
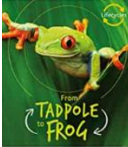


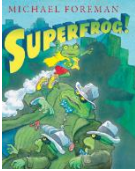
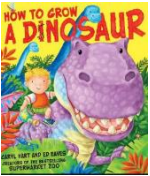
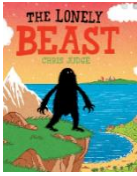
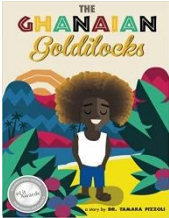

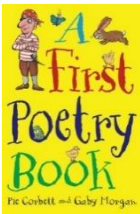
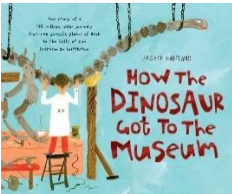
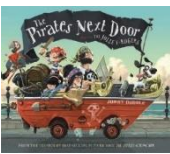
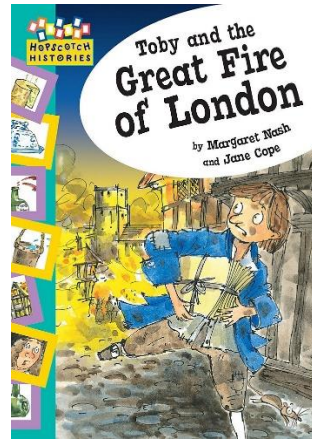
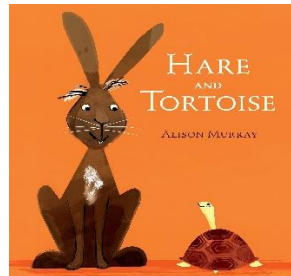
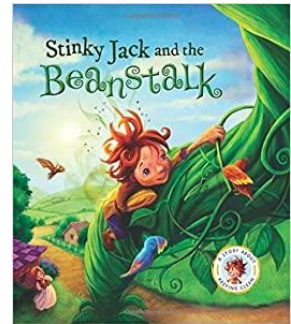
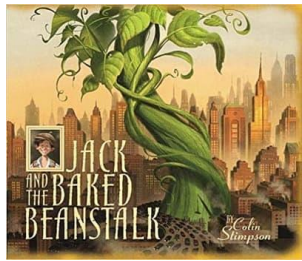


Autumn 1: The Deep Dark Woods	Autumn 2: The Great Fire of London	Spring 1: Toads in Trouble	Spring 2: Discovering Dinosaurs	Summer 1: Commotion in the Ocean	Summer 2: St. Matthew's Detectives
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: Honestly, Red Riding Hood was Really Rotten by Trisha Speed Shaskan</p>  <p>Purpose: To Entertain Outcome: Narrative telling the story of LRRH Audience: Year 4 Buddies</p>	<p>Text: The Great Fire of London by Ways into History</p>  <p>Purpose: To recount Outcome: A diary entry about the great Fire of London. Audience: Paddington's Suitcase <i>(Sight of Application: Narrative about a child in the fire)</i></p>	<p>Text: Tadpole to Frog by Life Cycles</p>  <p>Purpose: To inform Outcome: To write an informative leaflet about Natterjack Toads and how to save them Audience: Distributed to the local community. <i>(Sight of Application: To describe frogs and toads)</i></p>	<p>Text: The Fossil Girl by Catherine Brighton</p>  <p>Purpose: To inform Outcome: (Looking for people to help find fossils for Mary Anning's Museum) Chronological report to inform others about how to find fossils. Audience: Buddies in Year 4 <i>(Sight of Application: Narrative about Mary Anning)</i></p>	<p>Poetry/Text: Commotion in the Ocean by Giles Andreae</p>  <p>Purpose: To entertain Outcome: To write a rhyming poem about the ocean and present it with music. Audience: Parents <i>(Sight of Application: To inform: Write a non-chronological report about a sea creature)</i></p>	
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>YR: <i>Begins to break the flow of speech into words.</i></p> <p>Choose stories with repeated refrains, - What big teeth/ears/eyes you have. All the better for...</p> <p>Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.</p> <p>Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Attempts to write short sentences in meaningful contexts</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>YR: <i>Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.</i></p> <p>Provide word banks and writing resources for both indoor and outdoor play.</p> <p>Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character (Samuel Pepys) Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Y1: <i>Spell words containing each of the 40+ phonemes already taught</i></p> <p><i>Sit correctly at a table, holding a pencil comfortably and correctly</i></p> <p><i>Spell common exception words that have been taught</i></p> <p><i>Say out loud what they are going to write about</i></p>	<p>Y1: <i>Simple adjectives</i></p> <p><i>Some awareness of where to place capital letters and full stops</i></p> <p><i>A simple opening or closing phrase (often formulaic) may be used</i></p> <p><i>Spell common exception words</i></p> <p><i>Write a simple sentence with straight forward subject/ verb agreement</i></p> <p><i>question marks</i> <i>Select basic ideas and content linked to the purpose of a task</i></p>	<p>Y1: <i>beginning to punctuate sentences using a capital letter and a full stop</i></p> <p><i>Prepositions</i></p> <p><i>Sequencing sentences to form short narratives</i></p> <p><i>A simple opening or closing phrase (often formulaic) may be used</i></p>	<p>Y1: <i>read aloud their writing clearly enough to be heard by their peers and the teacher.</i></p> <p><i>Simple adjectives</i></p> <p><i>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</i></p> <p><i>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</i></p>	<p>Y1: <i>Re-reading what they have written to check that it makes sense</i></p> <p><i>Question Marks</i></p> <p><i>Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions</i></p>

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: The True Story of the 3 Little Pigs! by Jon Scieszka</p>  <p>Purpose: To describe Outcome: Description of the wolves Audience: School leaflets (Site of Application: To retell part of the story of the three little pigs)</p>	<p>Poetry: Shape Poems: Poems about fire by Andrew Fusek Peters</p>  <p>Purpose: To entertain Outcome: To write a shape poem about fireworks. Audience: Parents (Sight of Application - To Describe fireworks)</p>	<p>Text: Superfrog by Michael Foreman</p>  <p>Purpose: To entertain Outcome: Write a new story about Super Tadpole? Audience: Parents at the Natterjack Toad Extravaganza (Sight of Application: To write information about Superfrog.)</p>	<p>Text: How to Grow a Dinosaur by Caryl Hart</p>  <p>Purpose: To entertain Outcome: To write a story how to FIND a dinosaur Audience: Published at the local library (Link with next text) (Sight of Application: To describe the dinosaur in the book)</p>	<p>Text: The Lonely Beast by Chris Judge</p>  <p>Purpose: To describe Outcome: To describe a journey across the sea bed including drama Audience: Assembly (Sight of Application: To write a story about the lonely beast)</p>	
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>YR: Gives meaning to marks they make as they draw, write and paint.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Resource role-play areas with listening and writing equipment</p> <p>Ensure that role-play areas encourage writing of signs with a real purpose.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Attempts to write short sentences in meaningful contexts</p> <p>Y1: Spell words containing each of the 40+ phonemes already taught</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>YR: Continues a rhyming string.</p> <p>Plan fun activities and games that help children create rhyming strings of real and imaginary words, eg Maddie, daddy, baddie, laddie.</p> <p>Provide a range of opportunities to write for different purposes about things that interest children.</p> <p>Y1: Spell words containing each of the 40+ phonemes already taught</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>leaving spaces between words</p> <p>Compose a sentence orally before writing it</p> <p>Has an awareness that ideas can be organised into a sequence</p> <p>Write a simple sentence starting with a noun/proper noun</p>	<p>Y1: A simple opening or closing phrase (often formulaic) may be used</p> <p>Spell common exception words</p> <p>Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions</p> <p>Regular plural noun suffixes -s or -es</p> <p>Sequencing sentences to form short narratives</p>	<p>Y1: Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>discuss what they have written with the teacher or other pupils</p> <p>Joining words and clauses using 'and'</p> <p>Spell common exception words</p>	<p>Y1: Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>discuss what they have written with the teacher or other pupils</p> <p>Joining words and clauses using 'and'</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p>	<p>Y1: Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Joining words and clauses using 'and'</p> <p>Regular plural noun suffixes -s or -es</p> <p>Re-reading what they have written to check that it makes sense</p>

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3
<p>Text: The Ghanaian Goldilocks! by Dr Tamara Pizzoli</p>  <p>Purpose: To describe Outcome: To produce a short production for Rainbows Audience: Rainbows</p> <p>(Site of Application: To inform the bears about what happened)</p>	<p>LINK TO CHRISTMAS/RE WEEK/FLAMES</p> <p>Text: The Story of Hanukkah by David A. Adler</p>  <p>Purpose: To inform Outcome: To produce a piece of informative writing to link with RE studies Audience: Peers in Class</p> <p>(Site of Application: To retell the story)</p>	<p>Poetry: Ode to a Toad The Secret Poem by Pie Corbett</p>  <p>Purpose: To describe Outcome: To write a descriptive poem about the school's pond Audience: ARC Trust</p>	<p>Text: How the Dinosaur Got to the Museum by Jessie Hartland</p>  <p>Purpose: To instruct Outcome: To write a instructions on how to make an artificial fossil Audience: Published at the local library (Link with previous text)</p> <p>(Site of Application: information about the fossil)</p>	<p>Text: The Pirates Next Door by Johnny Duddle</p>  <p>Purpose: To describe Outcome: To re-write the story in your own neighbourhood Audience: The children's next door neighbour (Sight of Application: Descriptions of pirates from Pirate Poems)</p>	
NC Statements	NC Statements	NC Statements	NC Statements	NC Statements	NC Statements
<p>YR: Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Provide story boards and props which support children to talk about a story's characters and sequence of events.</p> <p>Help children to build their vocabulary by extending the range of their experiences.</p> <p>Y1: Spell words containing each of the 40+ phonemes already taught</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>YR: Demonstrate writing so that children can see spelling in action.</p> <p>Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.</p> <p>Attempts to write short sentences in meaningful contexts</p> <p>Y1: Form capital letters</p> <p>Question Marks</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>leaving spaces between words</p> <p>Compose a sentence orally before writing it</p> <p>Has an awareness that ideas can be organised into a sequence</p> <p>Write a simple sentence starting with a noun/proper noun</p>	<p>Y1: Simple adjectives</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Y1: Spell common exception words</p> <p>Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions</p> <p>Adding -er and -est to adjectives where no change is needed to the root word - make the biggest fossil, you can make it better by...</p>	<p>Y1: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Regular plural noun suffixes -s or -es</p>	<p>Y1: Spell common exception words</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p>

Linked Texts for Guided Reading and Shared Reading



Christmas Texts:

