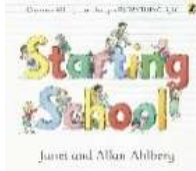
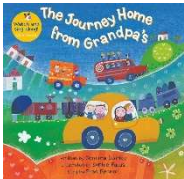



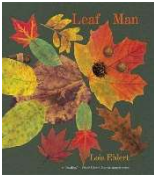
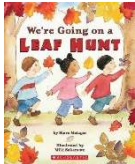
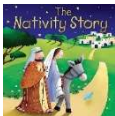

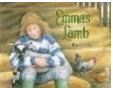
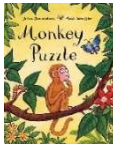





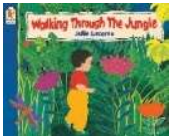
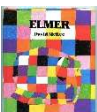



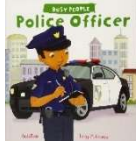



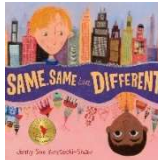


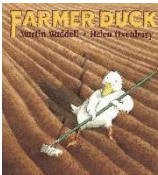



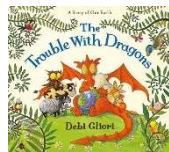


Reception English Long Term Overview – Texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me/Colours/Once Upon a Time	Autumn/Christmas	Harmony/Walking Through the Jungle/Handa's Surprise	Toys/Superheroes/Spring	Children Around the World/Down on the Farm	Geometry/Eddie the Penguin/Moving on
<p>All about me</p>  <p>Colours and Journeys</p>  <p>Once Upon a Time: Traditional tales</p> <p>Book Club books: Three Little Pigs, Goldilocks and the Three Bears and The three Billy Goats Gruff.</p>   	<p>Autumn</p> <p>Leaf Man &amp; We're Going on a Leaf Hunt: Book Club books</p>   <p>Christmas</p> <p>The Nativity Story: Book Club book.</p>  <p>Merry Christmas Splat: Book Club Book</p> 	<p>Harmony Introduction Interdependence</p>  <p>Diversity</p>  <p>Adaptation Circles and</p>  <p>Cycles</p>  <p>Geometry</p>  <p>Oneness</p>  <p>Wellbeing</p>  <p>Book Club Book: Walking through the Jungle</p>  <p>Elmer: Book Club Book</p> 	<p>Toys</p> <p>Old Bear: Book Club Book</p>   <p>Real Superheroes: Book Club Book</p>    <p>Busy Spring: Nature Wakes Up: Book Club Book</p>  	<p>Children Around the World Same, Same but Different: Book Club Book</p>    <p>Down on the Farm Farmer Duck: Book Club Book</p>  <p>A Day at Greenhill Farm: Book Club Book</p> 	<p>Geometry</p> <p>Swirl by Swirl: Book Club Book</p>  <p>Eddie the Penguin Saves the World</p> <p>10 Things I can Do to help my World: Book Club Book</p>  <p>The Trouble With Dragons: Book Club Book</p> 

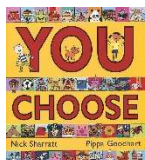
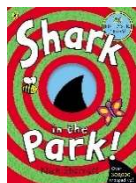
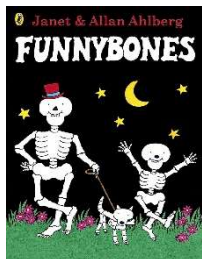
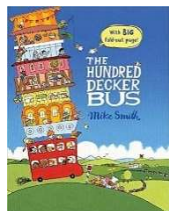
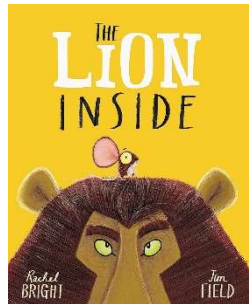
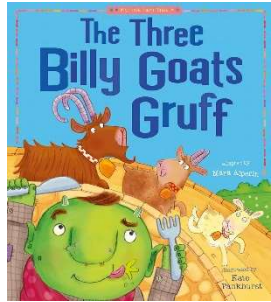

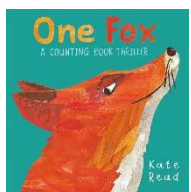

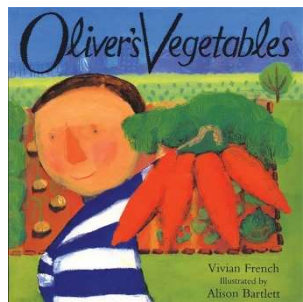
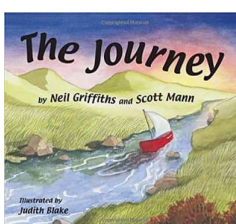
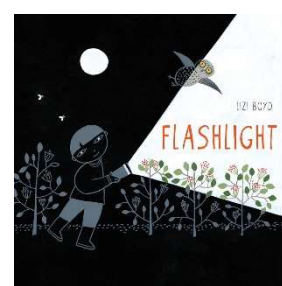

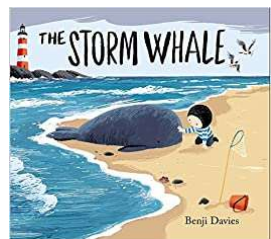


## South Farnborough Infant School – Writing Assessment




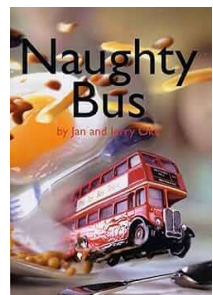
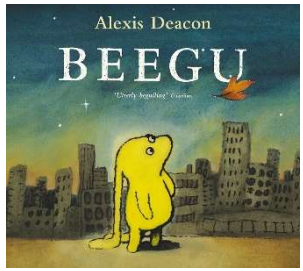

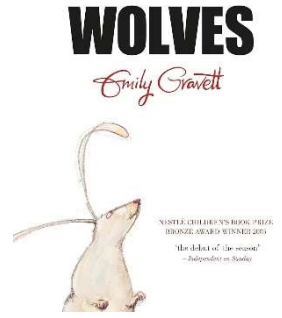
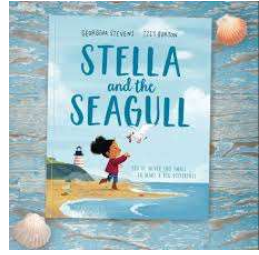
Reception– Writing Assessment					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me/Colours/Once Upon a Time	Autumn/Changes/Christmas	Harmony/Walking Through the Jungle	Toys/Superheroes/Spring	Children Around the World/Down on the Farm	Geometry in nature/Eddie the Penguin/Moving on
<p>Daily phonics following 'Little Wandle'</p> <p>Pen Disco Patterns - 'Nip it, flip it, grip it' focus for pencil grip.</p> <p>I can listen to familiar stories with increasing attention and recall (Range 5).</p> <p>I can listen to others in one-to-one or small group situations (Range 5)</p> <p>I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories (Range 5)</p> <p>I can begin to draw simple recognisable representations (Range 5)</p> <p>I can use language in recalling past experiences (Range 5)</p> <p>I can show an awareness of rhyme and alliteration. (Range 5)</p> <p>I can attempt to write my own name using combinations of lines, circles and curves or letter like shapes (Range 5)</p>	<p>Daily phonics following 'Little Wandle'</p> <p>Pen Disco Patterns</p> <p>I can hear and say the initial sound in words and may start to segment the sounds in cv and cvc words and blend them together. (Range 6)</p> <p>I can listen to stories with increasing attention and recall. I am beginning to be aware of the way stories are structured and can start to tell my own stories. (Range 5)</p> <p>I can question why things happen and give explanations asking who, what, when, how vocab. (Range 5)</p> <p>I know that print carries meaning and, in English is read from left to right and top to bottom. (Range 5)</p>	<p>Daily phonics following 'Little Wandle'</p> <p>Pen Disco letter formation.</p> <p>I can listen and respond to ideas expressed by others in conversation or discussion. (Range 6)</p> <p>I can extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (Range 6)</p> <p>I am beginning to read some high frequency words and I am developing my knowledge of letters and sounds to read simple phonically decodable words and simple sentences. (Range 6)</p> <p>I can use my developing phonic knowledge to write things such as labels and captions. (Range 6)</p> <p>I can use vocabulary and forms of speech that are increasingly influenced by my experiences of reading. (Range 6)</p>	<p>Daily phonics following 'Little Wandle'</p> <p>Pen Disco letter formation.</p> <p>I can understand questions such as who; why; when; where and how. (Range 6)</p> <p>I can link statements and stick to a main theme or intention. (Range 6)</p> <p>I can link sounds to some frequently used digraphs (Range 6)</p> <p>I can read some high frequency words and I am developing my knowledge of letters and sounds to read simple phonically decodable words and simple sentences. (Range 6)</p> <p>I can use my developing phonic knowledge to write things such as labels and captions. (Range 6)</p> <p>I can re-enact and reinvent stories or information that has been read to me or read myself. (Range 6)</p>	<p>Daily phonics following 'Little Wandle'</p> <p>Pen Disco letter formation.</p> <p>I can make comments about what I have heard and ask questions to clarify my understanding. (ELG)</p> <p>I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound-blending. (ELG)</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)</p> <p>I can anticipate key events in stories. (ELG)</p>	<p>Daily phonics following 'Little Wandle'</p> <p>Pen Disco tricky word writing.</p> <p>I can hold a conversation when engaged in back-and-forth exchanges with my teacher and peers. (ELG)</p> <p>I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher. (ELG)</p> <p>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. (ELG)</p> <p>I can write simple phrases and sentences that can be read by others.</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (ELG)</p>

Year 1 Writing Text Drivers and Outcomes 2024 – 2025

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
For the love of books....	Special me....	Getting around.....	Amazing Animals.....	Once upon a time....	Seaside, Pirates
<p>I like sentences</p>  <p>I can see sentences</p> 	 <p><i>Funny Bones</i></p> <p><b>Entertain:</b> Outcome: Narrative – retell the story through use of repetition</p>	 <p><i>The Hundred Decker Bus</i></p> <p><b>Narrative:</b> children to change the character who gets on the bus. Write their own middle version of the story.</p>	<p>The Lion Inside -</p> 	<p>Billy Goats Gruff – Suffix – ing, est, er etc. re-write narrative and write a description for the troll</p> 	 <p>The Pirates Next Door Letter of complaint</p>
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
 <p><i>The Tiger Who Came to Tea</i></p>  <p>Judith Kerr</p>	 <p><i>Oliver's Vegetables</i></p> <p>Recount of Oliver's week at his grand parents</p>	 <p><i>The Journey</i></p> <p><b>Instructions:</b> How to make a paper boat. <b>Narrative:</b> Write the main events in the story- change the ending.</p>	 <p><i>Flashlight</i></p> <p>Sequence sentences to form a short narrative</p>	<p>Three little pigs – character description of the wolf. Re-tell narrative and change character</p> 	 <p>The Storm Whale</p> <p><b>Postcard:</b></p>



# South Farnborough Infant School – Writing Assessment

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3
 		 <p>The Queen's Hat <b>Narrative:</b> Write a story for the head teachers scarf that travels around school</p>	<p>Wolves- information writing</p> 	<p>Goldilocks and the three bears – letter of apology from Goldilocks. Wanted Poster for Goldilocks. Police report.</p>	 <p>Stella and the Seagull <b>Entertain:</b> Write a narrative in a similar style but change the character of the seagull to another ocean animal. <b>Persuade:</b> Verbal argument to stop litter</p>
Parallel texts	Parallel texts	Parallel texts	Parallel texts	Parallel texts	Parallel texts
<p>The Naughty Bus The colour monster goes to school Ten delicious teachers Marvellous me Super Duper You What makes me a me? Our class is a family</p>		<p>Once upon a star- James Carter (Poem) Faster, Further, Higher, Deeper. Who's Driving? Things that go! Float The Queen's handbag The Queen's knickers The Queen's nose Tea with the queen The Queen's spaghetti Katie goes to London</p>		<p>The magic and mystery of trees. A walk in the woods Maya's Walk Tree The Extraordinary gardener I ate sunshine for breakfast.</p>	<p>Rules of summer The sea saw Lost and found The Snail and the whale Sharing a shell Michael Recycle Litterbug Doug What a waste</p>


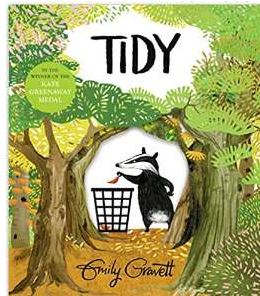
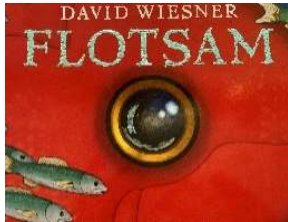
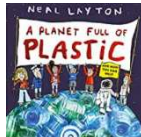


## South Farnborough Infant School – Writing Assessment



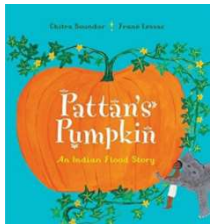
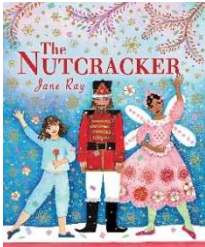
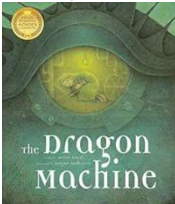

Year 1 – Writing Assessment					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
For the love of books.....	Special Me.....	Getting around.....	Amazing animals.....	Once upon a time.....	Take me to the seaside.....
<p>I can Spell: words containing each of the 40+ phonemes already taught</p> <p>I can Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>I can Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I can Say out loud what I am going to write about</p> <p>I can Compose a sentence orally before writing it I can discuss what I have written with my teacher or other pupils</p> <p>I can apply phonic knowledge and skills as the route to decode words</p> <p>I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Read sentences my sentence out loud so children in my class can hear and understand me</p> <p>I can use and to join words in my sentence Eg. He was big and brown.</p> <p>I can explain what a capital letter and full stop is.</p> <p>I can use capital letters and full stops.</p> <p>I can read my sentence to check it makes sense.</p> <p>I can join my sentences to make a story.</p> <p>I can write lower case letters in the right direction- starting and finishing in the right place.</p>	<p>I can write sentences by saying out loud what I am going to write about.</p> <p>I can explain what a capital letter, full stops and question mark is.</p> <p>I can write a simple question with a question mark.</p> <p>I can read my sentence to check it makes sense.</p> <p>I can write lower case letters in the right direction- starting and finishing in the right place.</p> <p>I can add 'ing' to the end of the word- present tense action verbs. Eg. What are you doing?</p>	<p>I can use past tense Verbs by adding ed.</p> <p>Read sentences out loud- say my sentences out loud before I write it.</p> <p>I can write lower case letters in the right direction- starting and finishing in the right place.</p> <p>I can explain what these words mean letter, capital letter, word, sentence, punctuation.</p> <p>I can use a statement sentence.</p> <p>I can use a question sentence.</p> <p>I can use an adjective in my sentence to describe.</p>	<p>I can write sentences by saying out loud what im going to write about.</p> <p>I can join ideas in a sentences using and. – Compound sentence.</p> <p>I can read my sentence to check it makes sense.</p> <p>I can spell day of the weeks.</p> <p>I can write lower case letters in the right direction- starting and finishing in the right place.</p> <p>I can write upper case letters in the right direction- starting and finishing in the right place.</p> <p>I can join sentences to make a story.</p> <p>I can add er and est to the end of a word to compare.</p>	<p>I can Spell days of the week</p> <p>I can use plurals s and es</p> <p>Read sentences my sentence out loud so children in my class can hear and understand me</p> <p>I can say my sentence out loud before I write it .</p> <p>I can write capital letters</p> <p>I can use capital letters and full stops</p> <p>I can use and to join words and ideas within a sentence.</p> <p>I can join sentences to make a story.</p> <p>I can use un to start the end of a word</p> <p>Explain how un changes a word</p> <p>Read sentences to make sure it make sense.</p> <p>I can use and to join sentences and ideas in a sentence.</p>
<p>Spelling embedded thought the year/ taught during phonics:</p> <p>I can break down spoken words into their sounds and spell some correctly.</p> <p>I can spell words containing each of the letter sounds I have been taught</p> <p>I can spell some tricky words correctly</p> <p>I can name letters of the alphabet using letter names</p> <p>I can distinguish between alternative spellings of the same sound.</p> <p>I can write the correct spelling in a simple dictation.</p>					

Year 2 Writing Text Drivers and Outcomes 2024 - 2025

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Once upon a time .....	Frozen kingdom .....	Tell me about a dragon..	Blast off!	Animal Adventures	I do like to be beside the seaside.....
Learning Journey	Learning Journey	Learning Journey	Learning Journey	Learning Journey	Learning Journey
 <p>Little Red Riding Hood- Original tale Chn to write a description of the wolf. (2 Weeks)</p>  <p>The gigantic Turnip by Alexie Tolstoy</p>	<p>Chn to write a non</p>  <p>chronological report about polar bears.</p> <p>Snow</p>  <p>Entertain - To write a poem about Winter focusing on the senses (kenning style) Use 1 fox poem structure – counting poem</p>	<p>Design own dragon and</p>  <p>write poetic description to be included in book. (2 Week)</p>  <p>(2 Week) 2 outcomes – SOA description of the dragon hatching out of the egg from viewpoint of George (1 lesson)</p>	 <p>Diary entry – recount of Bob's week. (2 weeks)</p> <p>Write a job specification for a man on the moon-roles an responsibilities Job</p> 	 <p>The lion and the mouse Retell the fable using a range of suffixes ing, est, ed, er (2 weeks)</p>  <p>Write a persuasive letter to Pete, to get him to stop tidying the forest.</p>	 <p>Outcome: A poem using the illustrations of the book as stimulus. (2weeks)</p> <p>To write a persuasive pamphlet on how to look after the ocean. (2 weeks)</p> 



## South Farnborough Infant School – Writing Assessment

<p>Chn to retell the story making changes to the story (innovate) such as changing language or turnip into something else. <b>(2 Weeks)</b></p>		<p>Viewpoint from dragon coming out of the egg.</p>	<p>(2 weeks) Innovated narrative – children to change the alien</p>	<p>Second outcome: write an innovated narrative changing Pete the badger to a different animal. <b>(3 weeks)</b></p>	
 <p>Chn to retell the story making changes to the story (innovate) such as changing language or turnip into something else. <b>(2 Weeks)</b></p>	 <p>Chn to write a recount of the battle between the nut cracker and the mouse king. Chn to write a magical setting description of the kingdom of sweets. Description of the utcracker</p>	 <p>Write a guide book on how to train a dragon – link back to their designs of a dragon. – <b>double page spread – warnings to the reader about things to avoid. E.g don't feed a dragon ....</b> <b>(2 + weeks)</b> Write a set of instructions on how to follow the map. <b>Time connectives, word of warning to readers.</b></p>			<p>Short narrative</p>  <p>Outcome: Chn to create their own story of what happens to a piece of ocean litter. (On HIAS Eng Moodle+, see The Lion and the Mouse)</p>
Parallel texts	Parallel texts	Parallel texts		Parallel texts	
<p>Hansel and Gretel Cinderella Snow white and the seven dwarfs Princess and the pea <b>Modern twisted and alternative versions of fairytales.</b></p>	<p>Fruits – Valery Bloom Poles apart Lost and found Storm whale Winter's child Winter sleep The night box Here comes Jack frost</p>	<p>How to wash a wooly mammoth How to train a dragon- take extracts from first book – descriptions of dragons Zog Clockwork dragon The knight who wouldn't fight Sir scallywag and golden underpants George and the dragon</p>	<p>Beegu Toys in space Aliens love underpants Notes to planet Earth Qupootle Five The way back home Welcome to alien school Laika</p>	<p>The lion and the mouse previous version Wolves national geographic Walk with a wolf Wolves our wild world Good little wolf Little red riding hood Meerkat Mail Lion inside Mr Tiger goes wild</p>	<p>Flotsam Julien is a mermaid How to catch a mermaid Flip flap ocean The owl who is afraid of the dark</p>



## South Farnborough Infant School – Writing Assessment



Year 2 – Writing Assessment					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Red Riding Hood The Gigantic Turnip Pattan's Pumpkin	Ice Bear Snow The Nutcracker	Tell Me A Dragon The Egg Dragon Machine	Man On the Moon How to Catch a Star	The Lion and The Mouse Wolves Tidy	Clem and Crab Flotsom
<p>I can use capital letters and full stops to show where sentences start and end and use question marks where required.</p> <p>I can use the correct verb tense to indicate past and present.</p> <p>I can write about the things I have done and others have done.</p> <p>I can use description in my writing by including an expanded noun phrase.</p> <p>I can proof read my work to check it makes sentences and check for sense and errors in punctuation.</p> <p>I can use an apostrophe to mark where letters are missing a contraction and spell words with contracted forms.</p> <p>I can add 's' to make common nouns into plurals.</p> <p>I can use er, to add detail.</p> <p>I can form lower case letters of the correct size relative to each other.</p> <p>I can develop an idea over a series of sentences.</p>	<p>I can use expanded noun phrases to add description.</p> <p>I can use a question mark to punctuate a question.</p> <p>I can use the correct verb tense to indicate past and present.</p> <p>I can add ful to the end of a word.</p> <p>I can use ly to add detail.</p> <p>I can use subordinating conjunction because so</p> <p>I can use apostrophe to show possession- singular.</p> <p>To use personal pronouns.</p> <p>I can plan writing by writing down ideas and talking about them.</p> <p>I can proof read my work to check for sense and errors in spelling and punctuation.</p> <p>I can evaluate my own writing with the teacher and other pupils.</p>	<p>I can write for different purposes and audience.</p> <p>I can organize my writing into sections that develop one idea</p> <p>I can use description in my writing by including an expanded noun phrase.</p> <p>I can use apostrophe to show possession- singular.</p> <p>I can use commas when writing as list.</p> <p>I can check my work to make sure it makes sense and I have use the correct words in indicate time- chronological order.</p> <p>I can use technical words to explain information clearly.</p> <p>I can use prepositions to indicate where. Eg. In-between, amongst</p> <p>I can use subordinating conjunction because so</p> <p>I can proof read my work to check for sense and errors in spelling and punctuation.</p>	<p>I can use expanded noun phrases to add description.</p> <p>I can use personal pronoun I, you we in my writing.</p> <p>I can add ment and ness to spell longer words.</p> <p>I can use the conjunctions and or but to extend my sentences.</p> <p>I can use contractions</p> <p>I can use commas when writing as list.</p> <p>I can use first, then, next, to sequence events</p> <p>I can use apostrophe to show possession- singular.</p> <p>I can proof read my work to check for sense and errors in spelling and punctuation.</p> <p>I can plan my writing by writing down ideas and or key words and new vocab.</p>	<p>I can use adverbials to indicate where or when.</p> <p>I can write for different purposes and audience.</p> <p>I can use an exclamation mark</p> <p>I can add less to the end of a word.</p> <p>I can proof read my work to check for sense and errors in spelling, grammar and punctuation.</p> <p>I can use capital letters and full stops to show where sentences start and end and use question marks and exclamation marks where required</p> <p>I can use expanded noun phrases and precise verbs in my writing.</p> <p>I can use subheadings for sections in information writing.</p>	<p>I can plan my writing by writing down ideas and or key words and new vocab.</p> <p>I can plan my writing by writing ideas and talking about them.</p> <p>I can read my work aloud with confidence using the tone of my voice to make the meaning clear.</p> <p>I can use apostrophes to show possession- singular.</p> <p>I can spell words with all suffixes taught such as ly, less, ful, ness</p> <p>I can distinguish between homophones and near homophones.</p> <p>I can use sentences with different forms: statement, question, exclamation, command</p> <p>I can use different conjunctions to join ideas within sentences.</p> <p>I can explain what these words mean- noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, apostrophe, and comma.</p> <p>I can proof read my work to check for sense and errors in spelling, grammar and punctuation.</p>
<p>Spelling embedded thought the year/ taught during phonics:</p> <p>I can break down spoken words into their sounds and write them correctly.</p> <p>I can learn new spellings by using words I already known</p> <p>I can spell many tricky words</p>			<p>I can spell words that sound the same but are spelt differently</p> <p>I can add the rending ment, ness, full, ly, less to spell most longer words ment and ness</p> <p>I can write correct spelling and punctuation in simple dictations.</p>		