



Phase: KS1 Unit: Traditional Tale - Little Red Riding Hood

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> - Children should know how to use their phonics to attempt to spell words - They should know to use finger spaces between words - Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. - They should know how to use coordinating conjunctions and adjectives to describe. 	<ul style="list-style-type: none"> - Capital letters - Full stops - Finger spaces - Using phonics to spell - How to spell common exception words - Using adjectives to describe - Who sentence - Commas in a list - Hear sentence - Repetition - Coordinating conjunctions - and <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> - Adjectives describe a noun or compliment a verb e.g. the coat is red - Commas are used to separate items in a list - Coordinating conjunctions join two main clauses (FANBOYS)

Model text:

Little Red Riding Hood model.
Year 1 Robins - separate text for teachers to story map and work with groups.

Teaching sequence:

Experience lesson 1st.
Sentence level sessions - developing SPAG aspects and authorial techniques.
Drafting paragraphs and responding to feedback.
Independent write with same structure different setting/problem.



Phase: KS1 Unit: Traditional Tale with a twist - Little Red Reading Hood

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Children should know how to use their phonics to attempt to spell words- They should know to use finger spaces between words- Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.- Children should be familiar with the structure of a traditional tale.	<ul style="list-style-type: none">- Capital letters- Full stops- Finger spaces- Using phonics to spell- How to spell common exception words - Command sentence- Using adjectives to describe nouns- Directly questioning the reader- Adverb for when- Using the conjunction 'and' <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none">- Adjectives describe a noun or compliment a verb e.g., the coat is red- Coordinating conjunctions join two main clauses (FANBOYS)- Questions end with a question mark- Commands tell people what to do

Model text:

Little Red Reading Hood
model.

Year 1 Robins - separate text
for teachers to story map and
work with groups.

Teaching sequence:

Experience lesson 1st.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.



Phase: KS1 Unit: Monkey Puzzle Story innovation

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> - Children should know how to use their phonics to attempt to spell words - They should know to use finger spaces between words - Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe. - Children should be familiar with the structure of a traditional tale so will understand the 'problem' aspect of the story. 	<ul style="list-style-type: none"> - Capital letters - Full stops - Finger spaces - Using phonics to spell - How to spell common exception words - Conjunction 'and' - How to use precise verbs - Using adjectives to describe nouns/compliment verbs - Using the subordinating conjunction 'when'. - Using the conjunction 'so' - <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> - Adjectives describe a noun or compliment a verb e.g., the coat is red - Coordinating conjunctions join two main clauses (FANBOYS) - Questions end with a question mark - Commands tell people what to do - Subordinating conjunctions start subordinate clauses

Model text:

Little Red Reading Hood
model.

Year 1 Robins - separate text
for teachers to story map and
work with groups.

Teaching sequence:

Experience lesson 1st/story map the text

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.



Phase: KSI Unit: Letter - From Owl Mother to her babies

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Children should know how to use their phonics to attempt to spell words- They should know to use finger spaces between words- Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.- Children have started to learn about using conjunctions, adjectives and command sentences in previous units.	<ul style="list-style-type: none">- Capital letters- Full stops- Finger spaces- Using phonics to spell- How to spell common exception words- Conjunction 'and'- Command sentence - Please do not worry. Please stay calm.- Conjunction 'when'- Conjunction 'because'- Adjectives to describe a noun - hungry ... <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none">- Adjectives describe a noun or compliment a verb e.g., the coat is red- Coordinating conjunctions join two main clauses (FANBOYS)- Commands tell people what to do- Subordinating conjunctions start subordinate clauses

Model text:

Letter from Owl Mother to her babies text.

Year 1 Robins - separate text for teachers to story map and work with groups.

Teaching sequence:

Experience lesson 1st/story map the letter

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.



Phase: KSI Unit: postcard - Meerkat Christmas - postcard from Sunny

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> - Children should know how to use their phonics to attempt to spell words - They should know to use finger spaces between words - Year 2 children should know to use capital letters, full stops, fingers spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe. - Children have written a letter in the last unit so are familiar with the structure or the elements of this. 	<ul style="list-style-type: none"> - Capital letters - Full stops - Finger spaces - Using phonics to spell - How to spell common exception words - Direct address and chatty opener e.g. You'll never guess what ... - Conjunction 'and' - Conjunction 'when' - Conjunction 'but' - Adjectives to describe a noun - hungry ... - Commas in a list (Y2s) <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> - Adjectives describe a noun or compliment a verb e.g., the coat is red - Coordinating conjunctions join two main clauses (FANBOYS) - Subordinating conjunctions start subordinate clauses - Commas separate items in a list

Model text:

Letter from Sunny to his family.

Year 1 Robins - separate text for teachers to story map and work with groups.

Teaching sequence:

Experience lesson 1st/story map the postcard

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.



Phase: KSI Unit: Narrative place slip - Trip to the moon

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> - Children should know how to use their phonics to attempt to spell words - They should know to use finger spaces between words - Year 2 children should know to use capital letters, full stops, fingers spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe. 	<ul style="list-style-type: none"> - Capital letters - Full stops - Finger spaces - Using phonics to spell - How to spell common exception words - Who sentence - Conjunction 'and' - Precise verb - clamber - Subordinating conjunction - when - Noun phrase - determiner, adjective noun - Commas in a list - Rule of 3 followed by a simple sentence e.g. Bang, Crash, Thud. The spaceship crashed on the moon. <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> - Adjectives describe a noun or compliment a verb e.g., the coat is red - Coordinating conjunctions join two main clauses (FANBOYS) - Subordinating conjunctions start subordinate clauses - Commas separate items in a list - Basic noun phrase - determiner, adjective, noun. - Determiner tells you which one or how many.

Model text:

Trip to the moon narrative place slip.

Teaching sequence:

Experience lesson 1st/story map.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.



Phase: KSI Unit: Diary entry - Neil Armstrong

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Children should know how to use their phonics to attempt to spell words- They should know to use finger spaces between words- Year 2 children should know to use capital letters, full stops, fingers spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.	<ul style="list-style-type: none">- Capital letters- Full stops- Finger spaces- Using phonics to spell- How to spell common exception words - Noun phrase e.g. a brilliant few days- Conjunction because- Conjunction 'and'- Simple sentence e.g. Blasting off was very scary.- Conjunction 'when'- Conjunction 'but' <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none">- Adjectives describe a noun or compliment a verb e.g., the coat is red- Coordinating conjunctions join two main clauses (FANBOYS)- Subordinating conjunctions start subordinate clauses- Basic noun phrase - determiner, adjective, noun.- Determiner tells you which one or how many.

Model text:

Neil Armstrong diary entry model text.

Teaching sequence:

Experience lesson 1st/story map.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.



Phase: KSI Unit: Non-chronological report - moon landing

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Children should know how to use their phonics to attempt to spell words- They should know to use finger spaces between words- Year 2 children should know to use capital letters, full stops, fingers spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.	<ul style="list-style-type: none">- Capital letters- Full stops- Finger spaces- Using phonics to spell- How to spell common exception words - Noun phrase e.g. a brilliant few days- Conjunction because- Conjunction 'and'- Simple sentence e.g. Blasting off was very scary.- Conjunction 'when'- Conjunction 'but' <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none">- Adjectives describe a noun or compliment a verb e.g., the coat is red- Coordinating conjunctions join two main clauses (FANBOYS)- Subordinating conjunctions start subordinate clauses- Basic noun phrase - determiner, adjective, noun.- Determiner tells you which one or how many.

Model text:

Neil Armstrong diary entry model text.

Teaching sequence:

Experience lesson 1st/story map.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.



Phase: KSI Unit: Biography of Florence Nightingale

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> - Children should know how to use their phonics to attempt to spell words - They should know to use finger spaces between words - Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe. - Children should bring knowledge of Florence Nightingale from history unit 	<ul style="list-style-type: none"> - Capital letters - Full stops - Finger spaces - Using phonics to spell - How to spell common exception words - Conjunction but - Conjunction so - Conjunction because - Conjunction when - Where sentence - Noun phrase e.g. the poor, dirty conditions - Adverbial e.g. After this, <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> - Adjectives describe a noun or compliment a verb e.g., the coat is red - Coordinating conjunctions join two main clauses (FANBOYS) - Subordinating conjunctions start subordinate clauses - Basic noun phrase - determiner, adjective, noun. - Determiner tells you which one or how many. - Adverbial tells me where, when or how

Model text:

Florence Nightingale
biography model text.

Teaching sequence:

Retrieval/learning about Florence Nightingale

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.



Phase: KSI Unit: Letter - From Florence Nightingale to the Prime Minister

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> - Children should know how to use their phonics to attempt to spell words - They should know to use finger spaces between words - Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe. 	<ul style="list-style-type: none"> - Capital letters - Full stops - Finger spaces - Using phonics to spell - How to spell common exception words - Conjunction because - Conjunction but - Conjunction so - Conjunction and - Commas in a list with adjectives e.g. the hospitals are ... , - Direct question - Command sentence <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> - Adjectives describe a noun or compliment a verb e.g., the coat is red - Coordinating conjunctions join two main clauses (FANBOYS) - Subordinating conjunctions start subordinate clauses - Basic noun phrase - determiner, adjective, noun. - Determiner tells you which one or how many. - Questions end with a question mark - Commands tell you what to do

Model text:

Florence Nightingale letter text.

Teaching sequence:

Retrieval about the conditions in Crimea and why nurses were needed.
 Sentence level sessions - developing SPAG aspects and authorial techniques.
 Drafting paragraphs and responding to feedback.
 No independent write for this unit.



Phase: KSI Unit -traditional tale - Jack and the beanstalk

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> - Children should know how to use their phonics to attempt to spell words - They should know to use finger spaces between words - Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe. - Traditional tales have already been explored at the start of Cycle 1 	<ul style="list-style-type: none"> - Capital letters - Full stops - Finger spaces - Using phonics to spell - How to spell common exception words - Time adverbial - Repetition with and - Conjunction until - Conjunction but - Conjunction and - Conjunction when <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> - Adjectives describe a noun or compliment a verb e.g., the coat is red - Coordinating conjunctions join two main clauses (FANBOYS) - Subordinating conjunctions start subordinate clauses - Basic noun phrase - determiner, adjective, noun. - Determiner tells you which one or how many. - Time adverbial tells you when

Model text:

Jack and the beanstalk

Teaching sequence:

Storymap the Jack and the beanstalk model text and learn the story.
Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

No independent write for this unit.



Phase: KSI Unit - Travel Journal - On Safari

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> - Children should know how to use their phonics to attempt to spell words - They should know to use finger spaces between words - Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe. 	<ul style="list-style-type: none"> - Capital letters - Full stops - Finger spaces - Using phonics to spell - How to spell common exception words - Adjectives e.g. it was golden and humid - Conjunction 'when' - Factual writing - e.g. flamingos rest on one leg - Conjunction 'and' - Sound sentence - provide a range of sounds/synonyms for the children - Touch sentence with adjectives - Command sentence - Hop on a plane and ... <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> - Adjectives describe a noun or compliment a verb e.g., the coat is red - Coordinating conjunctions join two main clauses (FANBOYS) - Subordinating conjunctions start subordinate clauses - Basic noun phrase - determiner, adjective, noun. - Determiner tells you which one or how many.

Model text:

On Safari model text + Arctic

Teaching sequence:

Experience lesson - related to aspects of Safari.
 Sentence level sessions - developing SPAG aspects and authorial techniques.
 Drafting paragraphs and responding to feedback.
 No independent write for this unit.



Phase: KSI Unit - Instructions - Growing a plant

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> - Children should know how to use their phonics to attempt to spell words - They should know to use finger spaces between words - Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe. - Children should understand what a command sentence is and know some time adverbials. 	<ul style="list-style-type: none"> - Capital letters - Full stops - Finger spaces - Using phonics to spell - How to spell common exception words - Rhetorical question - Call to action sentence - let me tell you ... - Conjunction and - Conjunction when - Command sentence - <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> - Adjectives describe a noun or compliment a verb e.g., the coat is red - Coordinating conjunctions join two main clauses (FANBOYS) - Subordinating conjunctions start subordinate clauses - Basic noun phrase - determiner, adjective, noun. - Determiner tells you which one or how many.

Model text:

How to make your own den
model text - linked to how to
grow a plant model text.

Teaching sequence:

Identify the key parts to an instruction text and an experience lesson on actually planting seeds.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.



Phase: KSI Information text - The story of Grace Darling

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Children should know how to use their phonics to attempt to spell words- They should know to use finger spaces between words- Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.- Children should have some knowledge of Grace Darling.	<ul style="list-style-type: none">- Capital letters- Full stops- Finger spaces- Using phonics to spell- How to spell common exception words - Statement sentences- Conjunction 'and'- Conjunction 'because'- Conjunction 'when'- Precise verb e.g. crashed- Adverb how e.g. Quickly <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none">- Coordinating conjunctions join two main clauses (FANBOYS)- Subordinating conjunctions start subordinate clauses- Verb is a doing word which tells you what something or someone is, does or has.- Adverb tells you where, when, how, how often or how likely.

Model text:

Story of Grace Darling model text.

Teaching sequence:

Story map the model text of Grace Darling. Children internalise the text through repeated practice of the text.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

No independent write for this unit.



Phase: KSI Narrative adventure - Grandad's Island

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> - Children should know how to use their phonics to attempt to spell words - They should know to use finger spaces between words - Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe. - Children have written a range of narrative throughout the year. 	<ul style="list-style-type: none"> - Capital letters - Full stops - Finger spaces - Using phonics to spell - How to spell common exception words - Adverb for when - Prepositions for where - Conjunction 'but' - Conjunction 'and' - Commas in a list - Adjectives to describe nouns - Noticing sentence - Repetition <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> - Coordinating conjunctions join two main clauses (FANBOYS) - Subordinating conjunctions start subordinate clauses - Verb is a doing word which tells you what something or someone is, does or has. - Adverb tells you where, when, how, how often or how likely.

Model text:

Grandad's Island -
adventure story model text.

Teaching sequence:

Story map the text made slightly simpler.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - same characters different plot

