

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:						
Core text: &						
Author	The Gingerbread Man by Mara Alperin	Festivals by Jane Bingham	A Walk in the Woods by Flora Martyn	Hattie Peck: The Journey Home by Emma Levey	Supertato by Sue Hendra	Clem and Crab by Fiona Lumbers (Environment theme)
Film Link:	Animated story			The Evil Pea Book trailer		
Poetry:	P2W Poetry unit: A bundle of Rhymes	This Little Puffin – Compiled by Elizabeth Matterson Action Rhymes – John Foster, Carol Thompson	P2W Poetry unit: Into the Pond	This Little Puffin – Compiled by Elizabeth Matterson Healthy Eating Poems	This Little Puffin – Compiled by Elizabeth Matterson Mad About Minibeasts – Giles Andreas	P2W Poetry unit: Eat your peas Louise
Fiction text type:	WRITING TO ENTERTAIN	WRITING TO ENTERTAIN	WRITING TO ENTERTAIN	WRITING TO ENTERTAIN	WRITING TO ENTERTAIN	WRITING TO ENTERTAIN
	Outcome – oral retelling & draw images, write labels			Retell/rewrite of the story	Retell the story	Retell/rewrite of the story
Non-fiction text type:	WRITING TO INFORM	WRITING TO INFORM	WRITING TO INFORM	WRITING TO INFORM	WRITING TO INFORM	WRITING TO INFORM
		Simple captions	Recount		Write a letter	
F2 Long Term Plan	Emergent writing: Develop listening and speaking skills in a range	Emergent writing: Copies adult writing behaviour e.g. writing	Emergent writing: Use appropriate letters for initial sounds.	Emergent writing: Build words using letter sounds in writing.	Emergent writing: Continue to build on knowledge of letter	Emergent writing: Show awareness of the different audience for writing.

	<p>of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.</p> <p>Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders</p>	<p>sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC</p> <p>Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
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