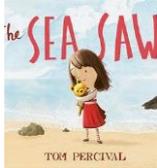
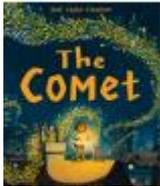
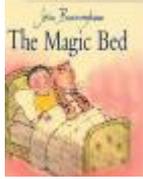
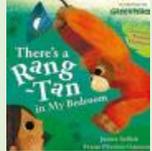
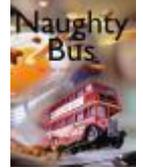
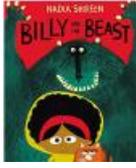
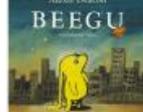
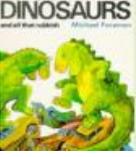
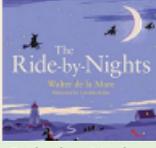
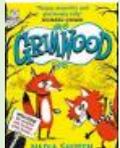


Birch Class Y1 /2 Cycle B
Boyton Writing/ Reading Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Community	Something special	Similarities and differences	Nature and environment	Friendship and Kindness	Imagination and Creativity
Writing Root / Spelling Seed text	 The Midnight Panther (Whole school unit)	 The See Saw by Tom Percival (3 weeks)	 The Comet By Joe Todd-Stanton (3 weeks)	 Stanley's Stick John Hegley and Neal Layton (2+ weeks)	 Lost and Found Oliver Jeffers (3 weeks)	 The Magic Bed by John Burningham (3 weeks)
Outcomes	<i>Reports, poems, summaries, letters of advice, badges, a section of dialogue, a bid, an own version narrative / narrative from an alternate perspective</i>	<i>Writing in role, notes of advice, missing posters, diary entries, letters of thanks</i>	<i>Own version narrative Posters, letters of advice, poem, description, writing in role, recipes</i>	<i>Own version narratives Retellings, descriptions</i>	<i>Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions, non-chronological reports</i>	<i>Own version fantasy stories Setting descriptions, additional scenes, description of magical piece of furniture, lists</i>
Y1 skills	<i>How words can combine to make sentences Joining words and joining clauses using 'and' Sequencing sentences to form short narratives Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</i>	<i>How words can combine to make sentences Separation of words with spaces Joining words and joining clauses using and Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun</i>	<i>How words can combine to make sentences Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Expanded noun phrases for description and specification</i>	<i>Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense How words can combine to make sentences Joining words and joining clauses using 'and' Sequencing sentences to form short narratives</i>	<i>How words can combine to make sentences Joining words and joining clauses using 'and' Sequencing sentences to form short narratives Saying out loud what they are going to write about. Composing a sentence orally before writing it.</i>	<i>Expanded noun phrases to describe and specify, e.g. the blue butterfly How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives</i>

<p>Y2 skills</p>	<p>Develop positive attitudes towards and stamina for writing Writing for different purposes Consider what they are going to write before beginning Make simple additions, revisions and corrections to their own writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Subordination Present/ past tenses Expanded noun phrases</p>	<p>Develop positive attitudes towards and stamina for writing Capital letters, full stops, question marks and exclamation marks to demarcate sentences Consider what they are going to write before beginning Subordination Present/ past tenses Expanded noun phrases Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Develop positive attitudes towards and stamina for writing Writing for different purposes Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Present/ past tenses Expanded noun phrases Different sentence types</p>	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Expanded noun phrases for description and specification Correct choice and consistent use of present tense and past tense throughout writing Commas to separate items in a list</p>	<p>Using –ing, –ed, –er and –est where no change is needed in the spelling of root words Learning to spell more words with contracted forms Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less Expanded noun phrases to describe and specify, e.g. the blue butterfly Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Correct choice and consistent use of present tense and past tense throughout writing Commas to separate items in a list</p>	<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Correct choice and consistent use of present tense and past tense Regular plural noun suffixes Use of the progressive form of verbs in the present and past tense to mark actions in progress Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>
<p>Literacy Leaf text</p>	 <p>The Spider and the Fly Mary Howitt and Tony DiTerlizzi (2+ weeks)</p>	 <p>There's a Rangatān in my Bedroom James Sellick (2+ weeks)</p>	 <p>A Book of Bears Katie Viggers (2+ weeks)</p>	 <p>Too Small Tola Atinuke (2+ weeks)</p>	 <p>Cakes in Space Philip Reeve (3 weeks)</p>	 <p>The Street Beneath my Feet Charlotte Guillian (3 weeks)</p>
<p>Writing Root / Spelling Seed text</p>	 <p>Naughty Bus Jan Oke and Jerry Oke (3 weeks)</p>	 <p>Billy and the Beast Nadia Shireen (3 weeks)</p>	 <p>Beegu Alexis Deacon (2 weeks)</p>	 <p>Dinosaurs and all that Rubbish Michael Foreman (3 weeks)</p>	 <p>Lubna and Pebble Wendy Meddour (3 weeks)</p>	 <p>Julian is a Mermaid Jessica Love (3 weeks)</p>
<p>Outcomes</p>	<p>Own adventure stories Letters, diaries, sequels, non-chronological reports</p>	<p>Own version 'defeat a monster' narratives Wanted posters, summaries, emails, character descriptions, recipes</p>	<p>Own version 'alien' narratives Descriptions, commands, letters, nonsense-word dictionary, poems, nonfiction reports</p>	<p>Pamphlets Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters</p>	<p>Own version gifting narratives Labels, thank you notes, speech bubbles, advice postcards, instructions</p>	<p>Three-verse poems Instructions, writing in role, advertisements</p>

<p>Y1 skills</p>	<p>How words can combine to make sentences <i>Joining words and clauses using and</i> <i>Sequencing sentences to form short narratives</i> <i>Separation of words with spaces</i> <i>Introduction to capital letters, full stops, questions marks and exclamation or command sentences</i></p>	<p><i>Joining words and joining clauses using and</i> <i>Sequencing sentences to form short narratives</i> <i>Separation of words with spaces</i> <i>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</i> <i>Capital letters for names and for the personal pronoun I</i></p>	<p>How words can combine to make sentences <i>Separation of words with spaces</i> <i>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</i> <i>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</i></p>	<p><i>Suffixes that can be added to verbs where no change is needed in the spelling of root words</i> <i>(e.g. helping, helped, helper)</i> <i>How words can combine to make sentences</i> <i>Joining words and joining clauses using and</i> <i>Sequencing sentences to form short narratives</i> <i>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</i></p>	<p><i>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</i> <i>How words can combine to make sentences</i> <i>Joining words and joining clauses using and</i> <i>Sequencing sentences to form short narratives</i> <i>Capital letters for names and for the personal pronoun I</i></p>	<p>How words can combine to make sentences <i>Separation of words with spaces</i> <i>Joining words and joining clauses using and</i> <i>Introduction to capital letters, full stops, question marks and exclamation marks</i> <i>Capital letters for names and for the personal pronoun I</i></p>
<p>Y2 skills</p>	<p><i>Expanded noun phrases to describe and specify, e.g. the blue butterfly</i> <i>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</i> <i>Capital letters, full stops, questions marks and exclamation or command sentences</i></p>	<p><i>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</i> <i>Suffixes that can be added to verbs where no change is needed in the spelling of root words</i> <i>Capital letters, full stops, questions marks and exclamation or command sentences</i></p>	<p><i>Expanded noun phrases to describe and specify, e.g. the blue butterfly</i> <i>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</i> <i>Capital letters, full stops, questions marks and exclamation or command sentences</i> <i>Common homophones</i></p>	<p><i>Suffixes that can be added to verbs where no change is needed in the spelling of root words</i> <i>(e.g. helping, helped, helper)</i> <i>How words can combine to make sentences</i> <i>Co-ordination (using or, and, but)Capital letters, full stops, question marks and exclamation marks to demarcate sentences</i> <i>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</i></p>	<p><i>Expanded noun phrases to describe and specify, e.g. the blue butterfly</i> <i>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) (Y2)</i> <i>Correct choice and consistent use of present tense and past tense throughout writing</i> <i>Commas to separate items in a list</i> <i>Using question marks to demarcate sentences</i></p>	<p><i>Suffixes that can be added to verbs where no change is needed in the spelling of root words</i> <i>(e.g. helping, helped, helper)</i> <i>How words can combine to make sentences</i> <i>Co-ordination (using or, and, but)Capital letters, full stops, question marks and exclamation marks to demarcate sentences</i> <i>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</i></p>
<p>Literacy Leaf text</p>	<p> Dixie O'Day: In the Fast Lane Shirley Hughes & Clara Valliumy (2+ weeks)</p>	<p> Lost Species Jess French (2+ weeks)</p>	<p> Rabbit and Bear by Julian Gough & Jim Field (3 weeks)</p>	<p> Fanatical about Frogs Owen Davey (2+ weeks)</p>	<p> Ride-by-Nights Walter de la Mare (2 weeks)</p>	<p> Grimwood Nadia Shireen (3 weeks)</p>