

Squirrel Class 2026-2027

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Core Text	The Colour Monster Superworm The Hairy Toe Field Trip to the Moon Where the wild things are Journey by Aaron Becker	Firework night by Andrew Collett (Y1 TWS)	After the storm by Nick Butterworth	Little Red Riding Hood (Y2 TWS)	Grace Darling (Y2 TWS)	Habitats by Dorling Kindersley Limited (Y2 TWS)
	Genre	Narrative	Non-fiction	Narrative	Narrative	Non fiction: Biography	Non-fiction
	Outcome	Familiar settings/Drawing Club (Y1)	To write a list poem	To write a setting description	To rewrite a story with changes	To write a biography about a historical figure.	To write a non-chronological report
	Links across the curriculum	History - Explorers topic	History - Explorers topic	Geography - Weather topic	Geography- Weather topic	History - Seasides topic	Science
Unit 2	Core Text	Armstrong by Brad Meltzer (Y2 TWS)	The Queen's Hat by Steve Anthony (Y1 TWS)	The Day the Crayons Quit (Y2 TWS)	Seasons by Hannah Pang (Y1 TWS)	The Friendship Bench by Wendy Medour (Y2 TWS)	The Lighthouse Keeper's Lunch (Y2 TWS)
	Genre	Non fiction: Recount	Narrative (Adventure)	Non fiction: Letter writing	Non-fiction Information text	Narrative (Friendship)	Narrative
	Outcome	To write a recount in role as an explorer.	To write an adventure story	To write a letter.	Change	To write a friendship story	To retell a story
	Links across the curriculum	History/Geography	History - Explorers topic	Geography - Weather topic	Science/Geography	PHSE Geography - Seaside	History - seaside topic
Cross Curricular Writing	Core Text						
	Genre	Non Fiction - information text	Non Fiction - recount	Non fiction - information	Non Fiction - information text	Non Fiction - recount	Narrative - imagination /Non-fiction - recount
	Outcome	To write a fact file about a famous explorer.	To write a diary entry of a significant explorer.	Write a fact file about an animal and their habitat	To write a fact file about a hot or cold location.	To sequence the key events in Grace Darling's life.	To write a postcard. Recount a school trip
	Links across the curriculum	Geography	Geography	Science: animals and habitats.	Science: habitats, environment Geography	History	Geography

	Year 1	Year 2
Phonic & Whole word spelling	spell words containing each of the 40+ phonemes taught spell common exception words spell the days of the week name the letters of the alphabet in order use letter names to distinguish between alternative spellings of the same sound spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations	segment spoken words into phonemes and represent these by graphemes, spelling many correctly 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 learn to spell common exception words distinguish between homophones and near-homophones
Other word building spelling	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 use the prefix un- use -ing, -ed, -er and -est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1	Learning the possessive apostrophe (singular) Learnt to spell more words with contracted forms Spell longer words, including -ment, -ness, -ful, -less, -ly show awareness of silent letters in spelling e.g. knight, write use -le ending as the most common spelling for this sound at the end of words apply spelling rules and guidelines from Appendix 1

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	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower case letters in the correct direction, starting and finishing in the right place Form capital letters and digits 0-9 Understand which letters belong to which handwriting family and practise these Produce recognisable letters and words to convey meaning Another person can read writing with some mediation	Form lower-case letters of the correct size relative to one another 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 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters.
Contexts for writing	Write about narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes	Write about narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes
Planning writing	Say out loud what they are going to write about Compose a sentence orally before writing it	plan or say out loud what they are going to write about
Drafting writing	Sequence sentences to form short narratives	Write down ideas and/or key words, including new vocabulary

		encapsulate what they want to say, sentence by sentence
Editing writing	Re-read what they have written to check it makes sense Discuss what they have written with the teacher or another pupil	evaluate their writing with the teacher and other pupils 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 proofread to check for errors in spelling, grammar and punctuation
Performing writing	Read their writing both clearly and loudly enough to be heard by the teacher and other pupils	read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary	Leave spaces between words Join words and clauses using 'and' Use familiar adjectives to add detail e.g. red apple, big fox, bad wolf	Use expanded noun phrases to describe and specify attempt some varied vocab and use some varied sentence openings e.g. time connectives
Grammar	use regular plural noun suffixes (-s, -es) use verb suffixes where root word is unchanged (-ing, -ed, -er) use the un- prefix to change meaning of adjectives/adverbs combine words to make sentences, including using and sequence sentences to form short narratives separate of words with spaces use sentence demarcation (. ! ?)	Use coordination (using or, and, or but) use commas in lists use sentences with different forms: statement, question, exclamation, command use subordination (using when, if, that, or because) use apostrophes for omission & singular possession use the present and past tenses correctly and consistently including the progressive form

	use capital letters for names and pronoun 'I')	use extended simple sentences e.g. including adverbs and adjectives to add interest use some features of written Standard English learn how to use selected grammar for Year 2 Use and understand grammatical terminology when discussing writing
Punctuation	begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Develop understanding by learning how to use familiar and new punctuation correctly: full stops and capital letters and question marks use sentence demarcation CL . ? Exclamation marks and commas in a list Apostrophes for contracted form and for possession
Grammatical terminology	letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark	exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma

Writing genre skills	Story Writing	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• Begin to explore literary techniques such as repetition, alliteration, rhythm, rhyme • Introduce visual effects e.g. simile (like/ as), repeated patterns and repetition

	Recount	• 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	• Verbally order events - Use first, next, then, after that correctly. • Begin to write factual statements about who, what happened, where. • Include features of a newspaper report e.g headline
	Persuasion	• 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	• 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	• 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	• 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
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