

Squirrel Class 2025-2026

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Core Text	Rabbit Foo Foo Aliens love underpants Night Pirates Would you Rather?	On Safari (Y1)	After The Fall by Dan Santat (Y2)	The Great Fire of London by Emma Adams and James Weston Lewis (Y2)	George and the Dragon by Christopher Wormell (Y2)	The House That Once Was by Julie Fogliano (Y1)
	Genre	Narrative	Non-fiction	Narrative	Non-fiction	Narrative	Narrative
	Outcome	Familiar settings/Drawing Club (Y1)	To write a travel Journal	To write a story with a nursery rhyme twist	To write a diary entry	To write a legend	To write a mystery story.
	Links across the curriculum	Geography 'where in the world' topic.	Geography 'where in the world' topic.	Nursery rhymes in Music. Linked to 'London's burning' about GFofL.	Great fire of London topic GFofL songs with instruments	English, History	History, PHSE
Unit 2	Core Text	Wombat Goes Walkabout by Michael Morpurgo (Y1)	Meerkat Christmas by Emily Gravett (Y2)	After The Fall by Dan Santat (Y2) (ctd)	When I am By Myself by Eloise Greenfield (Y1)	Our Trip to the Woods (Y1)	Desk Diddler by Michael Rosen (Y2)
	Genre	Narrative	Non-fiction	Narrative	Poetry	Non-fiction	Poetry
	Outcome	To write an adventure story	To write a postcard	To write a story with a nursery rhyme twist (ctd)	To write a rhyming poem	To write a recount	To write a humorous poem
	Links across the curriculum	Geography 'where in the world' topic.	Geography 'where in the world' topic.	n/a	n/a	n/a	PHSE ans Science
Cross Curricular Writing	Core Text	n/a	n/a	n/a	n/a	n/a	n/a
	Genre	Information Text	Postcard	Recount	Information Text	Recount	Information Text
	Outcome	To write an animal fact file.	To write a postcard from a different continent.	Write a recount about the Christmas holidays.	To write a description of a historical event.	Write a recount about trip to Castle	Write a newspaper report
	Links across the curriculum	Geography	Geography	History - Great Fire of London	History - Great Fire of London	History: Local field work study	History: Local field work study

	Year 1	Year 2
Phonic & Whole word spelling	<p>spell words containing each of the 40+ phonemes taught</p> <p>spell common exception words</p> <p>spell the days of the week</p> <p>name the letters of the alphabet in order</p> <p>use letter names to distinguish between alternative spellings of the same sound</p> <p>spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>	<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>
Other word building spelling	<p>Other word building spelling-use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>use the prefix un–</p> <p>use –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>apply simple spelling rules and guidance from Appendix 1</p>	<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>

Transcription	write from memory simple sentences, dictated by the teacher, that include words using GPC's, common exception words taught so far.	write from memory simple sentences, dictated by the teacher, that include words using GPC's, common exception words and punctuation taught so far.
Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters and digits 0-9</p> <p>Understand which letters belong to which handwriting family and practise these</p> <p>Produce recognisable letters and words to convey meaning</p> <p>Another person can read writing with some mediation</p>	<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>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>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>
Planning writing	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p>	<p>plan or say out loud what they are going to write about</p>
Drafting writing	<p>Sequence sentences to form short narratives</p>	<p>Write down ideas and/or key words, including new vocabulary</p> <p>encapsulate what they want to say, sentence by sentence</p>

Editing writing	<p>Re-read what they have written to check it makes sense</p> <p>Discuss what they have written with the teacher or another pupil</p>	<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>
Performing writing	<p>Read their writing both clearly and loudly enough to be heard by the teacher and other pupils</p>	<p>read aloud what they have written with appropriate intonation to make the meaning clear</p>
Vocabulary	<p>Leave spaces between words</p> <p>Join words and clauses using 'and'</p> <p>Use familiar adjectives to add detail e.g. red apple, big fox, bad wolf</p>	<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>
Grammar	<p>use regular plural noun suffixes (-s, -es)</p> <p>use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>use the un- prefix to change meaning of adjectives/adverbs</p> <p>combine words to make sentences, including using and</p> <p>sequence sentences to form short narratives</p> <p>separate of words with spaces</p> <p>use sentence demarcation (. ! ?)</p> <p>use capital letters for names and pronoun 'I')</p>	<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>
Punctuation	<p>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Develop understanding by learning how to use familiar and new punctuation correctly: full stops and capital letters and question marks use sentence demarcation CL . ?</p> <p>Exclamation marks and commas in a list</p> <p>Apostrophes for contracted form and for possession</p>
Grammatical terminology	<p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>	<p>exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma</p>

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

		<ul style="list-style-type: none"> • 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 1

Writing genre skills	Story Writing	<ul style="list-style-type: none"> • Order events and write sentences clearly linked to beginning middle and end • Simple written description of characters and setting using a range of carefully chosen adjectives. • Use different sentence openers and story language e.g once upon a time, later that day etc • Use time adverbials to sequence and order sentences. • Be aware of which tense they're writing in.
	Poetry	<ul style="list-style-type: none"> • Begin to explore literary techniques such as repetition, alliteration, rhythm, rhyme • Introduce visual effects e.g. simile (like/ as), repeated patterns and repetition
	Recount	<ul style="list-style-type: none"> • Recount first hand experiences or role played events verbally and written • Understand order of events • Begin to include 'who, what, when why' to add detail to recount • Order pictures, captions and sentences correctly • Begin to include the 5 senses • Start to use descriptive language including the use of expanded noun phrases and some simple ly adverbs • Use time adverbials such as first, then, next to order and sequence writing
	News Report	<ul style="list-style-type: none"> • Verbally order events - Use first, next, then, after that correctly. • Begin to write factual statements about who, what happened, where.

		<ul style="list-style-type: none"> • Include features of a newspaper report e.g headline
	Persuasion	<ul style="list-style-type: none"> • Use stimulus that is familiar e.g. birthday party invite • Understand that the aim is to convince others (the reader) • Verbally discuss reasons to persuade • Use simple conjunctions to support an opinion e.g “We should do this because” - Write simple sentences using “I think... because...”
	Non Chron	<ul style="list-style-type: none"> • Create a fact file about a theme using key features of a non-chronological report e.g title, sub-heading • Begin to use sub-headings to organise writing • Discuss and then write down facts in sentences • Begin to use conjunctions to elaborate facts • Use topic vocabulary • Label and caption pictures / photos
	Instructions	<ul style="list-style-type: none"> • Write each instruction on a different line • Sequence instructions in the correct order, beginning to use numbers • Use time adverbials to sequence and order instructions • Begin to add precise language to improve instructions • Use imperative (bossy) verbs
	Explanation	<ul style="list-style-type: none"> • Use flowcharts as stimulus • Discuss the use of a title (how / why) • Discuss and use diagrams to support understanding • Write sentences that explain • Begin to organise these into logical steps • Begin to include facts and subject specific vocabulary