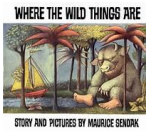
Key Stage 1 Mixed Age Cycle B Yearly Overview.

Texts	Word	Sentence	Text	Punctuation
Autumn 1  Where the Wild Things Are By Maurice Sendak **Outcome**: Return Story Sentences	Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives	Combining words to make sentences Joining words and clauses using 'and'	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I
Outcome: Information Sentences	**Build on previous units & focus on:** Formation of nouns using suffixes **-ness and -er**, e.g. *sadness, kindness, hunter*. Formation of adjectives using **-ful and -less**, e.g. *powerful, fearless*. Use of the suffix **-ly** to turn adjectives into adverbs, e.g. *quiet/quietly, wild/wildly*.	**Build on previous units & focus on:** Use of **expanded noun phrases** for description and specification, e.g. *the enormous, hairy Wild Thing*. Use of **subordination** using *when, if, that, because*, e.g. *Max was happy because he was the king.* Use of **coordination** using *or, and, but*, e.g. *Max roared and waved his arms.*	**Build on previous year & focus on:** Correct choice and consistent use of **past and present tense** throughout writing. Use of **time words and phrases** to sequence events, e.g. *first, next, later, finally*. Writing short narratives with a **clear beginning, middle and ending**.	**Build on previous year & focus on:** Use of **capital letters, full stops, question marks and exclamation marks** to demarcate sentences. Use of **apostrophes to mark contracted forms**, e.g. *couldn't, wasn't, didn't*. Use of **commas to separate items in a list**, e.g. *Max saw trees, monsters and boats*.

Texts	Word	Sentence	Text	Punctuation
Autumn 2  The Secret of Black Rock By Joe Todd-Stanton **Outcome**: Return Story Sentences **Outcome**: Diary Sentences	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I
	Build on previous units & focus on: Formation of nouns using suffixes **-ness and -er**, e.g. *darkness, swimmer, fisherman*. Formation of adjectives using **-ful and -less**, e.g. *colourful, fearless, helpless*. Use of the suffix **-ly** to turn adjectives into adverbs, e.g. *slow/slowly, careful/carefully*.	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement. Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification	**Build on previous year & focus on:** Correct choice and consistent use of **past and present tense** throughout writing. Use of **time and sequencing words** to organise events, e.g. *first, next, later, finally*. Writing short narratives with a **clear beginning, middle and ending**, based on Erin's adventure.	**Build on previous year & focus on:** Use of **capital letters, full stops, question marks and exclamation marks** to demarcate sentences. Use of **apostrophes to mark contracted forms**, e.g. *didn't, couldn't, wasn't*. Use of **commas to separate items in a list**, e.g. *Erin packed food, water and a coat*.

Texts	Word	Sentence	Text	Punctuation
Spring 1  **The Last Wolf** by Mini Grey **Outcome**: Hunting Story Sentences **Outcome**: Recipe Sentences	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
	Build on previous units & focus on: Formation of nouns using common suffixes, e.g. **-ness, -er** (*kindness, hunter*). Formation of adjectives using **-ful and -less**, e.g. *hopeful, helpless*. Use of **-ly** to turn adjectives into adverbs, e.g. *quiet/quietly, slow/slowly*.	**Build on previous units & focus on:** Expanded noun phrases for description and specification, e.g. *the lonely grey wolf, the dark, silent forest*. Use of **subordination** using *when, if, that, because*, e.g. *The wolf was hungry because there was no food.* Use of **coordination** using *or, and, but*, e.g. *The wolf searched for food but could not find any.*	**Build on previous year & focus on:** Correct choice and consistent use of **past and present tense** throughout writing. Use of **sequencing and time words** to organise events, e.g. *first, next, after that, finally*. Writing short narratives with a **clear beginning, middle and ending**.	**Build on previous year & focus on:** Use of **capital letters, full stops, question marks and exclamation marks** to demarcate sentences. Use of **commas to separate items in a list**, e.g. *The wolf saw trees, mountains and rivers.* Use of **apostrophes to mark contracted forms**, e.g. *didn't, couldn't, wasn't*.

Texts	Word	Sentence	Text	Punctuation
Spring 2  **A River** by Marc Martin **Outcome**: Circular Narrative **Outcome**: Letter	Reinforce **plural noun suffixes -s and -es**, e.g. *river/rivers, tree/trees, bridge/bridges*. Use of the prefix **un-** to change the meaning of verbs and adjectives, e.g. *unknown, unhappy, unkind*. Use of **-ing and -ed** to form verbs, e.g. *flow/flowing, change/changed*.	Combining words to make **simple sentences**. Joining words and clauses using **and**, e.g. *The river flowed through the city and passed under the bridge.* Recognising and using **statements, questions and commands**, e.g. *The river was wide. Where does the river go? Look at the river!*	Sequencing sentences to form a **short narrative or recount** of the river's journey. Use of simple **time and sequence words**, e.g. *first, next, then, finally*. Use of simple descriptive vocabulary to describe places along the river, e.g. *busy city, tall buildings, wide river*.	Use of **capital letters and full stops** to demarcate sentences. Use of **question marks** for questions. Use of **capital letters for names and places**, e.g. *London*. Use of **commas to separate items in a list**, e.g. *trees, bridges and buildings*.
	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es	Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded Noun Phrases for description and specification Learn that the grammatical patterns in a sentence indicate its function as a question or command	Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns

Texts	Word	Sentence	Text	Punctuation
Summer 1  **Bog Baby** by Jeanne Willis **Outcome**: Circular Narrative **Outcome**: Letter	Reinforce **plural noun suffixes -s and -es**, e.g. *girl/girls, frog/frogs, bush/bushes*. Use the prefix **un-** to change the meaning of adjectives and verbs, e.g. *happy/unhappy, kind/unkind*. Use **-ing and -ed** to form verbs, e.g. *jump/jumping, scare/scared*..	Combining words to make **simple sentences**. Joining words and clauses using **and**, e.g. *The girls found the Bog Baby and took it home.* Recognising and using **statements, questions and commands**, e.g. *The Bog Baby was tiny. Where is the Bog Baby? Look after it!*	Sequencing sentences to form a **short narrative** based on the story. Using simple **time and sequence words**, e.g. *first, next, then, finally*. Using simple descriptive vocabulary to describe the Bog Baby and its setting, e.g. *tiny, blue Bog Baby; dark, muddy pond*.	Use of **capital letters and full stops** to demarcate sentences. Use of **question marks** for questions. Use of **capital letters for names and places**, e.g. *Bog Baby, Emily*. Use of **commas to separate items in a list**, e.g. *The girls saw frogs, plants and flowers*.
	Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)

Texts	Word	Sentence	Text	Punctuation
Summer 2  **Rosie Revere** By Andrea Beaty **Outcome**: Invention Narrative **Outcome**: Explanation Text	Y1 Adding the suffix -er and est to adjectives Adding the suffixes -ing and -ed to verbs	Combining words to make sentences Joining words and clauses using and	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters and full stops Question marks Exclamation marks
	Y2 Formation of nouns by compounding Use of the suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Expanded Noun Phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as an exclamation	Correct choice and consistent use of past and present tense throughout writing	Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list