



Roby Park Primary School



KS1 Literature Spine – Cycle B

Texts Blocks, Links and suggested outcomes						
Autumn			Spring		Summer	
Topics	House & Homes	Terrific Travel and Transport	Arctic Adventure	Wonderful Weather	Oh I Do Like to Be Beside the Seaside	London's Burning
Writing Opportunities	<ul style="list-style-type: none"> Captions and labelling Instructions Letter Recount Persuasive Poster 	<ul style="list-style-type: none"> Timelines Annotated pictures of vehicles Recounts of journeys Explanation text – Apollo 11 Persuasive writing Directions 	<ul style="list-style-type: none"> Animal fact sheets Information text – Arctic Arctic city poster Information poster – Inuits Information poster - explorer 	<ul style="list-style-type: none"> Season poetry Information texts – coastal weather Captions and labels to describe weather scenes Weather diary 	<ul style="list-style-type: none"> Seaside advert posters Captions of photographs Victorian holiday information texts Seaside poetry Labelling maps Postcards 	<ul style="list-style-type: none"> Diary writing – events of the Fire Explanation text – how the fire started/spread Great Fire of London factfile London Landmarks – persuasive poster Instructions – how to make a fire engine
English Literature Texts	The Snail and the Whale - Julia Donaldson	Jolly Postman - Janet and Allan Ahlberg	Lila and the Raindrops - David Conway and Jude Daly	Emperor's Egg - Martin Jenkins and Jane Chapman	Beegu – Alexis Deacon	Where the Wild Things Are - Maurice Sendak
Hook	Beached whale in the sand tray, cursive note left on whiteboard	Giant or tiny letter delivered	Experiencing rain in the park or playground/ splashing in puddles	A large egg	A crashed alien ship/ alien hunt	Crime scene with a fox suit and a plastic hammer
Wider Reading	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	
Spoken English Outcomes	<ul style="list-style-type: none"> Children use spoken language to develop understanding through imagining and exploring ideas Children participate in discussions, 	<ul style="list-style-type: none"> Listen and respond appropriately to adults and peers Ask relevant questions to extend knowledge and understanding Consider and evaluate viewpoints, attending to 	<ul style="list-style-type: none"> Participate in discussion about what is read, taking turns and listening to what others say Ask relevant questions to extend their understanding and build 	<ul style="list-style-type: none"> Children use spoken language to develop understanding through imagining and exploring ideas Children participate in discussions, performances, 	<ul style="list-style-type: none"> Listen and respond appropriately to adults and peers Ask relevant questions to extend knowledge and understanding 	<ul style="list-style-type: none"> Participate in discussion about what is read, taking turns and listening to what others say; Ask relevant questions to extend their understanding and



Roby Park Primary School



KS1 Literature Spine – Cycle B

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



Roby Park Primary School



KS1 Literature Spine – Cycle B

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



Roby Park Primary School



KS1 Literature Spine – Cycle B

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



Roby Park Primary School



KS1 Literature Spine – Cycle B

- | | |
|--|---|
| | <ul style="list-style-type: none">• 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. |
|--|---|