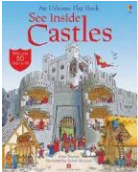
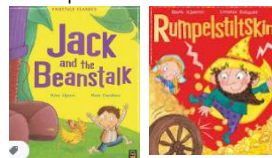


KEY STAGE CYCLE OVERVIEW

CYCLE B YEAR: 1 & 2



AUTUMN 1				AUTUMN 2		
TOPIC – HOMES & CASTLES	Text Stimulus	Weeks	Writing Outcomes	Text Stimulus	Weeks	Writing Outcomes
	Endangered animals (non-fiction texts relating to class animals) 	1	OUTCOMES: -Induction unit outlining non-negotiables for English in Y1 & 2. -Information text	 Links to Remembrance 	1	OUTCOMES Writing focus: What are we thankful for? Written work (Y1)/ written poetry (Y2) to be read aloud to an audience.
	The Three Little Pigs 	2,3 & 4	OUTCOMES: Pupils will deepen knowledge of the 4 sentence types – Statement, question, exclamation and command (Y2) Children will create: -A Character description (with a focus on Y1/2 adjectives) -A Setting description (With a focus on adjectives (Y1) and expanded noun phrases (Y2)) -Story re-tell with the use of story maps (with a focus on the use of conjunctions)	Non-Fiction texts (books & online resources) about castles 	2	OUTCOMES: Fact sentences (Y1) Fact file (Y2) (focus on conjunctions and use of past tense)
	The Three Little Wolves & The Big Bag Pig by Eugene Trivizas	5, 6 & 7	OUTCOMES: Pupils will deepen knowledge of the 4 sentence types – Statement, question, exclamation and command.	Poem – this is the key to the castle by Dave Calder	3	OUTCOMES: Performance poetry (no written outcome) *ASSESSMENT WEEK*

			Opportunities for role-play will be built into the learning journey. Children will create: -A Character description (with a focus on Y1/2 adjectives) -A Setting description (With a focus on adjectives (Y1) and expanded noun phrases (Y2)) -Story re-tell with the use of story maps (with a focus on the use of conjunctions)			
				The Very Last Castle – Travis Jonker 	3	OUTCOMES -Story prediction – what will the inside of the castle look like? What will the main character see? Create a setting description (focus on adjectives and use of commas in a list)
	Coming to England – Floella Benjamin (Y1 Unmissable) 	6 & 7	OUTCOMES: Change to setting description Y1 letter writing (Floella writing to Marnie in England – shared write) Y2 Letter writing (Marnie to her family in Trinidad about what she has seen in London)	The Christmas Story 	4	OUTCOMES: Story retell with the use of story mapping. Teaching sequence to create opportunities for role-play.
				Pantomime focus: A Text linked to a popular/ current Pantomime: Examples: 	5,6 & 7	OUTCOMES: Teaching sequence will support opportunities for role-play. Children will create: -A Character description (with a focus on Y1/2 adjectives) -A Setting description (With a focus on adjectives (Y1) and commas in a list(Y2))

			-Story re-tell with the use of story maps (with a focus on the use of conjunctions and writing in the past tense) Pupils will deepen knowledge of the 4 sentence types – Statement, question, exclamation and command.
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NATIONAL CURRICULUM – YEAR 1 & 2

Y 1 & 2 National Curriculum Requirements Writing and Composition

In Year 1 pupils should be taught to:

Write sentences by:

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers.

In Year 2, pupils should be taught to:

- Develop positive attitudes towards and stamina for writing by:
- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events
- Writing poetry
- Writing for different purposes
- Consider what they are going to write before beginning by:
- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
- Evaluating their writing with the teacher/peers
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (progressive – ing)
- Proof-reading to check for errors in spelling, grammar and punctuation
- Read aloud what they have written with appropriate intonation to make the meaning clear

Y1 & 2 Grammar Requirements	In Year 1, pupils should be taught to: • Leave 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’ • Grammar terms to be used: word, sentence, punctuation, letter, capital letter, singular, plural, full stop, question mark, exclamation mark. In Year 2, pupils should be taught to: • Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas in lists and apostrophes for contracted forms and the singular possessive Learn how to use: • Sentences with different forms: statement, question, command and exclamation • Expanded noun phrases to describe and specify • The present and past tenses correctly and consistently including the progressive form • Subordination (using if, when and because) and co-ordination (using and, or, but) • Grammar terms used: noun phrase, noun, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense, apostrophe, comma
Y1 & 2 Reading Requirements	In Year 1, pupils should be taught to: • Apply phonic knowledge and skills as the route to decode words Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear read to their own experiences • Becoming very familiar with key stories, fairy stories and traditional tales, • Retelling them and considering their particular characteristics • Recognising and joining in with predictable phrases • Learning to appreciate rhymes and poems, and to recite some by heart • Discussing word meanings, linking new meanings to those already known • Being able to locate specific parts of a text eg labels/title/diagram Understand both the books they can already read accurately and fluently and those they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done • Predicting what might happen on the basis of what has been read so far • Participate in discussion about what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them. In Year 2, pupils should be taught to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

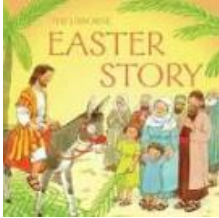
Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Being able to skim read the title, blurb, contents page to speculate/predict what the text may be about

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

SPRING 1				SPRING 2		
TOPIC – Explorers & Adventurers	Text Stimulus	Weeks	Writing Outcomes	Text Stimulus	Weeks	Writing Outcomes
	Performance Poetry There was an Old Woman - anon 	1	OUTCOMES: Performance poetry (no written outcome) – video evidence. Children should create visuals (style of story map) to support oral performance of poem. Focus on reading fluency and prosody with actions.	Non-Fiction - Little People, Big Dreams – Amelia Earhart 	1 & 2	OUTCOMES: -Fact sheet about Amelia Earhart
	The Great Explorer by Chris Judge 	2,3 & 4	OUTCOMES: -Create a fact sheet about destinations from the book (north pole) -Write a setting description (north pole) -Write a letter (Y2)/ Write a postcard (Y1)	Emma Jane's Aeroplane by Katie Haworth 	3 & 4	OUTCOMES: -Story retell with use of story mapping -up level work/ strong focus on editing (Focus on sentence openers)

	Meerkat Mail by Emily Gravett 	5 & 6	OUTCOMES: -Create a fact sheet about destinations from the book (Kalahari Desert) -Write a setting description (desert) -Write a letter (Y2)/ Write a postcard (Y1) Y1 - Write facts about destinations from the book (Kalahari Desert) -Write a setting description Grammar taught: Conjunctions -Write a letter (Y2)/ Write a postcard (Y1) Grammar taught: Subordinating conjunctions		5	OUTCOMES: Story retell with the use of story mapping. Teaching sequence to create opportunities for role-play.
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NATIONAL CURRICULUM

Y 1 & 2 National Curriculum Requirements Writing and Composition

In Year 1 pupils should be taught to:

Write sentences by:

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers.

In Year 2, pupils should be taught to:

- Develop positive attitudes towards and stamina for writing by:
- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events
- Writing poetry
- Writing for different purposes
- Consider what they are going to write before beginning by:
- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say sentence by sentence

	• Make simple additions, revisions and corrections to their own writing by: • Evaluating their writing with the teacher/peers • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (progressive – ing) • Proof-reading to check for errors in spelling, grammar and punctuation • Read aloud what they have written with appropriate intonation to make the meaning clear
Y1 & 2 Grammar Requirements	In Year 1, pupils should be taught to: • Leave 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’ • Grammar terms to be used: word, sentence, punctuation, letter, capital letter, singular, plural, full stop, question mark, exclamation mark. In Year 2, pupils should be taught to: • Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas in lists and apostrophes for contracted forms and the singular possessive Learn how to use: • Sentences with different forms: statement, question, command and exclamation • Expanded noun phrases to describe and specify • The present and past tenses correctly and consistently including the progressive form • Subordination (using if, when and because) and co-ordination (using and, or, but) • Grammar terms used: noun phrase, noun, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense, apostrophe, comma
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- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Discussing the significance of the title and events
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

In Year 2, pupils should be taught to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

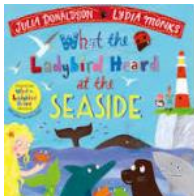
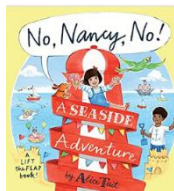
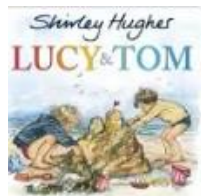
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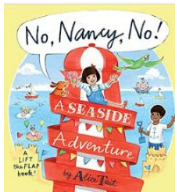
- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
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- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
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- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
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- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

TOPIC – Buckets & Spades

TOPIC – Buckets & Spades	SUMMER 1			SUMMER 2		
	Text Stimulus	Weeks	Writing Outcomes	Text Stimulus	Weeks	Writing Outcomes
	What the Ladybird Heard at the Seaside by Julia Donaldson 	1	OUTCOME: Setting description of beach/ seaside	No Nancy No By Alice Tait 	1 & 2	OUTCOME: -Story retell with opportunities for story mapping built into learning journey.
	Lucy & Tom at the Seaside  By Shirley Hughes	2 & 3	OUTCOMES Story retell (include strong focus on editing and up levelling)		3 & 4	OUTCOMES: -Fact sentences (Y1) -Information leaflet about the attractions for tourists in Blackpool (Y2)
			OUTCOMES: Instructions – How to build a sandcastle		5	OUTCOMES: Recount – visit to the coast/ seaside destination Use talk for writing approach to support oral retelling and sequencing of the visit.
		5	OUTCOMES -Listen to seasonal/ weather poetry	Whole school – reflection writing activity Transition writing	6 & 7	-Transition writing (reflections, hopes and goals).

	Poetry – Weather Poetry 		-write poetry/ sections of poetry inspired by seasonal walks and objects.			
	No Nancy No  By Alice Tait	6	OUTCOMES: -Setting description			

NATIONAL CURRICULUM

Y 1 & 2 National Curriculum Requirements Writing and Composition

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- Writing poetry
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- Consider what they are going to write before beginning by:
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- Make simple additions, revisions and corrections to their own writing by:
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	• Proof-reading to check for errors in spelling, grammar and punctuation • Read aloud what they have written with appropriate intonation to make the meaning clear
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- Predicting what might happen on the basis of what has been read so far
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In Year 2, pupils should be taught to:

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