INFORMATION Newspaper Report 2 Weeks	ENTERTAINMENT Playscripts 4 Weeks	
		Recount of a School Trip to London Zoo (link to Science)	Billy and the Minpins by Roald Dahl (chapter book)	Recount of a School Trip or a memorable event that occurred recently	The History Detective Investigates: Mayan Civilization (link to History)	Room 13 by Robert Swindells	School Summer Production	
		Write a recount	Character and setting description writing	Write a recount	Non-Chronological Report		Children write their own playscript using Summer Production as a basis	
		<p>Writing focus</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 Non-Chronological Report 2 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
			Our Beach by Rebecca Smith	Here We Are by Oliver Jeffers (repeat author)	Play Time by Julia Donaldson	The House That Sailed Away by Pat Hutchins	Save the Seas by Liz Gogerly What a Waste 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>Non-chronological report, create a whole class book about our world</p>	<p>Playscript</p>	<p>Playscript</p>		