

## Progression of texts used throughout the year.

YEAR 1	NAME OF TEXT	AUTHOR	KEY LITERACY FOCUS FROM THIS TEXT
<b>Term 1</b> <b>Toys</b>  <span style="background-color: #FF00FF; padding: 2px;">History link</span>	That Rabbit Belongs to Emily Brown.	Cressida Cowell	<p><b><u>Reading</u></b>            Identify the characters in a story.            Recognise a character's feelings.            Say why a character has a feeling.</p> <p><b><u>Writing</u></b>            Describe Emily's bunny and the Queen's teddy bear by labelling pictures with adjectives. Write simple captions or sentences.            I can sit correctly at a table. I can hold a pencil comfortably and correctly.</p> <p><b><u>GPS</u></b>            Leave spaces between words            Use a capital letter for the start of a sentence</p>
	Little Bear Lost	Jane Hissey	<p><b><u>Reading</u></b>            Reading for pleasure.            Know some familiar stories.            Use picture clues to support understanding</p> <p><b><u>Writing</u></b>            Label 'This Bear is Lost' poster. Write simple captions.</p> <p><b><u>Handwriting</u></b>            Letters are correctly formed and orientated</p>
	We're Going on a Bear Hunt	Michael Rosen	<p>Drama Workshop</p> <p>Children to perform this story.</p> <p><b><u>Writing</u></b>            Children to create story maps. Label, write simple captions/sentences.</p>
	Autumn Poems		<p><b><u>GPS</u></b>            Use the personal pronoun 'I'</p> <p><b><u>Reading</u></b>            Reading for pleasure, introduce poetry</p>

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			<p><b>Writing</b> Compose orally and write simple poems. Write a poem about our autumn walk using the senses and starting with the pronoun 'I'. 'I can hear...'</p>
	The Bad Day	Frann Preston Gannon	Use picture cues to deepen understanding
<p><b>Term 2</b> <b>Arctic</b> <b>Geog Link</b></p>	No Way Home for Wolf	Rachel Bright	<p><b>Reading</b> Find the title, author and the illustrator of a book. Make predictions, discuss favourite parts of the story.</p> <p><b>Writing</b> Story setting Say out loud what they are going to write about, talk about where the sentence begins and ends. Spell unknown words using phonemes</p>
	Snow Bear	Piers Harper	<p><b>Writing</b> Sequence story Story map/plan a short narrative Write their own story about an arctic animal's adventure. Story to include a dilemma. Say a sentence out loud before writing it down.</p>
	One Snowy Night	Nick Butterworth	<p><b>Reading</b> Know that stories can have similar characters Use picture cues to deepen understanding</p>
	The Storm Whale in Winter	Benji Davies	<p><b>Reading</b> Read common words using phonic knowledge</p> <p><b>Writing</b> Write a description of winter weather Write an acrostic poem or a shape poem about a whale</p>
	Arctic Animal non-fiction books		<p><b>Reading</b> Reading for pleasure To know the difference between a story book and an information book.</p> <p><b>Writing</b></p>

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<b>Christmas</b> <b>R.E. link</b>			<p>Write a non-chronological report about an Arctic animal</p> <p>Use information which is factual and accurate</p> <p>Use picture/diagrams</p> <p>Use Subheadings and technical language</p>
	The Christmas Story (Nativity)		<p><b>Reading</b></p> <p>Use prior knowledge to understand texts</p> <p><b>Writing</b></p> <p>Sequence simple sentences</p>
	Baboushka	Retold by Arthur Scholey	<p><b>Reading</b></p> <p>Interview Baboushka who has come to your town. What will you ask her? How will she respond?</p> <p>Reading Comprehension task</p>

Mog's Christmas Calamity	Judith Kerr	<p><b>Reading</b></p> <p>Reading for Pleasure - read the Mog books</p> <p>Re-tell the story from Mog's point of view</p> <p>Write a character description of Mog</p>
Sir Darcy & the Christmas Pudding	Alex Field	<p>Reading for Pleasure</p>
The Lighthouse Keeper's Christmas	Ronda Armitage	<p><b>Speaking &amp; Listening</b></p> <p>Use puppets/small world figures to role-play the story.</p> <p><b>Writing</b></p> <p>Complete the speech bubbles</p> <p>Matching words to pictures</p> <p>Write and draw about the different characters in the story</p>
'Twas the Night before Christmas	Clement C Moore	<p><b>Reading</b></p> <p>Identify unfamiliar words and ask about meaning.</p> <p><b>Writing</b></p> <p>Write a letter to Father Christmas</p> <p><b>GPS</b></p> <p>Use finger spaces</p>

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			Capital letter, full stop Use of personal pronoun 'I'
<b>Term 3</b> <b>Dinosaurs</b>  <b>History,</b> <b>Geog,</b> <b>Science Link</b>	Dinosaurs and all that Rubbish	Michael Foreman	Geography/Science Link Exploring dreams, desires and how to keep the Earth a nice place to call home. <b>Writing</b> Using adjectives to describe the state of the Earth Create a freeze frame on the state of the planet Write a list of instructions on how to clean our planet The Earth belongs to... label a poster/ write simple captions or sentences Write a poster on how to protect our environment <b>GPS</b> Begin to use exclamation marks and question marks
	A selection of Dinosaur non-fiction books		Write and design dinosaur fact sheets (mini project)
	Crunch Munch Dinosaur Lunch	Paul Bright	<b>Reading</b> Recognise rhyming language  <b>Writing</b> Character description Adjectives, use of onomatopoeia Read own writing aloud so it can be heard by others and check for sense
	King of the Dinosaurs (poem)	Paul Cookson	<b>Reading</b> Recognise rhyming language Identify unfamiliar words and ask about meaning <b>Writing</b> Compose orally and write simple poems Writing poetry – using sound words and rhyme I love it when my feet go smash, Triceratops roar and Stegosaurus' crash, I love it when my feet go smash.
	If I had a Dinosaur	Gabby Dawnay	<b>Reading</b> Use of rhyme. Discuss favourite line/part of the story...why? Recite a poem off by heart
	Winter Poems		<b>Reading</b>

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		<p>Reading comprehension and look at use of vocabulary – use the context to make informed guesses about the meaning of unfamiliar words.</p> <p><b><u>Writing - poetry</u></b> Attempt to write appropriately to the task. Compose sentences orally before writing.</p>
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<p><b>Term 4</b></p> <p><b>Weather</b></p> <p><b>Geog,</b></p> <p><b>Science,</b></p> <p><b>Maths link</b></p>	See Inside Weather and Climate	Usborne	<p><b><u>Reading</u></b> Listen to others’ ideas about a book Know that there are different kinds of books Know the difference between a story book and an information book Read for pleasure</p>
	Lift-the-flap Questions and Answers about Weather	Usborne	<p><b><u>Reading</u></b> Listen to others’ ideas about a book Know that there are different kinds of books Know the difference between a story book and an information book Read for pleasure</p>
	After the Storm	Nick Butterworth	<p><b><u>GPS</u></b> Know the difference between singular and plural. Add suffix s and es to words</p> <p><b><u>Reading</u></b> Look at the front cover of the book – what do you think will happen in the story? Re-tell stories orally using narrative language Find familiar story language Highlight powerful words to describe the storm Read phonetically decodable texts with confidence Blend sounds in unfamiliar words.</p> <p><b><u>Writing</u></b> Imagine you are Percy and write about the storm. Use your senses to imagine what it would be like - what can you hear? see? feel?</p> <p><b><u>GPS</u></b> Use personal pronoun ‘I’ Use ‘and’ to join ideas within a sentence</p>

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<p>Rhythm of the Rain</p>	<p>Grahame Baker-Smith</p>	<p>A beautiful, lyrical non-fiction picture book about the water cycle.</p> <p>Issac empties his little jar of water into a stream and follows its journey through the country and the city until it joins the ocean. On the other side of the world, Cassi welcomes the rain in her dry village, where rivers now run and make their way back to the sea. The cycle is complete as the sun heats the ocean and clouds are formed that carry rain back to Issac once more.</p> <p><b><u>GPS</u></b> Read the highlighted words and place them in alphabetical order. Punctuate sentences by adding full stops and capital letters</p> <p><b><u>Reading</u></b> Phonics activity: highlight the digraphs within the words. Reading comprehension on the water cycle</p> <p><b><u>Writing</u></b> Label a diagram (the water cycle) using technical vocabulary Story sequencing</p>
<p>Weather Poetry</p>		<p><b><u>Reading</u></b> Reading for pleasure</p> <p><b><u>Writing</u></b> Shape poems/calligrams</p> <p><b><u>Speaking and Listening</u></b> Speak clearly and confidently in front of people in class. Re-tell a poem</p>

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<b>Term 5</b>  <b>Plants &amp; minibeasts</b>  <b>Science link</b>	The Tiny Seed	Eric Carle	<u><b>Reading</b></u> Recognise repeated or patterned language Re-tell stories orally using narrative language Make links to other stories
	The Hungry Caterpillar	Eric Carle	<u><b>Reading</b></u> Recognise repeated or patterned language Re-tell stories orally using narrative language Make links to other stories  <u><b>Writing</b></u> Story-mapping and story re-tell Sequence sentences in chronological order Begin to use adjectives to add detail to sentences  <u><b>GPS</b></u> Use capital letters for the names of people, places, and days of the week.
	The Bad-tempered Ladybird	Eric Carle	<u><b>Reading</b></u> Recognise repeated or patterned language Re-tell stories orally using narrative language Make links to other stories
	Jasper's Beanstalk	Nick Butterworth	Linked with our science learning – growing a bean  <u><b>GPS</b></u> Make sure that word choices are relevant to the context and use word banks to support this.  <u><b>Writing</b></u> Writing a bean diary/science link Instruction writing – how to plant a bean Numbered points, written in order, time adverbials, title, simple, easy vocabulary
	The Tales of Peter Rabbit	Beatrix Potter	Linked to our year 1 planting project – designing our own mini-Year 1 garden.  <u><b>Reading</b></u> Give an opinion about a character Make predictions based on the events in the story.

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<p><b>Term 6</b></p> <p><b>Castles</b></p> <p><b>History link</b></p>	<p>A Brave Knight to the Rescue</p>	<p>Stella Maidment</p>	<p><b><u>Writing</u></b></p> <p>Character Description</p> <p>Write a description of the character The Brave Knight? Draw a picture of him and label drawing using adjectives. Write descriptive sentences about The Brave Knight (think about what he looked like, what he wore, how he acted, what kind of person he was). Try to use some interesting language and adjectives to the power of 3 (e.g.: The brave, fearless and courageous knight).</p> <p>Story Re-telling</p> <p>Can you re-tell the story of The Brave Knight in your own words? Remember to use interesting language! Using time connectives to help with sequencing re-telling of the story (first, next, after then, also, finally).</p> <p><b><u>Reading</u></b></p> <p>Know that words can have omitted letters and that an apostrophe represents the omitted letter. Can you use a contracted word with an apostrophe (e.g.: The knight was brave because he didn't know who he would be meeting next).</p> <p><b><u>GPS</u></b></p> <p>Spell words using the prefix un</p>
	<p>The Ups and Downs of the Castle Mice</p>	<p>Michael Bond</p>	<p><b><u>GPS</u></b></p> <p>Spell words using the suffixes -ing, -ed, -er and -est where no change is made to the root word.</p> <p><b><u>Reading</u></b></p> <p>Match graphemes to their phonemes in reading</p> <p>Answer retrieval questions about a book</p>
	<p>The Tough Princess</p>	<p>Martin Waddell</p>	<p>Reading for pleasure</p>
	<p>The Dragon and the Nibblesome Knight</p>	<p>Elli Woollard</p>	<p><b><u>Reading</u></b></p> <p>Discuss the meaning of unfamiliar words</p> <p>Use information from the story to support opinion</p> <p>Recognise rhyming language</p>

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Selection of Non-fiction Books		Researching, drawing and labelling a Motte and Bailey Castle Describing and labelling a knight' Use technical vocabulary
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