

KS1 Reading and Writing Parent/ Carer Workshop



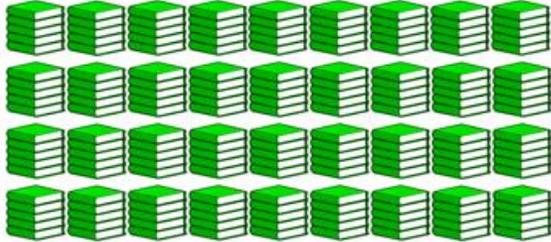
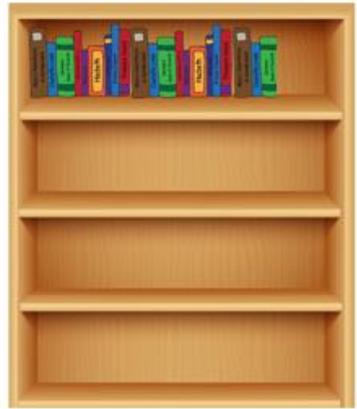
Reading

- What is phonics and how can I support with learning new sounds?
- How is reading taught at school?
- What do the colour bands mean?
- How can I support with reading at home?
- What should my child be able to do by the end of Year 1/2?

Why is it important to read at home?

- Hearing your child read every day helps them with their decoding and fluency skills.
- Reading stories to your children helps develop their love of reading and increases their vocabulary significantly.



| | |
|--|---|
| Child A reads for 20 minutes per night, 5 times a week  | Child B reads for 4 minutes per night...or not at all  |
| In one week: 100 minutes of reading  | In one week: 20 minutes of reading  |
| In one month: 400 minutes of reading  | In one month: 80 minutes of reading  |
| In one school year (9 months): 3,600 minutes of reading  | In one school year (9 months): 720 minutes of reading  |
| By the end of year 6: 28,800 minutes of reading (80 school days)  | By the end of year 6: 5,760 minutes of reading (16 school days)  |

Reading Online



<https://home.oxfordowl.co.uk/reading/free-ebooks/>



<https://www.busythings.co.uk/play/>

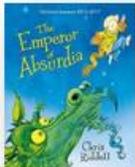
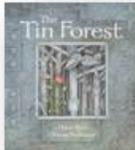
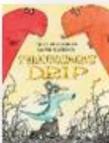
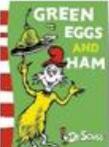
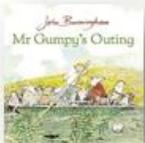
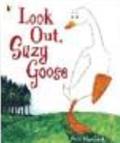
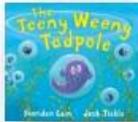
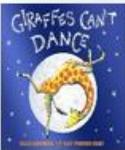
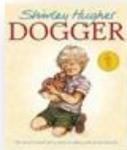
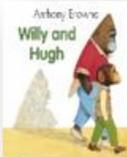
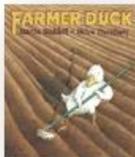
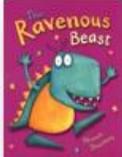
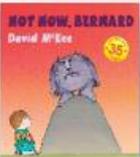
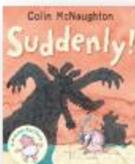
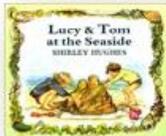
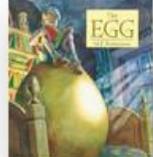


<https://www.getepic.com/sign-in>

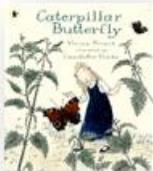
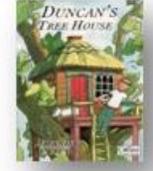
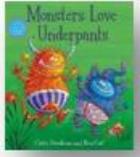
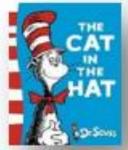
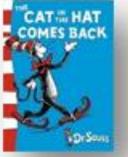
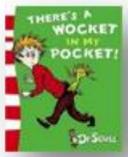
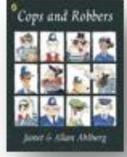
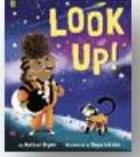
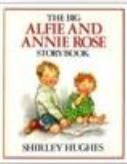
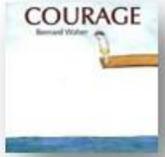
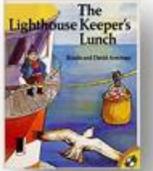
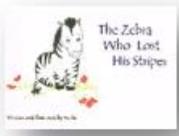
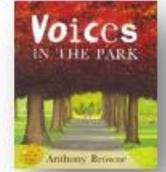
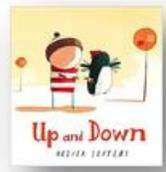
Below are some **very reasonably priced** book sets that will support your child's reading development, which can be purchased at [books2door.com](https://www.books2door.com)

| Link: https://www.books2door.com | | | | | |
|---|--------------|--------|----------------|--|---|
| Reading Age | No. of books | Price | Price per book | Collection Title | Picture |
| Home Header ColourBanded Books for R - Y3 | | | | | |
| R - Y3 | 50 | £32.99 | £0.65 | Usborne My First Reading Library |  |
| R - Y3 | 50 | £33.54 | £0.67 | Usborne My Second Reading Library |  |
| R - Y1 | 36 | £33.99 | £0.94 | Julia Donaldson's Songbirds Phonics & Oxford Collection |  |
| R - Y1 | 30 | £23.75 | £0.79 | Reading Champions for New Readers |  |
| Y1 - Y3 | 30 | £28.99 | £0.96 | Reading Champions Developing Readers (Suitable for Year 4 and 5 working below reading age) |  |
| Y1 - Y3 | 30 | £25.95 | £0.86 | My Early Reader Library Collection (Suitable for Year 4 and 5 working below reading age) |  |
| Y2 - Y4 | 40 | £28.29 | £0.70 | Usborne Reading Collection for Confident Readers (Suitable for Year 5 and 6 working below reading age) |  |

Year 1 Bucket List Books

| | | | | | | | |
|---|---|--|---|---|---|---|---|
| Beegu by Alexis Deacon | The Emperor of Absurdia by Chris Riddell | The Tin Forest by Helen Ward | Tyrannosaurus Drip by Julia Donaldson | The Snail and the Whale by Julia Donaldson | Green Eggs and Ham by Dr. Seuss | Horton Hears a Who! by Dr. Seuss | So Much by Trish Cooke |
|  |  |  |  |  |  |  |  |
| Astro Girl by Ken Wilson-Max | My Two Grannies by Floella Benjamin | Mr Grumpy's Outing by John Burningham | Jasper's Beanstalk by Nick Butterworth and Mick Inkpen | Look Out, Suzy Goose by Petr Horacek | The Teeny Weeny Tadpole by Sheridan Cain and Jack Tickle | Eric Carle Collection | Oops! by Colin McNaughton |
|  |  |  |  |  |  |  |  |
| Giraffes Can't Dance by Giles Andreae | Dogger by Shirley Hughes | Willy and Hugh by Anthony Browne | Farmer Duck by Martin Waddell | Some Dogs Do by Jez Alborough | The Ravenous Beast by Niamh Sharkey | Harry and the Dinosaurs by Ian Whybrow | The Pig in the Pond by Martin Waddell |
|  |  |  |  |  |  |  |  |
| Billy's Bucket by Kes Gray | Not Now, Bernard by David McKee | Funny Bones Collection by Allan Ahlberg | Suddenly by Colin McNaughton | Lucy and Tom's Christmas by Shirley Hughes | Lucy and Tom at the Seaside by Shirley Hughes | After the Fall by Dan Santat | The Egg by M. P. Roberston |
|  |  |  |  |  |  |  |  |

Year 2 Bucket List Books

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Caterpillar Butterfly Vivian French | Who's Afraid of the Big Bad Book by Lauren Child | Peace at Last By Jill Murphy | Cleversticks by Bernard Ashley | The Lonely Sea Dragon by Helen Dunmore | Duncan's Treehouse by Amanda Vesey | Shark in the Dark by Peter Bently | The Gruffalo's Child by Julia Donaldson |
|  |  |  |  |  |  |  |  |
| Dinosaurs Love Underpants by Claire Freedman | Monsters Love Underpants by Claire Freedman | The Cat in the Hat by Dr.Seuss | The Cat in the Hat Comes Back by Dr.Seuss | There's a Wocket in my Pocket by Dr.Seuss | Cops and Robbers by Janet and Allan Ahlberg | Amazing Grace by Mary Hoffman | Look Up by Nathan Bryon |
|  |  |  |  |  |  |  |  |
| Alfie and Annie-Rose Stories by Shirley Hughes | Once there were Giants by Martin Waddell | The Large Family Collection by Jill Murphy | Courage By Bernard Waber | Burglar Bill by Janet and Allan Ahlberg | The Lighthouse Keeper's Lunch by Ronda Armitage | Madeline in London by Ludwig Bemelmans | Winnie the Witch Collection by Valerie Thomas |
|  |  |  |  |  |  |  |  |
| The Zebra Who Lost his Stripes by Stasha | Princess Smartypants by Babette Cole | The Snowman by Raymond Briggs | Voices in the Park by Anthony Browne | Gorilla by Anthony Browne | Up and Down by Oliver Jeffers | The Story of Pinocchio | Mae Among the Stars by Roda Ahmed |
|  |  |  |  |  |  |  |  |



Phonics



“mmmmmm”

“Down the mountain
and over the
mountain.”

Set 1 sound mat!

| | | | | | | | | |
|---|--|--|--|--|--|---|--|--|
|  m |  a |  s |  d |  t |  i |  n |  p |  g |
|  o |  c |  k |  u |  b |  f |  e |  l |  h |
|  sh |  r |  j |  v |  y |  w |  th |  z | |

Set 2 Sound Mat



ay

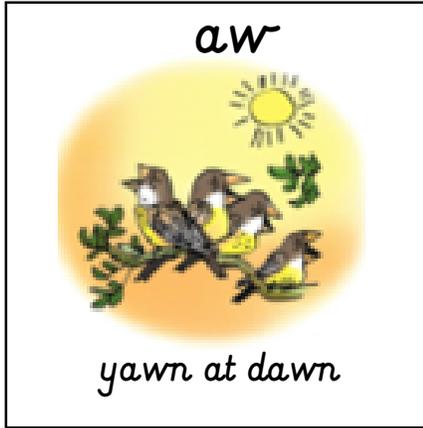
ch qu x ng nk



ay ee igh ow oo oo



ar or air ir ou oy



aw

| | | | | | | |
|----|-----|-----|-----|-----|-----|-----|
| | | | | | | |
| ea | oi | a-e | i-e | o-e | u-e | e-e |
| | | | | | | |
| aw | are | ur | er | ow | ai | ue |
| | | | | | | |
| oa | ew | ire | ear | ure | ie | |
| | | | | | | |
| wh | au | kn | ph | c | y | |

| | |
|--|--|
| play rain cake bacon eight  | see tea honey baby alien  |
| tight smile tie sky wild  | zoo chew huge rescue fruit  |
| twirl nurse letter worm learn  | phone goat snow toe  |
| porch down walk Paul chores  | grass house fence city listen  |
| net tennis gnome knight  | egg head cat kangaroo school clock  |
| sure ear deer chips fetch  | three worm whisk spoil boy  |
| fair bear care look push  | jump giraffe fudge orange  |
| orange wasp insect crystal  | shout cow robot cherry wrote  |
| shark chef attention delicious  | flower photo huff mummy numb  |
| leg spell turtle pencil mammal vowel  | car palm bath  |

Tricky Words

was  The wazz monster! want  said 

what  that  when 

Where were you?  We're lost!

beautiful = b.e.a.utiful people 

 could would should
...old ugly ladies dance?

I am **your** friend.
You're my friend.
You **are** our friend.



the **who** **come** **some** **with**
have **put** **which** **they** **why**



they're 
 over there
their 

Lots of
pigs
falling
off!


Pure Sounds

Stretchy Sounds:

s f sh r l n v

Remember, don't add the extra 'uh' sound!

Pure Sounds

Bouncy Sounds:

t h p c ck

Remember, don't add the extra 'uh' sound!

Pure Sounds

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

**Ruth Miskin
Training**



Key stage 1

Phonics screening check Pupils' materials



Check 1

Section 1

shin

buzz

harp

third

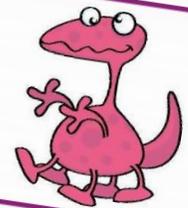
Check 1

Section 1

pab



vas



yon



ilt



oa



<https://www.youtube.com/watch?v=XYQ4V6hpN48>

goat on a boat

boat

stoap



Resources Available

AUTHENTIC PHONICS PAPERS

PHONICS

PHONICS CHECK

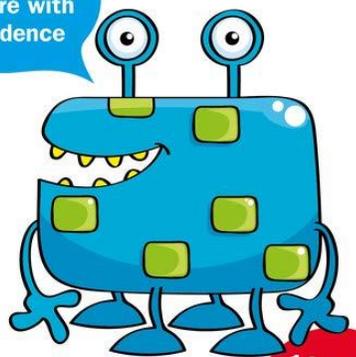
AGES 5-7

Includes three checks with answers and advice

SCHOLASTIC

PHONICS SCREENING CHECK

Help your child prepare with confidence



100% IN LINE WITH THE PHONICS CHECK

"Just like the real thing"
Exam Ninja

CGP Name: Class:

Year 1 English Phonics Buster



shell

clues

prazz

Essential test practice for the **Phonics Screening Check**

CGP Name: Class:

Year 1 English Phonics



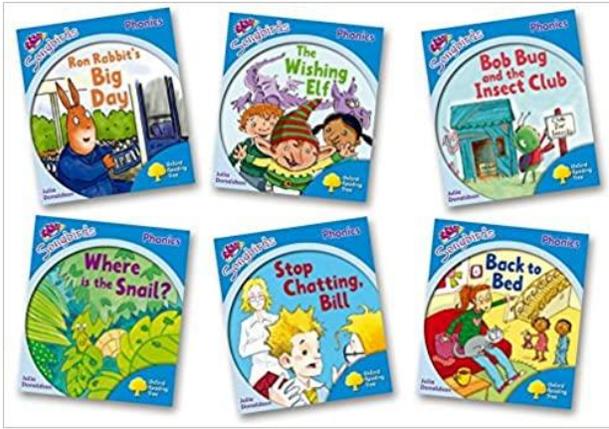
The music tutor conducts the pupils.

Book 2

Targeted Practice Book

Follows the **Letters and Sounds** programme including: the different sounds for **i, o, e, er, c, g, ow, ie, ea, u, ch, a, y, ou**

Colour Reading
Bands at
King Athelstan



King Athelstan Reading Scheme

At King Athelstan our aim is to foster a love of reading as children start on their reading journey, therefore our reading scheme reflects a diverse range of publishers, and in turn, a variety of characters, real and illustrated images and genres for our children to enjoy.

To provide our children with this broad range of texts we have carefully matched each scheme (including Big Cat, Songbirds, Oxford, Rigby Star and Phonics Books) to our own criteria, which is inextricably linked to our phonics scheme progression. *Pocket Rocket Readers* are also used alongside Read Write Inc. and reading scheme books in reception to ensure sounds taught in school are being practised at home.

Reading Scheme Criteria:

**Reading Age and Target Tracker Band are a guide for assessment - teacher assessment of comprehension should be used alongside these guides.*

Lilac



Nursery/ Reception

Lilac books are wordless books that tell stories or give information through pictures and are designed to develop understanding about how stories and information books work.

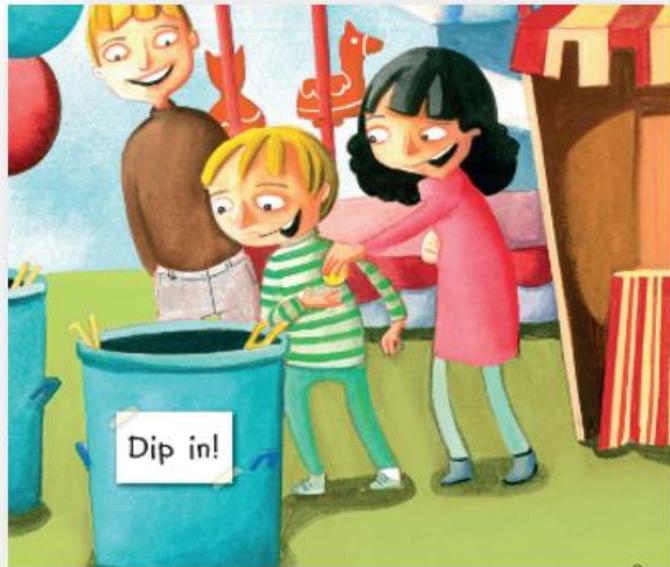
Reading Age*

3-4

Target Tracker Band*

30 - 50s

Pink



Reception - Autumn

Pink books offer emergent readers very simple text supported by illustrations. They use CVC words (with no digraphs).

Pink/Grey books offer emergent readers simple, predictable text with familiar objects and actions - these can be words with sounds not taught yet. Children should not try to 'sound out' these words and should use picture cues to support reading.

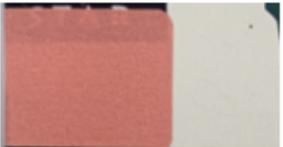
Reading Age*

3-5

Target Tracker Band*

40 - 60b

New 'Grey' Reading Bands Explained

| Colour Band | Criteria | Example of text |
|--|---|---|
| <p>Pink</p>  A photograph of a pink reading band, which is a rectangular strip of paper with a pink top half and a white bottom half. | <p>Pink on its own is fully decodable with initial alphabet sounds, 3 letter CVC only.</p> | <p>Sid sat. or Sid is sad.</p> |
| <p>Pink/Grey</p>  A photograph of a Pink/Grey reading band, which is a rectangular strip of paper with a pink top half and a grey bottom half. | <p>Pink/Grey = very basic, repetitive sentences, but some words use Y1 graphemes such as split digraphs, like the examples below. There are also some books with labels and pictures to prompt reading.</p> | <p>I like the big dog. or The skateboard.</p> |

Red

The nut is at the top.

Reception - Spring

Red books offer predictable text with familiar objects and actions, combined with simple story development. They use CVC words including some consonant digraphs and high frequency (tricky/red) words.

Red/ Grey books are as above, including words with sounds not yet taught. Children should not try to 'sound out' these words and should use picture cues to support reading.

Reading Age*

4-5

Target Tracker Band*

40 - 60w

Yellow

Chicken Licken and Hen Len ran to the farmyard.

Reception - Summer

Yellow books offer varied sentence structure and natural language. They introduce compound words, multi syllabic words, high frequency (tricky/red) words and include vowel digraphs taught in reception.

Yellow/ Grey books are simple in their sentence structure, often repetitive and include some digraphs not taught in reception e.g. split digraphs and ai, oa, ow.

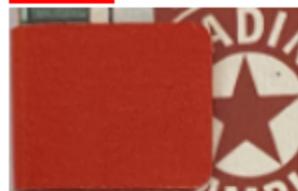
Reading Age*

4-5

Target Tracker Band*

40 - 60s

Red



Red on its own is fully decodable with initial alphabet sounds, CVC words and some consonant digraphs learnt in reception: ch, sh, th, ck, ff, ss, ll, zz,

The duck went to the pond.

Red/Grey



Red/Grey = repetitive sentences, but some words use reception vowel digraphs and Y1 graphemes.

"Oh no!" said everyone.

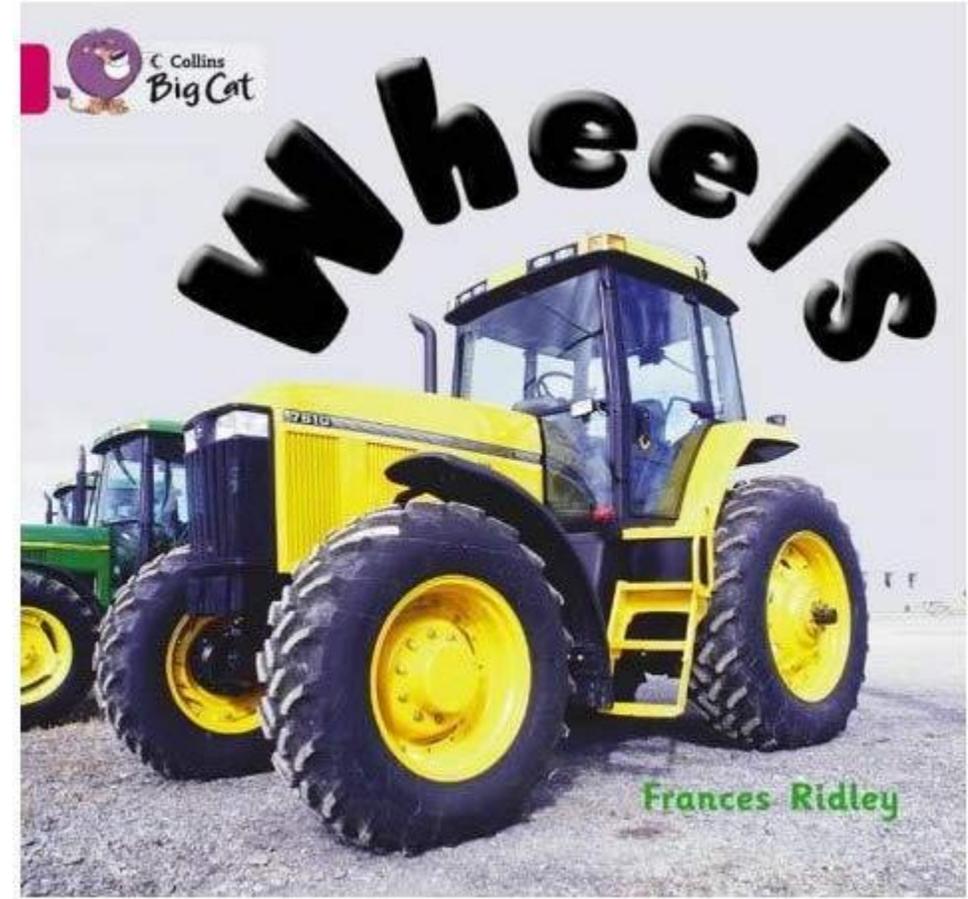
Pink and Red Books

Some words can be sounded out.



Sam

Some words the picture will prompt.



Yellow



Yellow on its own is fully decodable with adjacent consonants and graphemes taught in reception.

The pig was in the farmyard.

Yellow/Grey



Yellow/Grey = repetitive sentences, but some words use Y1 graphemes.

"Come on dad!" said Olly. "We want to get to the top!"

Blue

Plod, plod, plod went Tom's feet
down the long, hard road.



Year 1 - Autumn

Blue books offer longer, repeated patterns with sequential events and integrated literary and natural language. They include compound words, multi syllabic words, high frequency (tricky/red) words and consonant and vowel digraphs taught in the autumn term of Year 1, following the RWI progression.

Reading Age*

4-6

Target Tracker Band*

1b

Green



They stayed in a cottage. The
cottage was by a lake. It had
a boat.

Year 1 - Spring

Green books offer early readers patterned language and varied characters. Green books offer a larger volume of text per page (often two - three sentences) to begin to develop fluency (moving away from sounding out each word and recognising more words on sight). They use words with alternative spellings taught in Year 1.

Reading Age*

5-6

Target Tracker Band*

1w

Yellow and Blue books

Set 2 Sound Mat

| | | | | | |
|---|---|--|---|---|---|
|  ch |  qu |  x |  ng |  nk | |
|  ay |  ee |  igh |  ow |  oo |  oo |
|  ar |  or |  air |  ir |  ou |  oy |

Set 3 Sound Mat

| | | | | | |
|---|--|--|--|--|---|
|  ea |  oi |  a-e |  i-e |  o-e |  u-e |
|  aw |  are |  ur |  er |  ow |  ai |
|  oa |  ew |  ire |  ear |  ure | |

Dad put the toad down.



Orange

Year 1 - Summer

"There is no food," said the woodman.
"How will we eat?"
"Take Hansel and Gretel for a walk in
the Brown Wood," said his wife, "and
leave them."



Orange books offer varied text and characters, with action sustained over several pages. They continue to offer a larger volume of text per page (often three to four sentences per page) to begin to develop fluency (moving away from sounding out each word and recognising more words on sight). They use words with alternative spellings taught in Year 1.

Reading Age*

Target Tracker Band*

5-6

1s

Turquoise

Year 2 Autumn

The King was delighted and summoned Lily
to the castle. There, he took her to a turret and
showed her a bale of straw.



"Spin it into gold by morning and you may
marry my son," he said. Then he locked the door.

Turquoise books offer literary language and extended descriptions, with longer sentences and a wide range of unfamiliar terms. They continue to offer varied text and characters, with action sustained over several pages, to begin to develop more confidence with fluency, with children reading most words by sight.

Reading Age*

Target Tracker Band*

5-7

1s+/2b

Purple



The children were excited. They were going to take part in a play. It was all about the history of the town. The play was going to be held in the park, and the children had to rehearse their scene.

"I hope we don't forget what to do," said Chip.

Year 2 - Spring

Purple books offer developing readers literary language with some challenging vocabulary, as well as extended sentences and descriptions. Children should read purple books with confidence and expression, beginning to build stamina for longer reads.

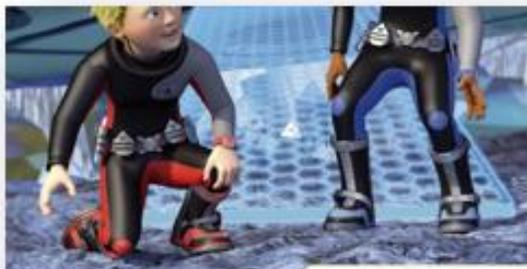
Reading Age*

6-7

Target Tracker Band*

2w

Gold



As soon as Max stepped off the ship, his whole body felt heavy.

Tiger slumped down next to him. "My arms and legs feel like concrete," he groaned.

"You need to adjust your suits to adapt to the planet's gravity," Seven called from the exit hatch.

Year 2 - Summer

Gold books offer developing readers literary language and stories with distinctive characters, who develop throughout the text, challenging vocabulary and extended sentences and descriptions. They build on purple books with some books providing simple chapters and a higher word count.

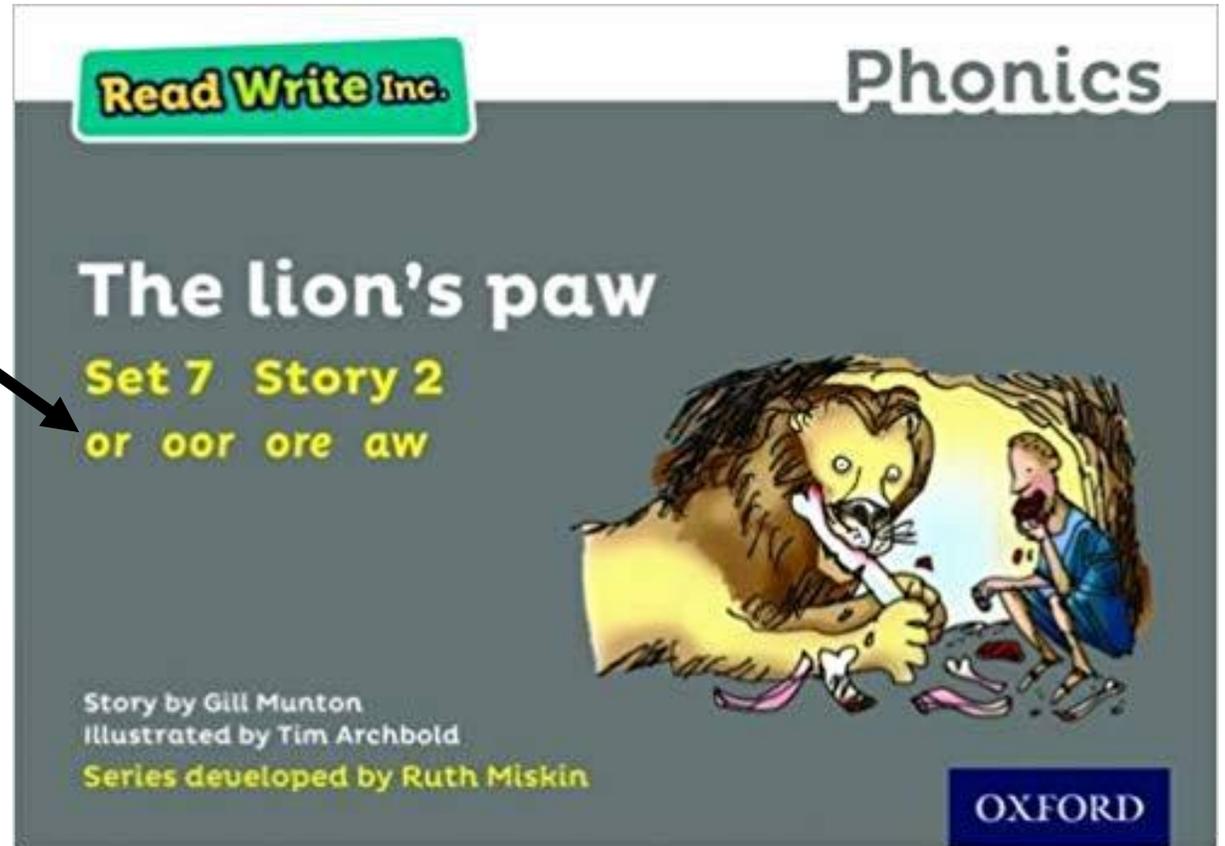
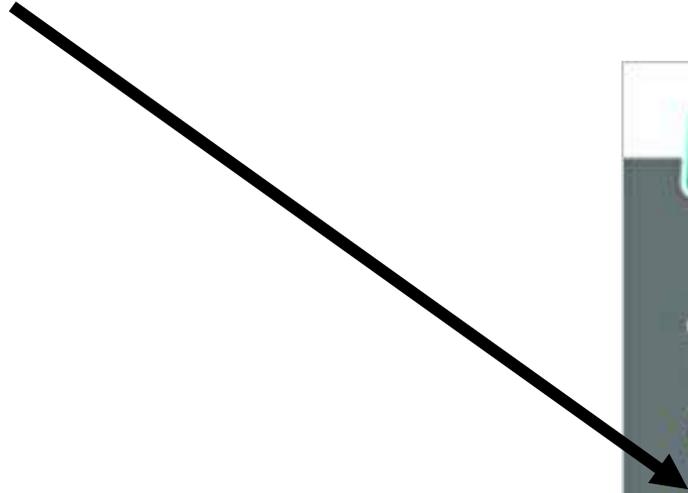
Reading Age*

6-7

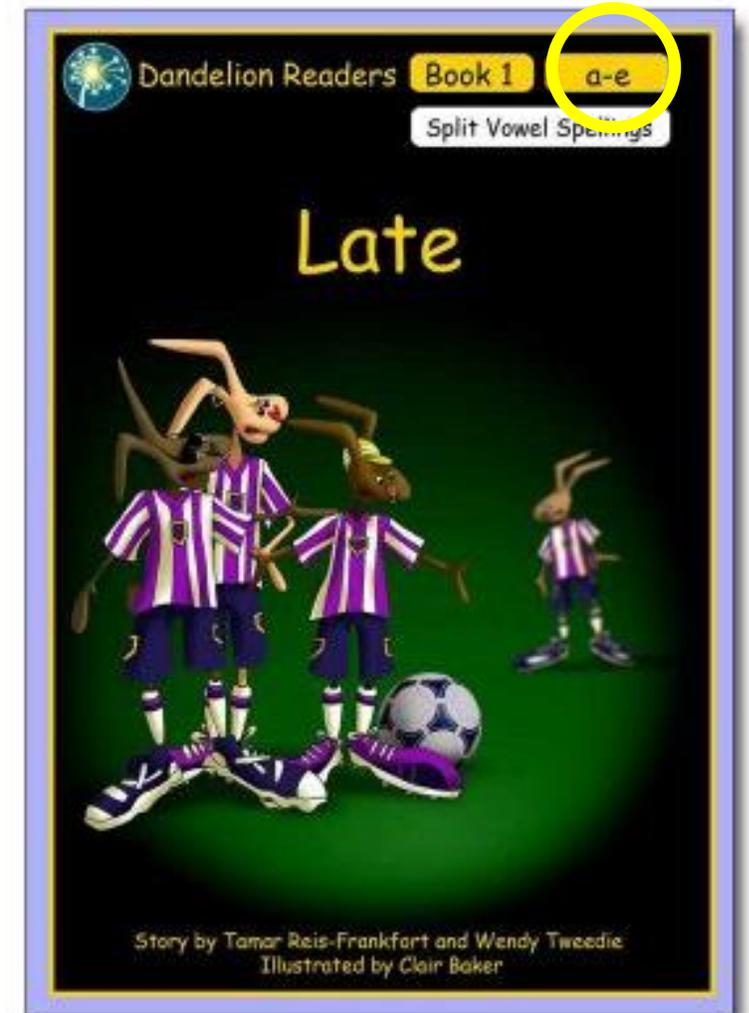
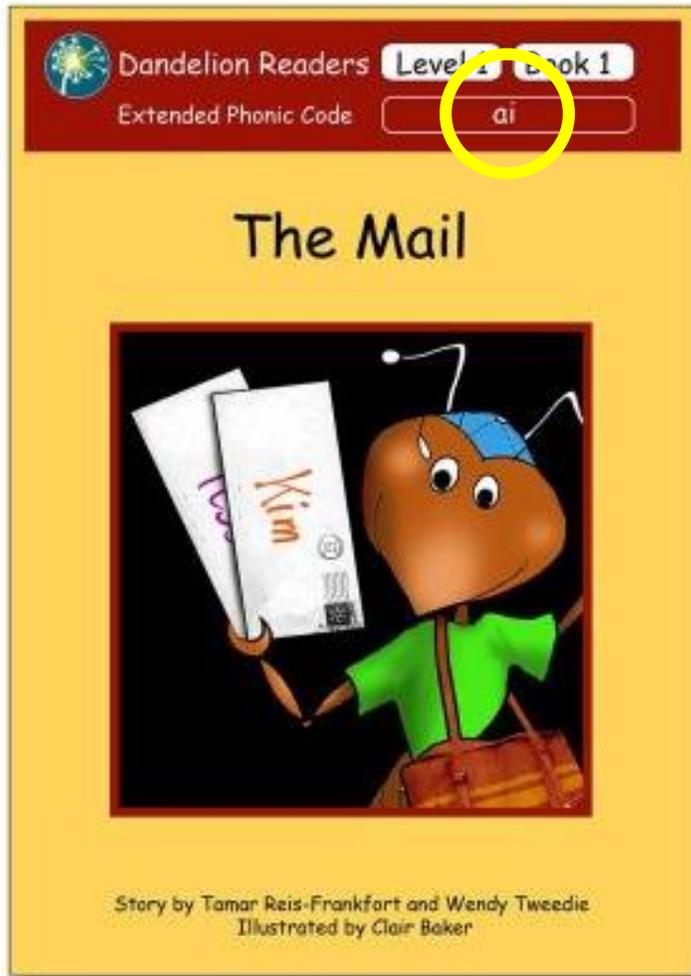
Target Tracker Band*

2s

or, oor, aw, ore



Other books that link to one particular sound:



Home Learning

The sound we are learning this week is ai - snail in the rain.

ai

Here, your child can practise how to write the grapheme (letters that make up the sound).

These words should be sounded out and then blended together. We call this 'Fred Talk' (t-ai-l).

Read in Fred talk, then read the word:

snail

paid

tail

train

paint

stait



This is the phrase or rhyme that helps the children remember the sound.

When you see an alien, it is not a real word; these types of words will appear in the phonics screening check in June.

Year 2

Year 2 start learning a spelling rule once they have finished RWI.

If your child is learning the spelling rules, the format looks like this:

Some words to practise the spelling rule with.

The rule we are learning this week is adding *ing*.

Remember: If a word ends with *e*, drop the *e* to add *ing*.

hide → *hiding* like → *liking* slide → *sliding*

Have a go at adding *ing* to these words:

fall shake smile hope rain have

Common exception words:

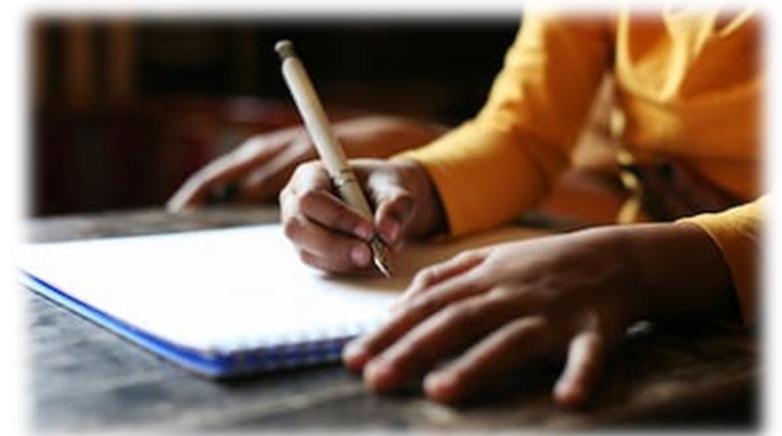
because could should

This is the rule and an explanation or reminder will be provided.

Common exception words to learn

Writing

- How can I support with handwriting at home?
- What are fine motor skills and how can I support with developing my child's pencil grip?
- What should my child be able to do by the end of Year 1/2?
- How is writing taught at school?
- How can reading support my child's writing?



What Are Fine Motor Skills?



- Fine motor skills involve the use of the smaller muscle of the hands, commonly in activities like using pencils, scissors, construction with lego or duplo, doing up buttons and opening lunch boxes.
- Efficient fine motor skills require a number of independent skills to work together to appropriately handle the object or perform the task.



Fine Motor Skills



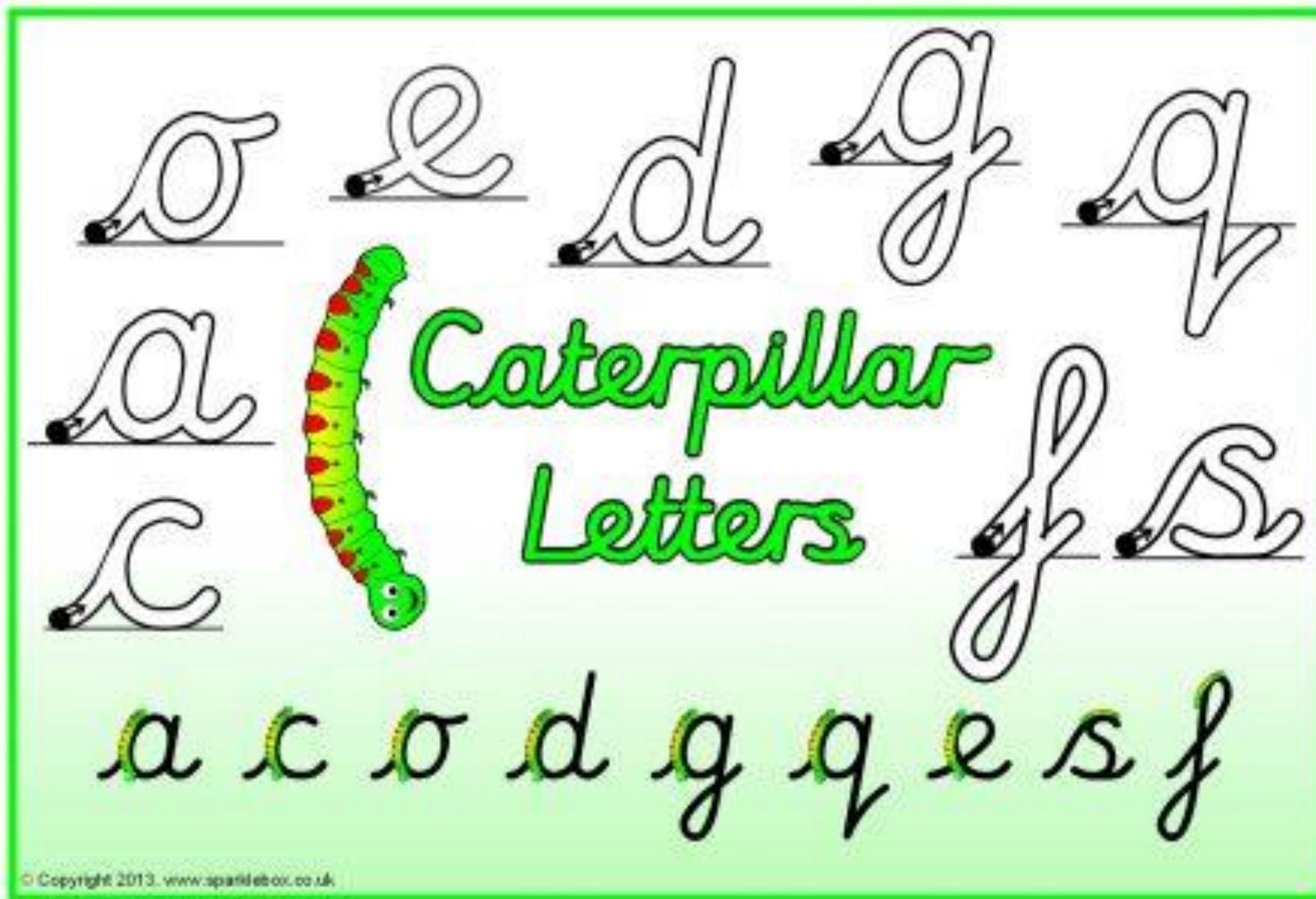
Pencil Grip

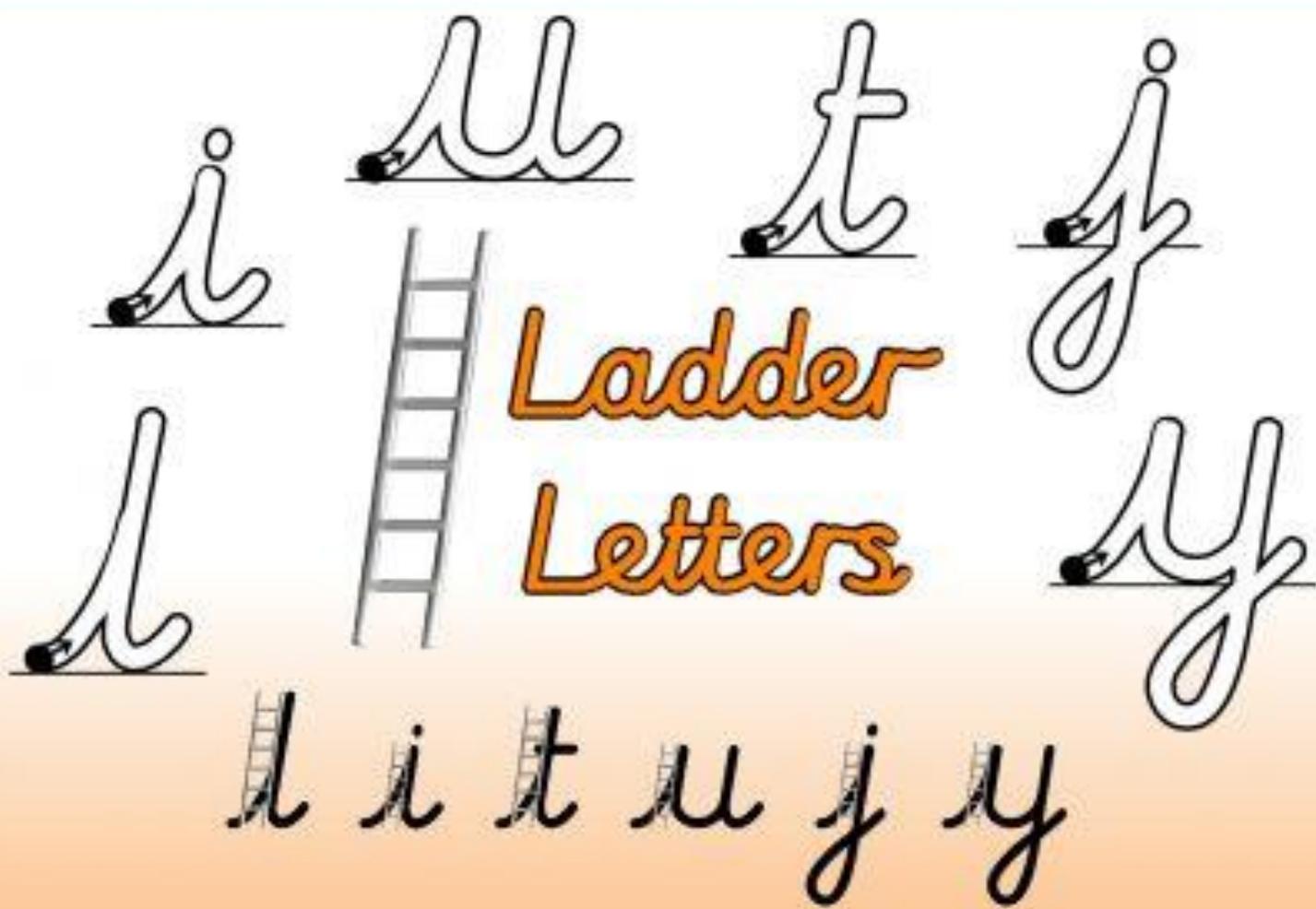
How a child holds a pencil is also dependent on their age and the stage of their development.

We use language like:
"Use your birdy fingers."



Letter Families





Ladder

Letters

r

b

n

h



One-Armed

Robot

Letters

m

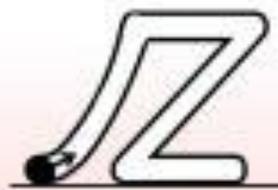
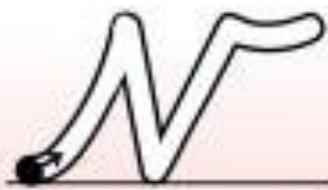
k

p

r b n h m k p

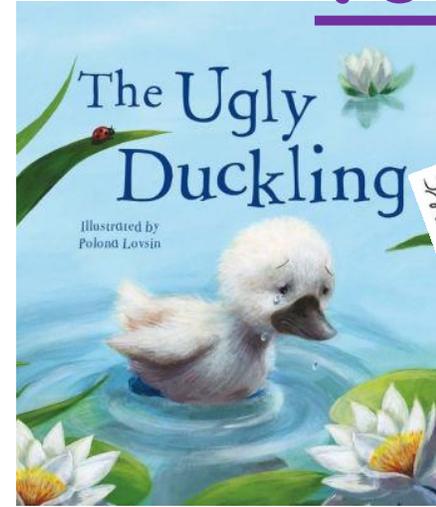
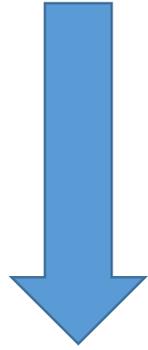


Zigzag
Monster
Letters

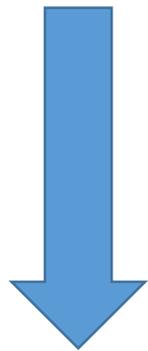


3 Phase Approach to Writing

Learn a story through drama and immersion.

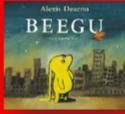


Plan a new story based on the structure of the original story.



Write the new version of the story.

Year 1 Autumn Term

| |  |  |  |  |
|------------------------|---|---|--|---|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Text/ Genre | Rosie's Walk by Pat Hutchins | Beegu by Alexis Deacon | Owl Babies by Martin Waddell | Little Red Riding Hood by Mike Gordon |
| Structural overview | <ol style="list-style-type: none"> Rosie goes for a walk Fox follows her Fox fails to catch her wherever she goes. Rosie gets back home safely. | <ol style="list-style-type: none"> Beegu lands on Earth. Beegu feels lonely and wants to find a friend. Rejections before Beegu feels welcomed. Beegu learns new skills and adapts. Beegu has to go back to his planet. Letter to friends on Earth to say thank you. | <ol style="list-style-type: none"> Introducing the Owl family Owl mother leaves The owls are scared They comfort each other Mother owl comes back | <ol style="list-style-type: none"> Red leaves home Meets Wolf in woods Wolf goes to cottage Wolf tricks Red Woodcutter Saves Red |
| Phase 1 | Text Immersion for Rosie's Walk: Drama, retelling, letters, missing posters | Text Immersion for Beegu: Conscience corridor, retelling, wanted poster, lists | Text Immersion for Owl Babies: Drama, retelling, letters, missing posters | Text Immersion for Red Riding Hood: Conscience corridor, retelling, wanted poster, lists |
| Phase 2 | Planning the new story and text immersion: | Planning the new story and text immersion: New Alien | Planning the new story and text immersion: Monster B | Planning the new story and text immersion: |
| Phase 3 | Write the New Story: | Write the New Story: | Write the New Story: Babies in a | |

Additional Texts:

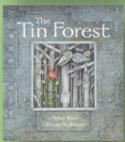




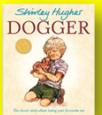

Year 1 Spring Term

| |  |  |  |  |
|------------------------|---|---|---|--|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Genre/text | The Three Little Pigs | Billy Goats | Cinderella | Goldilocks |
| Structural overview | <ol style="list-style-type: none"> Introducing the family Mother tells them to leave They build their houses The wolf comes The 3rd pig saves the day | <ol style="list-style-type: none"> Introducing the setting and goats Introducing the troll 1st Billy goat 2nd Billy goat 3rd Billy goat | <ol style="list-style-type: none"> Introducing Cinderella Invitation to the ball Fairy Godmother helps She goes to ball Prince finds her | <ol style="list-style-type: none"> Bear go for walk Goldilocks creeps inside Eats porridge Breaks Chair/bed Bears come back |
| Phase 1 | Text Immersion for 3 Pigs Drama, retelling, letters, missing posters | Text Immersion for Billy Goats Conscience corridor, retelling, wanted poster, lists | Text Immersion for Cinderella Drama, retelling, invitation, missing posters | Text Immersion for Goldilocks Conscience corridor, retelling, wanted poster, lists |
| Phase 2 | Planning the new story and text immersion: The 3 Crabs | Planning the new story and text immersion: 3 dinosaurs and T-rex | Planning the new story and text immersion: Football Academy version | Planning the new story and text immersion: Ebony Fringe from China |
| Phase 3 | Write the New Story: Football version | Write the New Story: Dragons, cave, noodles | | |

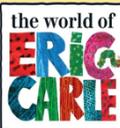
Additional Texts:


Year 1 Summer Term

| |  |  |  |  |
|------------------------|---|--|---|---|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Genre/text | The Ugly Duckling | The Secret of Black Rock | Fairground lights | Dogger |
| Structural overview | <ol style="list-style-type: none"> Introduce the ladybird family + ugly caterpillar Other insects call him ugly He leaves Changes Comes back | <ol style="list-style-type: none"> Introducing Black Rock and stories about it. Erin sneaks onto the boat and falls into the ocean. Erin discovers that Black Rock is friendly and it takes her home. Village wants to destroy Black Rock. Moonlight saves Erin and Black Rock. | <ol style="list-style-type: none"> Introducing the characters and introducing the fairground. They go on rides. They eat magical food. They summarise the day and leave the fairground. | <ol style="list-style-type: none"> Introduce Dogger, Dave's family and why Dogger is so special to Dave. Dave loses Dogger and he is distraught. Everyone searches for him everywhere. Dave spots Dogger at the Fair but someone else buys him. Bella exchanges her prize with Dogger. Dave thanks Bella. |
| Phase 1 | Text Immersion for The Ugly Duckling Drama, retelling, letters, missing posters | Text Immersion for The Secret of Black rock Conscience corridor, retelling, wanted poster, lists | Text Immersion for Design and describe a new fairground ride, speech, menu for a magic food stall, letters | Text Immersion for Dogger Drama, retelling, instructions, missing poster, investigation |
| Phase 2 | Planning the new story and text immersion: The Ugly Ladybird | Planning the new story and text immersion: | (Phase 2 & 3) Write the New Story: Their own magical fairground | Planning the new story and text immersion: My Favourite Back pack |
| Phase 3 | Write the New Story: Caterpillar becomes a butterfly | Write the New Story: | | Write the New Story: Back pack and new friend |

Additional Texts:





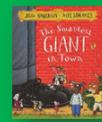
Year 2 Autumn Term

| |  |  |  |  |
|---------------------|--|---|---|--|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Genre/text | Peace at Last by Jill Murphy | Clever sticks by Bernard Ashley | Amazing Grace by Mary Hoffman | Duncan's Tree House by Amanda Vesey |
| Structural overview | <ol style="list-style-type: none"> Bears go to bed Daddy Bear can't sleep Goes downstairs Goes outside Back into house | <ol style="list-style-type: none"> Ling doesn't like school Children can do things that he can't Found something he can do Taught others Tells the person who picks him up | <ol style="list-style-type: none"> Grace loves stories Grace at school Grace at home (sad) Grace at ballet Auditions (Grace gets the part) | <ol style="list-style-type: none"> Duncan gets a tree house What he does in the tree house Getting ready for a night in the tree house A night in the tree house The next morning |
| Phase 1 | Text Immersion for Peace at last includes: Drama, instructions on how to get ready for bed, missing poster for Daddy Bear, hotel advert for Daddy Bear, speech, letter from Daddy Bear apologising | Text Immersion for Clever Sticks includes: Drama, setting description, diary about feelings, speech | Text Immersion for Amazing Grace includes: Conscience corridor, drama, speech, letter about feelings, ballet advert, diary entry | Text Immersion for Duncan's Tree House includes: Drama, tree house advert, list of things to do, instructions on how to get ready for a night in the tree house, comic strip, wanted poster for the monster |
| Phase 2 | Planning the new story and text immersion: Bear changes to a butterfly and the settings change to a flower, pond and log. Missing poster for the butterfly, setting description, letter from a caterpillar apologising | Planning the new story and text immersion: Ling changes to a character called Jimmy who can't do anything at the party. Invitation to a birthday party, missing poster for Jimmy, speech, instructions on how to plate spin, diary about feelings | Planning the new story and text immersion: Grace changes to a character called Tom who enjoys painting. Friendship poem, art gallery advert, picture description | Planning the new story and text immersion: New character receives a treehouse for Christmas/ birthday. Design and describe tree house, list of things to do, list to friend of what they need, letter to parent |
| Phase 3 | Write the New Story: <ol style="list-style-type: none"> Butterfly goes to bed on his flower Butterfly can't sleep Butterfly goes to a pond Butterfly goes to a log Goes back to the flower | Write the New Story: <ol style="list-style-type: none"> Jimmy arrives at a party feeling nervous Jimmy can't do anything Can do plate spinning Jimmy teaches the others Tells his dad | Write the New Story: <ol style="list-style-type: none"> Tom likes painting Tom at school Tom at home (sad) Tom goes to the Wins competition | Write the New Story: <ol style="list-style-type: none"> Character gets a tree house |

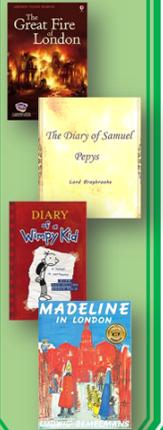
Additional Texts:



Year 2 Spring Term

| |  |  |  |  |
|---------------------|---|--|--|--|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Genre/text | The Smartest Giant in Town by Julia Donaldson | Who's Afraid of the Big Bad Book by Lauren Child | Non-Chronological report about the Great Fire of London | Toby and the Great Fire of London by Margret Nash and Jane Cope |
| Structural overview | <ol style="list-style-type: none"> Introduce scruffy giant Buys new, smart clothes Animals need help - George gives away his clothes He finds his old stuff Animals thank George | <ol style="list-style-type: none"> Herb loves story books Herb in the book The book is cross with Herb Herb escapes Herb fixes the book | <ol style="list-style-type: none"> Look at key features of a report including examples Plan the report Write the introduction | <ol style="list-style-type: none"> Diary entry over the period of a week: <ol style="list-style-type: none"> Before the fire During the fire After the fire |
| Phase 1 | Text Immersion for the Smartest Giant in Town includes: Drama, letter, advert, speech, postcard, poem | Text Immersion for Who's Afraid of the Big Bad Book includes: Conscience corridor, drama, book review, diary, invitation, wanted poster, letter | <ol style="list-style-type: none"> Write the individual sections for each sub-heading including 'fun facts' and illustrations/ pictures | Text Immersion for Toby and the Great Fire of London: letter to Toby, missing poster for Toby. |
| Phase 2 | Planning the new story and text immersion: The giant changes to a witch who doesn't have witch accessories. Letter, advert, diary, poem | Planning the new story and text immersion: New character falls into a book. They come across the Big Bad Wolf and an angry giant Missing poster, letter, wanted | <ol style="list-style-type: none"> Make corrections and up level before writing out in a booklet for class book corner/ display | Learn about features of a diary using Samuel Pepys' diary of the Fire of London and Diary of a wimpy Kid extracts. |
| | | | | Plan and write Toby's Diary. |

Additional Texts:



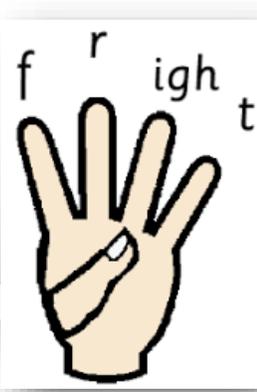
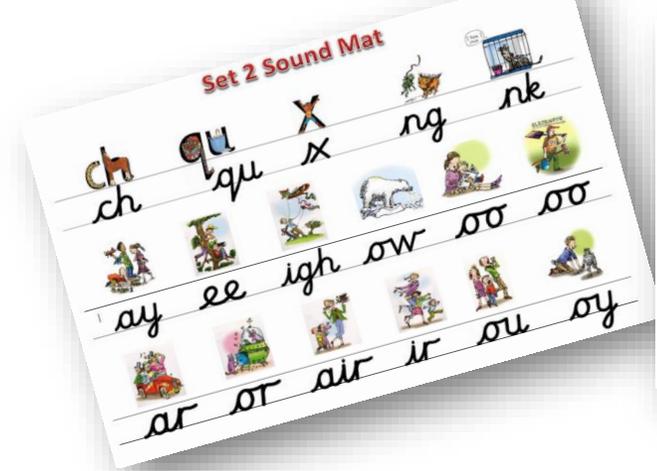
Year 2 Summer Term

| |  |  |  |  |
|---------------------|--|--|---|--|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Genre/text | Shark in the Dark by Peter Bentley | The Lonely Sea Dragon by Helen Dunmore | Look Up by Nathan Byron | Taking Flight by Limbert Fabian |
| Structural overview | <ol style="list-style-type: none"> Shipwreck - Shark in the dark The other sea creatures are scared Shark wants to eat fish Ask octopus for help Scare the shark away | <ol style="list-style-type: none"> Introduce setting and Dragon He is sad Callum and Amy try to cheer him up Set him free He is reunited with friends and relations | <ol style="list-style-type: none"> Introduce Rocket and that she loves space Shae makes a flyer Trip to supermarket Visit the park to see meteor shower See the shower | <ol style="list-style-type: none"> Tony taken to Grandad's house Tony is bored 3&4. Goes down a waterfall, runs out of fuel, aliens Dad arrives and is reminded of his childhood |
| Phase 1 | Text Immersion for Shark in the Dark includes: Drama, predictions, letter, menu, speech, instructions | Text Immersion for The Lonely Sea Dragon includes: Drama, missing poster, diary, advert, instructions, letter | Text Immersion for Look Up includes: Flyer about the meteor shower, leaflet, letter, instructions about star gazing | Text Immersion for Taking Flight includes: Drama, character description, letter, recount, inferences, instructions |
| Phase 2 | Planning the new story and text immersion: Shark changed to a diver who wants fish for his fish tank. The fish ask Nemo to help escape net. Poem, advert, letter, instructions | Planning the new story and text immersion: Sea Dragon is changed to a different sea creature. They are trapped in plastic and need help getting out. Character description, letter, instructions | Planning the new story and text immersion: Rocket changed to Boy who likes the moon. He is excited about the eclipse (immersion needed), Leaflet about eclipse, flyer, letter to Mae Jemison, diary. | Planning the new story and text immersion: Tony changes to a character of choice. They go to somebody's house and end up on an adventure. Character description, inferences, diary, letter |
| Phase 3 | Write the New Story | Write the New Story | Write the New Story | Write the New Story |

Additional Texts:



Year 1 Writing Targets



- Say the sentence out loud before you write
- Sound out words before attempting to spell
- Use capital letters and full stops most of the time
- Form most letters correctly (using letter families) and begin to use cursive handwriting, keeping letters on the line
- Leave a space between each word (finger spaces)
- Spell some high frequency (red) words correctly e.g. **said, come, was, of**

Year 1 Expectations

Year 1

- Children have good handwriting skills. Their sentences are well structured and always make sense. They remember about spaces between words, capital letters, full stops, etc. They use adjectives, adverbs, longer sentences.

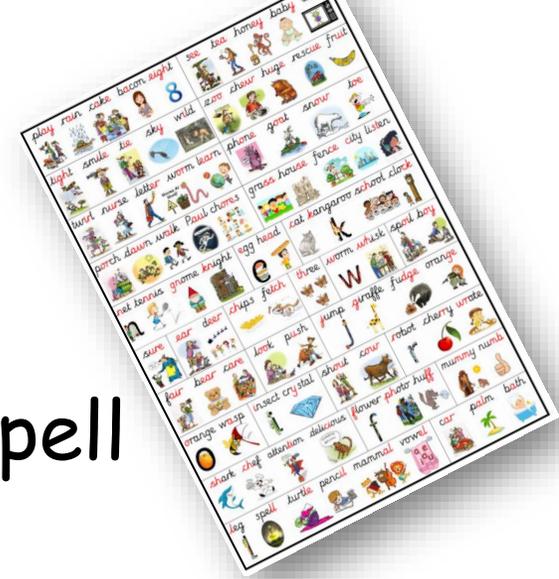
I was outside in the garden picking flowers. My mum and dad told me not to. but I still carried on. I went to the forest. I still carried on. I carried on until the hairy wolf came. Sing me this sweetest song.



One winter day
I went to the snow with my brother.
I saw a lot of snowflakes. First
I played a snowball fight. Then
I built a snowman. Next we
made a snow angel. We ate an
chicken soup. Then we made a
camp fire. Next I made a tent.
After that we made a flower. I

Year 2 Writing Targets

- Say the sentence out loud before you write
- Sound out unfamiliar words before attempting to spell using a complex sound mat
- Use capital letters and full stops consistently
- Form all letters correctly (using letter families) and begin to join up handwriting
- Keep letters on the line
- Use conjunctions to connect sentences e.g. because, so, to, but
- Spell most high frequency (red) words correctly e.g. **people, could, friend**
- Use adjectives to extend and embellish sentences
- Write for a range of purposes



Year 2 Expected Standard.

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~^{snack}. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a silly position party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favorite part of the

Year 2 Greater Depth

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a krickety, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return ^{for} some money?"

"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the allyway and finally arrived home. When she arrived, her mum was furious and she was so