



A	B	D	C	F
<b>Vehicle Text</b>				
<b>The Something</b>	<b>The Storm Whale</b>		<b>Juniper Juniper</b>	
<b>Writing Outcome &amp; Writing Purpose</b>				
<b>Narrative:</b> A Losing Story <b>Purpose:</b> To tell and write a losing story	<b>Narrative:</b> A Friendship Story <b>Purpose:</b> To tell and write a friendship story		<b>Narrative:</b> A Superhero Story <b>Purpose:</b> To tell and write a superhero Story	
<b>Recount:</b> Animal Information <b>Purpose:</b> To inform	<b>Poems:</b> Sea creature poems <b>Purpose:</b> To describe		<b>Information:</b> A letter wanting to be a sidekick <b>Purpose:</b> To inform	
<b>Grammar: Word</b>				
<b>Focus on:</b> Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught. GPC This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts Until new graphemes have been taught. *Words shown below need to be in line with phonics scheme being followed by your school.				
<b>*Teach high frequency words:</b> is, it, in, at, and, the	<b>*Secure previous unit high frequency words and teach:</b> have, like, some, come, you, were, little, one, all, do, when, out what		<b>*Secure previous unit high frequency words and teach:</b> he, she, we	<b>Secure previous unit high frequency words and teach:</b>
<b>Grammar: Sentence</b>				
<b>Focus on:</b> Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)	<b>Build on previous units &amp; focus on:</b> Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'.		<b>Build on previous units &amp; focus on:</b> Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'	
<b>Grammar: Text</b>				
<b>Focus on:</b> Sequencing spoken sentences to form short narratives orally. Help retell stories orally by:	<b>Build on previous units &amp; focus on:</b> Sequencing sentences to form short narratives.		<b>Build on previous units &amp; focus on:</b> Sequencing sentences to form short narratives.	

1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly	Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly	Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly
---	---	---

## Grammar: Punctuation

<b>Focus on:</b> Letter formation Separation of words with spaces	<b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Capital letters Personal pronoun – I Full Stops Capital Letters for names	<b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops
---	---	--

## Terminology for Pupils

letter, capital letter, word, sentence, full stop, question mark