



# Roby Park Primary School



## KS1 Literature Spine – Cycle B

Texts Blocks, Links and suggested outcomes						
Autumn		Spring			Summer	
Topics	Terrific Travel and Transport	Terrific Travel and Transport	Arctic Adventure	Wonderful Weather	Oh I Do Like to Be Beside the Seaside	London's Burning
<b>Writing Opportunities</b>	<ul style="list-style-type: none"> <li>• Timelines</li> <li>• Annotated pictures of vehicles</li> <li>• Recounts of journeys</li> <li>• Explanation text – Apollo 11</li> <li>• Persuasive writing</li> <li>• Directions</li> </ul>	<ul style="list-style-type: none"> <li>• Captions and labelling</li> <li>• Instructions</li> <li>• Letter</li> <li>• Recount</li> <li>• Persuasive Poster</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Animal fact sheets</li> <li>• Information text – Arctic</li> <li>• Arctic city poster</li> <li>• Information poster – Inuits</li> <li>• Information poster - explorer</li> </ul>	<ul style="list-style-type: none"> <li>• Season poetry</li> <li>• Information texts – coastal weather</li> <li>• Captions and labels to describe weather scenes</li> <li>• Weather diary</li> </ul>	<ul style="list-style-type: none"> <li>• Seaside advert posters</li> <li>• Captions of photographs</li> <li>• Victorian holiday information texts</li> <li>• Seaside poetry</li> <li>• Labelling maps</li> <li>• Postcards</li> </ul>	<ul style="list-style-type: none"> <li>• Diary writing – events of the Fire</li> <li>• Explanation text – how the fire started/spread</li> <li>• Great Fire of London factfile</li> <li>• London Landmarks – persuasive poster</li> <li>• Instructions – how to make a fire engine</li> </ul>
<b>English Literature Texts</b>	<b>Where the Wild Things Are - Maurice Sendak</b>	<b>Jolly Postman - Janet and Allan Ahlberg</b>	<b>Emperor's Egg - Martin Jenkins and Jane Chapman</b>	<b>Lila and the Raindrops - David Conway and Jude Daly</b>	<b>The Snail and the Whale - Julia Donaldson</b>	<b>Beegu – Alexis Deacon</b>
<b>Hook</b>	Crime scene with a fox suit and a plastic hammer	Giant or tiny letter delivered	A large egg	Experiencing rain in the park or playground/ splashing in puddles	Beached whale in the sand tray, cursive note left on whiteboard	A crashed alien ship/ alien hunt
<b>Wider Reading</b>	Each Plum, Each Pear - Allan Ahlberg Peepo! – Allan Ahlberg Please Mrs Butler – Allan Ahlberg Funny Bones – Allan Ahlberg Mrs Wobble the Waitress - Allan Ahlberg How to Catch a Star – Oliver Jeffers The Day the Crayons Quit – Oliver Jeffers Lost and Found – Oliver Jeffers		Furaha Means happy: a book of Swahili Words - Wilson-Max K Mama Panya's Pancakes - Chamberlin R, Chamberlin, Cairns The Day the Rains Fell - Faundez A Handa's Surprise and Handa's Hen - Browne Bringing the rain to Kapiti Plain - Ardeena V Mara Serengeti: A Photographer's Paradise - Scott J The Most Important Gift of All - Conway D, Littlewood K Penguins - Emily Bone 100 Facts Penguins - Camilla de la Bedoyere Penguins - Anne Schreiber Animals on the Edge - Anna Claybourne: Animals Are Amazing: Penguins - Valerie Bodden When Penguins Cross the Ice - Sharon Katz Cooper Penguin - Polly Dunbar Lost and Found - Oliver Jeffers Blue Penguin - Petr Horáček The Penguin Who Wanted To Find Out - Jill Tomlinson Be Brave Little Penguin - Giles Andreae and Guy Parker-Rees		Baboon on the Moon directed - Christopher Duriez (British Film Institute) The Way Back Home - Oliver Jeffers Wonderful Life - Helen Ward Dr Xargle's Book of Earthlets - Jeanne Willis and Tony Ross Toys in Space - Mini Grey Meerkat Mail - Emily Gravett Spinderella – Julia Donaldson The Quick Brown Fox Cub – Julia Donaldson Cereal Superfan – Julia Donaldson The Snake Who Came to Stay – Julia Donaldson The Gruffalo – Julia Donaldson	
<b>Spoken English Outcomes</b>	<ul style="list-style-type: none"> <li>• Children use spoken language to develop understanding through imagining and exploring ideas</li> <li>• Children participate in discussions,</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• Ask relevant questions to extend knowledge and understanding</li> <li>• Consider and evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read, taking turns and listening to what others say</li> <li>• Ask relevant questions to extend their</li> </ul>	<ul style="list-style-type: none"> <li>• Children use spoken language to develop understanding through imagining and exploring ideas</li> <li>• Children participate in discussions, performances,</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• Ask relevant questions to extend knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read, taking turns and listening to what others say;</li> <li>• Ask relevant questions to extend their</li> </ul>



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	<p>performances, role-play and improvisations</p> <ul style="list-style-type: none"> <li>Children articulate and justify answers, arguments and opinions</li> <li>Children consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<p>viewpoints, attending to and building on the contributions of others</p> <ul style="list-style-type: none"> <li>Participate in discussions, performances, role-play, improvisations and debate about what has been real</li> <li>Use spoken language to develop understanding through imagining and exploring ideas</li> </ul>	<p>understanding and build vocabulary and knowledge</p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and peers</li> <li>Articulate and justify answers and opinions</li> <li>Use spoken language to develop understanding</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> </ul> <p>Participate in performances, role-play and improvisations Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</p>	<p>role-play and improvisations</p> <ul style="list-style-type: none"> <li>Children answer and justify answers, arguments and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>Participate in discussions, performances, role-play, improvisations and debate about what has been read</li> <li>Use spoken language to develop understanding through imagining and exploring ideas</li> </ul>	<p>understanding and build vocabulary and knowledge;</p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and peers;</li> <li>Articulate and justify answers and opinions;</li> <li>Use spoken language to develop understanding;</li> <li>Speak audibly and fluently with an increasing command of Standard English;</li> <li>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.</li> </ul>
<p><b>Written Outcomes</b> A minimum of 3 outcomes per half term</p>	<p><b>#1: Labels and captions</b></p> <p><b>#2: Story mapping</b></p> <p><b>#3: Role on the wall leading to character description</b></p>	<p><b>#1: Story maps</b></p> <p><b>#2: Letter</b></p> <p><b>#3 Story linked to traditional tale</b></p>	<p><b>#1: Postcard</b></p> <p><b>#2 Instruction – rain gauge</b></p> <p><b>#3: Narrative from Africa</b></p>	<p><b>#1: Fact file penguins</b></p> <p><b>#2: Description of setting</b></p> <p><b>#3: Non- chronological report</b></p>	<p><b>#1: Character Description</b></p> <p><b>#2: Guide to earth (leaflet)</b></p> <p><b>#3: Explanation linked to space</b></p>	<p><b>#1: Description of character</b></p> <p><b>#2: Diary entry</b></p> <p><b>#3: Innovative version of the story</b></p>
<p><b>Spellings</b></p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can name the letters of the alphabet in order.</li> <li>I can spell the days of the week.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can break down spoken words into their sounds and write them mostly correctly.</li> <li>I can spell words by picking out the sound.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can write the correct spellings in simple sentences I hear my teacher say.</li> <li>I can learn new spellings by using words I already know how to spell</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I know plural rule and can use –s and –es in the right place.</li> <li>I can point out or write the 40 or more letters or groups of letters I have been taught when I hear</li> <li>I can spell many common exception words.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can add -un to the start of a word to make a different word them.</li> <li>I can name the letters of the alphabet using letter names to distinguish between alternative spelling of the same sound.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can use simple spelling rules</li> <li>I can spell most common exception words.</li> </ul>



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	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can break words down into their spoken sounds and spell some correctly</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can learn new spellings by using words I already know how to spell.</li> <li>I can write the correct spellings and punctuation in simple sentences.</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can spell many common exception words.</li> <li>I can use simple spelling rules</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can spell some words that have been shortened.</li> <li>I can spell words which use an apostrophe to show possession e.g. the girl's book</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can add the endings –ment, ness, -ful, -less,-ly to spell most longer words.</li> <li>I can spell most common exception words</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can spell words that sound the same but are spelt differently .e.g. buy, bye, by.</li> </ul>
<b>Composition</b>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can write sentences by saying out loud what I am going to write about</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can write a sentence I have practiced.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can write sentences on my own.</li> <li>I can talk about my writing with my teacher or children in my class.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can read my sentence out loud so that children in my class can hear and understand me.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can join my sentences together to make a story.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can read my sentence and check that it makes sense.</li> </ul>
	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can plan my writing by writing down my ideas or talking about them for each sentence.</li> <li>I can write poetry</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can write for different purposes, writing long or short pieces of work</li> <li>I can write sentences about things I have done and things that others have done</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can write for different purposes, using ideas and language from things I have read</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can write a long piece of text about a real event in one go.</li> <li>I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can change my writing and make corrections after I have spoken to the teacher or another child about it.</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can proof read my work and check for spelling punctuation and grammar errors</li> <li>I can read my work aloud with confidence using the tone of my voice to make the meaning clear.</li> </ul>
<b>Vocabulary punctuation and grammar</b>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can put words together to make sentences</li> <li>I can use capital letters and full stops</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can use spaces between words</li> <li>I can use question marks and exclamation marks</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can use capital letters for names, places, the days of the week and the word.</li> <li>I can use joining words like 'and'</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can add -s or -es to make them plurals eg. Dog, dogs; fox foxes</li> <li>I can show how un added to the beginning of a word can change the meaning.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can add -ing, -ed,. Add -er to a word to make a new word eg helping, helper</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can explain what these words mean; letter, capital letters, word, singular ,plural, sentence, punctuation, full stop, question mark, exclamation mark.</li> </ul>
	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can use capital letters and full stops to show where sentences start and end and sometimes</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can use question marks and exclamation marks appropriately.</li> <li>I can use comma when</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can make new words by adding –ness and-er at the end of the word.</li> <li>I can tell if a sentence is</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can use the correct verb form to indicate actions in progress in the present time, or in the past e.g. she</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can use apostrophes. I can show where letters are missing and to</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>I can use apostrophes. I can show where letters are missing and to show</li> </ul>



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	<p>use question marks.</p> <ul style="list-style-type: none"> <li>I can make new words by putting two words together e.g. whiteboard</li> </ul>	<p>writing a list.</p> <ul style="list-style-type: none"> <li>I can make new words by adding ful, less to the end of the word e.g. helpful, helpless</li> </ul>	<p>a question, command, exclamation or a statement.</p> <ul style="list-style-type: none"> <li>I can use description in my writing e.g. the blue butterfly, the plain flour.</li> </ul>	<p>is drumming , he was shouting</p> <ul style="list-style-type: none"> <li>I can use the correct tense in my writing.</li> <li>I can use these words in my writing when, if, that,, because, or, but.</li> </ul>	<p>show possession .e.g. the girl's hat.</p> <ul style="list-style-type: none"> <li>I can use description in my writing e.g. the blue butterfly, the man in the moon</li> <li>I can add these letter groups to the end of words –er, -est,-ly e.g. smoother, smoothest , smoothly Year 2</li> <li>I can use apostrophes.</li> <li>I can show where letters are missing and to show possession.e.g. the girl's hat.</li> <li>I can use description in my writing e.g. the blue butterfly, the man in the moon</li> <li>I can add these letter groups to the end of words –er, -est,-ly e.g. smoother, smoothest , smoothly</li> </ul>	<p>possession .e.g. the girl's hat.</p> <ul style="list-style-type: none"> <li>I can use description in my writing e.g. the blue butterfly, the man in the moon</li> <li>I can add these letter groups to the end of words –er, -est,-ly e.g. smoother, smoothest , smoothly</li> </ul>
<p><b>Handwriting</b></p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>I can sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>I can write most lower case letters correctly</li> <li>I can write lower case letters in the correct direction, starting and finishing in the write place</li> <li>I can write capital letters.</li> <li>I can write numbers 0-9.</li> <li>I can see which letters belong to which handwriting families.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can write lower-case letters that are all the same size in some of my writing.</li> </ul>					



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- I can write lower-case letters that are all the same size in most of my writing.
- I can use the diagonal and horizontal strokes I need to join letters in some of my writing.
- I can use the diagonal and horizontal strokes I need to join letters.
- I know which , when they are next to one another, are best left unjoined.
- I can write capital letters and numbers that are the right way up, the correct size relative to each other and lower case letters.