



AUTUMN 1		SPRING 1		SUMMER 1	
<b>Topic:</b> Happy Place, Happy Face – All About Me		<b>Topic:</b> Blast Off!		<b>Topic:</b> Grow, Grow, Grow	
<b>Genres:</b> Nursery Rhymes, Fiction, Simple story sequencing		<b>Genres:</b> Traditional Tales, Lists, Fiction & Non-fiction		<b>Genres:</b> Fiction & Non-fiction	
<b>Key Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>		<b>Key Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with known letter-sound correspondence using a capital letter and a full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>		<b>Key Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with known letter-sound correspondence using a capital letter and a full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• <i>Write recognisable letters, most of which are correctly formed.</i></li> <li>• <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></li> <li>• <i>Write simple phrases and sentences that can be read by others.</i></li> <li>• <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></li> </ul>	
<b>Books:</b> Starting School The Colour Monster The Colour Monster goes to School Peace at Last Ouch! Don't Hog the Hedge The Leaf Thief	<b>Writing Opportunities:</b> - Name writing/outdoors (chalk) - Self Portrait - Opportunities for mark making in all areas - Fine motor activities - Sequencing - Opportunities for writing in all areas of CP - <b>Initial/final letter sounds &amp; simple CVC words</b>	<b>Books:</b> Whatever Next! Aliens Love Underpants Look Up! The Gingerbread Man	<b>Writing Opportunities:</b> - Character description (adjectives) - List - Character speech bubble - Opportunities for writing in all areas of CP - <b>Simple sentence construction (capital letter, finger space, full stop)</b> - <b>Use of descriptive words in writing</b>	<b>Books:</b> Jasper's Beanstalk What the Ladybird Heard Farm Recount	<b>Writing Opportunities:</b> - Retell and sequencing - Eid – recount - Instructions - Opportunities for writing in all areas of CP - <b>Simple sentence construction (capital letter, finger space, full stop)</b> - <b>Use of descriptive words in writing</b> - <b>Using 'and' to extend sentences</b> - <b>Basic story structure for writing</b> - <b>Stamina for writing</b>



AUTUMN 2		SPRING 2		SUMMER 2	
<b>Topic:</b> Abracadabra		<b>Topic:</b> Fabulous Food		<b>Topic:</b> Under the Sea	
<b>Genres:</b> Non-Fiction Fiction, Lists, Captions, Lists		<b>Genres:</b> Non-fiction, Fiction, Lists, Recipes		<b>Genres:</b> Traditional Tales, Poetry, Fiction & Non-fiction	
<b>Key Learning Objectives:</b> <ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Re-read what they have written to check that it makes sense</li> </ul>		<b>Key Learning Objectives:</b> <ul style="list-style-type: none"> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with known letter-sound correspondence using a capital letter and a full stop.</li> <li>Re-read what they have written to check it makes sense.</li> </ul>		<b>Key Learning Objectives:</b> <ul style="list-style-type: none"> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with known letter-sound correspondence using a capital letter and a full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> <li><i>Write recognisable letters, most of which are correctly formed.</i></li> <li><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></li> <li><i>Write simple phrases and sentences that can be read by others.</i></li> <li><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></li> </ul>	
<b>Books:</b> Meg and Mog Room on the Broom Meg and Mog in the Snow Christmas Stories	<b>Writing Opportunities:</b> - Sequencing - Simple retell (fiction) - Lists - Captions - Opportunities for writing in all areas of CP - <b>Simple captions and introduce sentence construction (capital letter, finger space, full stop)</b>	<b>Books:</b> Supertato Supertato Veggies Assemble Kitchen Disco The Little Red Hen Mr Wolf's Pancakes	<b>Writing Opportunities:</b> - Instructions - Recount (non-fiction) - Character description - Non-fiction information - Opportunities for writing in all areas of CP - <b>Simple sentence construction (capital letter, finger space, full stop)</b> - <b>Use of descriptive words in writing;</b>	<b>Books:</b> Smiley Shark Tiddler Under the Sea Commotion in the Ocean The Three Billy Goats Gruff	<b>Writing Opportunities:</b> - Character description - Retell - Opportunities for writing in all areas of CP - <b>Simple sentence construction (capital letter, finger space, full stop)</b> - <b>Use of descriptive words in writing</b> - <b>Using 'and' to extend sentences</b> - <b>Basic story structure for writing</b> - <b>Stamina for writing</b>