

Rabbit Class 2025-2026

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Core Text	Y2 A Lion in Paris by Beatrice Alemagna Narrative Adventure Story	The Owl Who Was Afraid Of The Dark by Jill Tomlinson	George's Marvellous Medicine - Roald Dahl	The Great Fire of London by Emma Adams and James Weston Lewis (y2)	George and the Dragon by Christopher Wormell (Y2)	Summer 1 3 The Blue Umbrella by Pixar Animation Studios
	Genre	Narrative Adventure	Narrative Adventure	Narrative	Non-fiction	Narrative	Narrative Romance
	Outcome	To write a narrative adventure story	To write a narrative adventure story	To write a character description	To write a recount - diary entry	To write a legend	To write a story
	Links across the curriculum	Geography 'Where in the world' topic.	Science	-	History	-	Making Friends / Pleased To Meet You PSHE
Unit 2	Core Text	Information text - North Wales	This Is How We Do It by Matt Lamothe	George's Marvellous Medicine - Roald Dahl	Desk Diddler by Michael Rosen Poetry Humorous Poem	Plants by DK	Light and Dark
	Genre	Non-Fiction	Non-fiction	Non-fiction	Poetry - Humorous	Non-fiction	Non-fiction
	Outcome	Information text - Castle Camps	Formal letter	Instructions - creating your own medicine	Poem	Non-chronological report	Explanation text
	Links across the curriculum	Geography - local area	Geography 'where in the world' topic.	-	Clean up! PSHE / Science	Grow Your Own Science	Nocturnal Animals Science
Cross Curricular Writing	Core Text	-	-	-	-	-	-
	Genre	-	Non-fiction instructions	Poetry - onomatopoeia	Non-fiction newspaper report	Fiction - stories with familiar settings / fairy tales	Non-fiction - scientific inquiry
	Outcome	-	Instructions - how fossils are formed	Push, pull, zoom - write a poem describing how forces work	Newspaper - Great Fire of London	Write a short story set in the local area based on the giant turnip.	Write up an experiment testing length of shadows
	Links across the curriculum	-	Science - rocks	Science - forces and magnets	History	Geography - local field study	Science - light

	Year 2	Year 3
Phonic & Whole word spelling	<p>segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>learn to spell common exception words</p> <p>distinguish between homophones and near-homophones</p>	<p>spell further homophones</p> <p>spell words that are often misspelt (Appendix 1)</p>
Other word building spelling	<p>Learning the possessive apostrophe (singular)</p> <p>Learnt to spell more words with contracted forms</p> <p>Spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>show awareness of silent letters in spelling e.g. knight, write</p> <p>use-le ending as the most common spelling for this sound at the end of words</p> <p>apply spelling rules and guidelines from Appendix 1</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>
Transcription	<p>write from memory simple sentences, dictated by the teacher, that include words using GPC's, common exception words and punctuation taught so far.</p>	<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>
Handwriting	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting</p>

	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	
Contexts for writing	<p>Write about narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events</p> <p>write poetry</p> <p>write for different purposes</p>	<p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>
Planning writing	<p>plan or say out loud what they are going to write about</p>	<p>discus and record ideas</p> <p>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>
Drafting writing	<p>Write down ideas and/or key words, including new vocabulary</p> <p>encapsulate what they want to say, sentence by sentence</p>	<p>organise paragraphs around a theme</p> <p>in narratives, create settings, characters and plot</p> <p>in non-narrative material, use simple organisational devices (headings & subheadings)</p>
Editing writing	<p>evaluate their writing with the teacher and other pupils</p> <p>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proofread to check for errors in spelling, grammar and punctuation</p>	<p>assess the effectiveness of their own and others' writing and suggest improvements</p> <p>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>
Performing writing	<p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>

Vocabulary	<p>Use expanded noun phrases to describe and specify</p> <p>attempt some varied vocab and use some varied sentence openings e.g. time connectives</p>	<p>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>
Grammar	<p>Use coordination (using or, and, or but)</p> <p>use commas in lists</p> <p>use sentences with different forms: statement, question, exclamation, command</p> <p>use subordination (using when, if, that, or because)</p> <p>use apostrophes for omission & singular possession</p> <p>use the present and past tenses correctly and consistently including the progressive form</p> <p>use extended simple sentences e.g. including adverbs and adjectives to add interest</p> <p>use some features of written Standard English</p> <p>learn how to use selected grammar for Year 2</p> <p>Use and understand grammatical terminology when discussing writing</p>	<p>use the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes</p> <p>use the correct form of 'a' or 'an'</p> <p>use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use a wide range of fronted adverbials correctly punctuated</p> <p>use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p> <p>learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
Punctuation	<p>Develop understanding by learning how to use familiar and new punctuation correctly:</p> <p>full stops and capital letters and question marks use sentence demarcation CL . ?</p> <p>Exclamation marks and commas in a list</p>	<p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p>

	Apostrophes for contracted form and for possession	use and punctuate direct speech (including punctuation within and surrounding inverted commas)
Grammatical terminology	exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma	determiner pronoun possessive pronoun adverbial

Year 2

Writing genre skills	Story Writing	<ul style="list-style-type: none"> • Discuss the plot line and begin to show cohesion between the beginning, middle and end • Begin to start paragraphing to section the story • Written description of character including describing their personality using expanded noun phrases. • Describe the setting using a range of adjectives and adverbs. • Show an awareness of the reader by writing in a specific style. • Write in a consistent tense.
	Poetry	<ul style="list-style-type: none"> • Aim to use a range of literary techniques and introduce onomatopoeia • Use similes and introduce visual effects e.g. personification and metaphor • Carefully select verbs and adjectives for impact
	Recount	<ul style="list-style-type: none"> • Write simple recounts linked to topics of interest/study or personal experience • Understand order of events and begin to write in chronological order • Begin to use sequencing within writing • Include 'who, what, when' to add detail to recount • Write about the 5 senses • Use descriptive language and begin to write about feelings • Formality is discussed • Write consistently in the past tense • Write in the first person • Use expanded noun phrases and adverbs to add detail and interest to recounts.

News Report	<ul style="list-style-type: none"> • Use factual statements about who, what happened, where and when. • Begin to use formal language and vocabulary. • Aim to keep events in order using sentence starts • Show an awareness of the reader by using features such as rhetorical questions etc • Discuss the use of quotes • Use features of a news report e.g catchy headline, sub- headings etc. • Bring the report to a close with a conclusion or “finish”.
Persuasion	<ul style="list-style-type: none"> • Have a personal view and reasons for this to help convince the reader • Begin to support opinions with facts • Use a range of conjunctions to support their opinions e.g “We should do this because” • Begin to sequence writing so reasons flow • Use persuasive and emotive language e.g “In my opinion” “I strongly believe that...”
Non Chron	<ul style="list-style-type: none"> • Begin to organise fact file in an appropriate layout with key features of a non-chronological report e.g title, subheadings etc • Begin to organise information in a logical way with paragraphs of writing that relate clearly to the sub-headings. • Use questions for sub-headings • Use a wide range of conjunctions to add further detail to facts. • Write in paragraphs • Use topic vocabulary • Discuss the purpose of the report
Instructions	<ul style="list-style-type: none"> • Write instructions continuing to use numbers correctly • Create and use an introduction • Use captions, pictures, diagrams and labels • Use precise language to improve instruction as well as subject specific vocabulary • Use commands with imperative verbs -Use adverbs to add detail
Explanation	<ul style="list-style-type: none"> • Understand the use and style of an explanation text • Create an appropriate title • Introduce using an opening statement • Begin to sequence sentence e.g. sentence starts, language choice, paragraphs, subheading • Use interesting facts and subject specific vocabulary. • Begin to think about the reader—who is the audience?

Year 3

Writing genre skills	Story Writing	Familiar Settings <ul style="list-style-type: none"> • Discuss and agree setting as a class using a model • Lengthy description of the setting using techniques such as noun phrases 	Traditional Stories (fables & fairy tales) <ul style="list-style-type: none"> • Stories looked at/rewritten are likely to be familiar. • Features of a traditional tale are evident e.g. magic, creatures, moral 	Adventure & Mystery <ul style="list-style-type: none"> • Discuss and agree setting / story line as a class. • Focus on action. • Introduce short sentences to build tension.
	Poetry	<ul style="list-style-type: none"> • Use a range of literary techniques • Explore the effective these techniques will have on the reader 		
	Recount	<ul style="list-style-type: none"> • Write recounts linked to topics of study stepping into the shoes of a character • Understand order of events to ensure recount is in chronological order • Use sequencing within writing e.g. adverbs -Include 'who, what, when and why' to add detail to recount • Write about the 5 senses beginning to think about the effective on the reader • Use descriptive and emotive language to explain feeling • Formality is agreed as a class and ways to stick to formality are modelled 		
	News Report	<ul style="list-style-type: none"> • Modern setting • Factual and formal • Focus on chronological order and techniques to support this cohesion 		
	Persuasion	<ul style="list-style-type: none"> • Have a personal view and reasons, but also adopt the views of a fictional / historical character if writing in role • Sustain the viewpoint throughout • Support opinions with facts • Sequence writing so reasons flow with an orientation and a reorientation • Discuss formality and aim to be consistent 		
	Non Chron	<ul style="list-style-type: none"> • Create a subject specific Information text with research • Organise logically with the correct features • Use concise, accurate language - Know the purpose of the report 		
	Instructions	<ul style="list-style-type: none"> • Emphasis on the sequencing of events (numbers, bullet points, adverbials) • Instructions include all features of the text type • Know the purpose and language is chosen carefully • Different audiences are explored 		
	Explanation	<ul style="list-style-type: none"> • Use all features of an explanation text and begin to think about the impact of the audience • Ensure text is on sequenced appropriately using a range of techniques • Discuss cause and effect and incorporate this into writing. 		