

WRITING AT WHIMPLE PRIMARY

The information in the following progression document forms part of the teaching of writing in each class. At least one *Bookwrite* Teaching Sequence is to be taught each half term and one fully assessed per term, using the Evidence Gathering Grids (EGGs) where appropriate. Other writing will focus on specific aspects of SPaG and allow pupils to write more poetry or creative pieces that are linked to other events or subjects in the wider curriculum.

To access the DES teaching sequences, [click here](#) and login using your own details.

Then click your name in the top right hand corner, then *My Subscription Content*, and then *Book Writes Teaching Sequences*.

You should then be able to navigate through to the appropriate text type and age group.

Writing Progression – Cycle A – Willow Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of core texts (Teaching Sequences)	Animalium Jenny Broom Non-Fiction – Yr 6	Paraphernalia - film Sabrina Cutugno Fiction - Yr 5/6	Dragonology Dugald Steer Non-Fiction – Yr 5/6	The Day the Crayons Quit Drew Daywalt Fiction – Yr 5	Tales from Outer Suburbia Shaun Tan Fiction - Yr 5/6	The Lost Words Jackie Morris Poetry – Yr 5/6
Optional independent purposeful writing outcomes	To write an information text about a time in history or school trip	To write a structured narrative story	To write an '-ology' text about a chosen topic	To tell a story through a sequence of letters	To write a story, in the style of Shaun Tan, about an unlikely discovery in an everyday place and how it was dealt with.	To write a poem about something from the natural world
Grammar and punctuation	Expanded noun phrases including Relative clauses Passive Dashes Complex sentences	Revision of adverbial phrases and fronted adverbials Expanded noun phrases	Formal, impersonal writing Noun phrases Commas, brackets and dashes Subjunctive	Noun phrases Adjectives Clauses, complex sentences	Creating atmosphere, noun phrases, speech to advance the action	Expanded noun phrases, Hyphens Vocabulary choice onomatopoeia, alliteration, sibilance, assonance
Spelling	Spelling is taught in weekly lessons in line with the Spelling Shed scheme and stages. Each week, children are given a series of words to learn and learn about (morphology and etymology), in line with their age group. This means that children in Year 5 across classes, will have the same word lists. Click here to see the staged word lists.					
Handwriting	All children are expected to join their handwriting in every aspect of writing. Computing software will be used to support children who have specific difficulties with motor skills. All children will practise their handwriting weekly.					

Writing Progression – Cycle B – Willow Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of core texts (Teaching Sequences)	Kensuke's Kingdom Michael Morpurgo Fiction – Yr 5/6	A Drove of Bullocks Patrick George Non-Fiction – Yr 6	Flotsam David Weisner Fiction -	Varjak Paw SF Said Fiction – Yr 5/6	Everest Alexandra Stewart Non-Fiction – Yr 6	Earth Verse Sally M Walker Poetry - Yr 5/6
Independent purposeful writing outcomes	To write an extended story based on chapter four	To write a short report about a collective noun	To write hybrid text	To write an adventure for Varjak Paw	To write an account of another significant exploration	To write a poem
Grammar and punctuation	Devices to build cohesion, Degrees of possibility, using adverbs and modals, Brackets and dashes Colons	Complex sentences starting with –ed and –ing verbs Multi-clause sentences structured and punctuated correctly	Expanded noun phrases, Relative clauses ,Cohesion within a paragraph, Cohesion and pace across paragraphs	Expanded noun phrases Semi-colons Paragraphs and cohesion	Cohesion, particularly adverbials Verb forms: perfect, passive and modal Expanded nouns	Noun phrases (including hyphenated adjectives), Precise verb choices
Spelling	Spelling is taught in weekly lessons in line with the Spelling Shed scheme and stages. Each week, children are given a series of words to learn and learn about (morphology and etymology), in line with their age group. This means that children in Year 5 across classes, will have the same word lists. Click here to see the staged word lists.					
Handwriting	All children are expected to join their handwriting in every aspect of writing. Computing software will be used to support children who have specific difficulties with motor skills. All children will practise their handwriting weekly.					

Writing Progression – Cycle A – Beech Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of core texts (Teaching Sequences)	The Whistling Monster Jamilia Gavin Fiction - Yr4	Interview With a Tiger Andy Seed Non-fiction - yr4	The Ice Bear Jackie Morris Fiction – Yr 5	Everything You Need To Know About Snakes (or AQoH) John Woodward Non-Fiction – Yr5	Hansel & Gretel Neil Gaiman & Lorenzo Mattotti (Bloomsbury) Fiction - Yr5	A Good Weekend - Happy Here Teresa Lola Poetry
Optional independent purposeful writing outcomes	To write a traditional story based on the plot of <i>The Whistling Monster</i>	To create your own interview with an animal	To write a story that shows the links between humans, animals and nature.	To write a hybrid text about a subject of own choice or from across the curriculum	To write a story of a journey, describing the people, animals and places along the way.	To write a recount in poetic form, focusing on particular points of a weekend or holiday.
Grammar and punctuation	Direct speech punctuation Short and patterned sentences Verb choice and usage	Writing questions Prepositional phrases - as part of expanded noun phrases to add detail after the noun Prepositional phrases - used adverbially Nouns and pronouns for clarity & cohesion	Narrative - revise subject, object, Paragraphing for impact Expanded noun phrases & poetic language	Verb tense and choice Modal verbs Precise noun phrases Layout for meaning	Direct speech punctuation. Expanded noun phrases.	Multi clause sentences - with subordinating conjunctions Prepositional phrases Identification of verbs & verb choice
Spelling	Spelling is taught in weekly lessons in line with the Spelling Shed scheme and stages. Each week, children are given a series of words to learn and learn about (morphology and etymology), in line with their age group. This means that children in Year 5 across classes, will have the same word lists. Click here to see the staged word lists.					
Handwriting	All children are expected to join their handwriting in every aspect of writing. Those who require further development have specific handwriting sessions to improve. Computing software will be used to support children who have specific difficulties with motor skills.					

Writing Progression – Cycle B – Beech Class

	Autumn 1	Autumn 2	Spring 1 *	Spring 2	Summer 1 *	Summer 2 *
Progression of core texts (Teaching Sequences)	The Tear Thief Carol Anne Duffy Fiction – Yr 5	Beyond the Stars: The Snow Globe Sarah Webb Fiction – Yr 3/4	The Secrets of Stonehenge Manning and Granstrom Non- Fiction – Yr 5/6	Blue John Berlie Doherty Fiction – Yr 4	Ripley's Mighty Machines Robert Ripley Non-Fiction – Yr 5/6	I am Cat Jackie Morris Poetry - Yr5/6
Optional independent purposeful writing outcomes	To write a story about a feelings thief	To create a story based around a magical object	To create a book about a place in time and its secrets	To write own story about the creation of a gemstone	To create a page to include in a class book	To write a similar poem about a family of animals or related objects.
Grammar and punctuation	Prepositions/ Prepositional phrases, Adverbial phrases Power of three Dialogue to convey character	Expanded noun phrases to build description & atmosphere Vary sentence type & length Dialogue and speech	Complex sentences Colons to introduce lists Modal verbs and adverbs of possibility, verbs	Expanded noun phrases Speech Similes (adverbials) Use of verbs	Relative clauses, Relative pronouns Links between paragraphs	Power of three Complex sentences, clauses
Spelling	Spelling is taught in weekly lessons in line with the Spelling Shed scheme and stages. Each week, children are given a series of words to learn and learn about (morphology and etymology), in line with their age group. This means that children in Year 5 across classes, will have the same word lists. Click here to see the staged word lists.					
Handwriting	All children are expected to join their handwriting in every aspect of writing. Those who require further development have specific handwriting sessions to improve. Computing software voice or keyboard typing will be used to support children who have specific difficulties linked to writing.					

Writing Progression – Cycle A – Oak Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of core texts (BookWrite Teaching Sequences)	The Beasties Jenny Nimmo Fiction – Yr 3	An Anthology of Intriguing Animals Ben Hoare Non-Fiction – Yr 3/4	Carry Me Away Matt Goodfellow Poetry - Yr3/4	13 Words Lemony Snicket Fiction – Yr 3/4	Fantastically Great Women that Changed the World Kate Pankhurst Non-Fiction – Yr 3/4	Leon and the Place Between Angela McAlister Fiction – Yr 3/4
Possible written outcomes	To write a 'Beastie' story to go into a class book in no more than 10 sentences	To write an information text about 3 different animals organised in a specific way	To write a poem about a chosen animal using some of the poetical devices explored	To produce your own story based on 13 random words	To write a biography of a famous person, choosing elements of layout, presentation and language	To write a version of Leon's story from the point where he enters nowhere.
Grammar and punctuation	Adverbials, fronted adverbials Complex sentences, main and subordinate clause Punctuation within sentences	Single and multi-clause sentences Prepositional phrases as adverbials Cohesion through use of nouns and pronouns	Noun phrases - expanded by the addition of modifying adjectives, nouns and prepositional phrases	Vocabulary Expanded noun phrases Prepositional phrases Adverbials Speech	Expanded noun phrases Adverbials of time and place (prepositional phrases) Paragraphing/sections	Speech Adverbials Noun phrases
Spelling	Spelling is taught in weekly lessons in line with the Spelling Shed scheme and stages. Each week, children are given a series of words to learn and learn about (morphology and etymology), in line with their age group. This means that children in Year 5 across classes, will have the same word lists. Click here to see the staged word lists.					
Handwriting	Children are expected to join their handwriting but some may still be grappling with all joined letters. There may be some children who join <i>most</i> of the time and are working at developing their consistency and fluency. Computing software will be used to support children who have specific difficulties with motor skills.					

Writing Progression – Cycle B – Oak Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of core texts (Teaching Sequences)	Beyond the Stars: King of the Birds Sarah Webb Fiction – Yr 3/4	Oliver and the Seawigs Philip Reeve Fiction – Yr 3/4	The Great Fire of London Emma Adams and James Weston Lewis Non-fiction - Yr3/4	Meerkat Mail Emily Gravett Fiction – Yr 3/4	A Walk in London Salvatore Rubbino Non-Fiction – Yr 3/4	A River Marc Martin Poetry – Yr 3/4
Optional independent purposeful writing outcomes	To write own 'King of the ...' story	To write the story from a different view point	A chronological sequence of reports on a historical event	To write a story based on a voyage and return story pattern	To write an information text about a place visited	To write about a journey through different landscapes
Grammar and punctuation	Adverbs, adverbials, fronted adverbials Speech, inverted commas Expanded noun phrases	Perfect form Speech punctuation	Adverbs and adverbial phrases Fronted adverbials Multi-clause sentences with subordinating conjunctions	Revision of simple and compound sentences and punctuation Possessive apostrophe	Dialogue Clauses, complex sentences Expanded noun phrases Commas Speech punctuation	Adverbials Sentence construction including complex sentences
Spelling	Spelling is taught in weekly lessons in line with the Spelling Shed scheme and stages. Each week, children are given a series of words to learn and learn about (morphology and etymology), in line with their age group. This means that children in Year 5 across classes, will have the same word lists. Click here to see the staged word lists.					
Handwriting	Children are expected to join their handwriting but some may still be grappling with all joined letters. There may be some children who join <i>most</i> of the time and are working at developing their consistency and fluency. Computing software will be used to support children who have specific difficulties with motor skills.					

Writing Progression - Cycle A – Ash Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of core texts (Teaching Sequences)	Tell Me A Dragon Jackie Morris Poetry - Yr1/2	The Boy Who Cried Ninja Alex Latimer Fiction – Yr 2	What Do You Do With a Tail Like This? Steve Jenkins Non-fiction Yr1/2	Wanted Fiona Robertson Fiction – Yr 2	How To Wash A Woolly Mammoth Michelle Robinson Non-Fiction – Yr 1/2	The Day Louis Got Eaten John Fardell Fiction – Yr 2
Optional independent purposeful writing outcomes	To write a poem about owned dragons	To write a story about a character who finds that telling the truth is best.	To create a book based on special clothing	To write a simple story about a child who wants something but ends up with something different	Write own set of instructions about caring for an imaginary pet	Write a story following the pattern of the text
Grammar and punctuation	Noun phrases	Conjunctions Questions	Subordination Writing questions Punctuating sentences Verb choices	Expanded noun phrases Commas in lists Speech	Verbs, Punctuation, Commands, questions, statements	Verbs, past tense Punctuation Subordination using <i>when</i>
Spelling	Spelling is taught in weekly lessons in line with the Spelling Shed scheme. Each week, children are given a series of words to learn about (morphology and etymology), in line with their age group. This means that children in Year 5, across classes, will have the same word lists. Click here to see the staged word lists . Children in Year One who have daily phonics sessions, are also taught spelling through the Little Wandle programme. The word lists for spellings are matched to the taught sounds in line with the SSP.					
Handwriting	Children are continuing to develop their ability to join handwriting. Children are expected to write legibly and maintain appropriately sized gaps between letters.					

Writing Progression – Cycle B – Ash Class

	Autumn 1	Autumn 2 *	Spring 1	Spring 2	Summer 1	Summer 2
Progression of core texts (Teaching Sequences)	Stuck Oliver Jeffers Fiction – Yr 2	Bonkers About Beetroot	Chinese New Year Grace Jones Non-Fiction – Yr 1/2	The Disgusting Sandwich Gareth Edwards Fiction – Yr 2	Zim Zam Zoom James Carter Poetry – Yr 1/2	Penguins Emily Bone Non-Fiction – Yr 2
Optional independent purposeful writing outcomes	To write own story about something getting stuck somewhere	To write a story about animals who grow an enormous fruit or vegetable.	To write an information text about a festival	To write a story about some food that becomes more and more disgusting until it is eaten.	To learn and perform some poetry. To write a kenning poem.	To write a non-chronological report about an animal of choice
Grammar and punctuation	Capital letters, full stops, exclamation marks Past tense Complex sentences	Questions Exclamation marks (link to exclamatory sentences for Yr2) Capital letters for proper nouns	Conventions of Information texts, Conjunctions Questions	Speech Expanded noun phrases	A collection of poems especially written for performance Noun selection.	Complex sentences Verbs – past and present
Spelling	Spelling is taught in weekly lessons in line with the Spelling Shed scheme and stages. Each week, children are given a series of words to learn and learn about (morphology and etymology), in line with their age group. This means that children in Year 5 across classes, will have the same word lists. Click here to see the staged word lists. Children in Year One who have daily phonics sessions, are also taught spelling through the Little Wandle programme. The word lists for spellings are matched to the taught sounds in line with the SSP.					
Handwriting	Children are continuing to develop their ability to join handwriting. Children are expected to write legibly and maintain appropriately sized gaps between letters.					

Writing Progression - Cycle A – Elm Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Top Five Core Texts (Rec)	1. Goldilocks & the 3 Bears 2. Guess How Much I Love You 3. It's Great to Share 4. The Owl Who Was Afraid of the Dark 5. Meg and Mog	1. Shirley Hughes- Seasons Poetry 2. Jolly Postman 3. Topic Book - Seasons 4. Graffalo's Child 5. Mog's Christmas	1. Night Monkey, Day Monkey 2. Big Book of Space 3. Dig Dig Digging * 4. Whatever Next! * 5. The Three Little Pigs	1. The Emperor's New Clothes 2. What the Ladybird Heard * 3. Egg to Chicken 4. Shark in the Park 5. The Little Red Hen	1. Where the Wild Things Are 2. Big Book of Animals 3. Harry & the Dinosaurs Go To School 4. Poetry text 5. Dear Zoo	1. Sally and the Limpet 2. Tiddler 3. Topic Book 4. Brown Bear, What do you see? 5. Big Book of Colours
Progression of core texts (BookWrite Teaching Sequences)	What I like! Gervaise Phinn Poetry - Yr R/1	It's my birthday! Helen Oxenbury Fiction - Yr1/2	Whatever Next and Big Book of Space (Book Buds) Fiction & Non-fiction R/1	Little Red Hen and Egg to Chicken (Book Buds) Fiction & Non-fiction R/1	Dear Zoo and Big Book of Animals (Book Buds) Fiction & Non-fiction R/1	Brown Bear, What do you see? and Big Book of Colours (Book Buds) Fiction & Non-fiction R/1
Purposeful writing outcomes	To write a poem - based on one of the five senses.	R - To write a list for a special occasion Yr1 - could write some sentences or a story about making something, following the text structure	R - To write a packing list for a journey or a shopping list for a picnic Yr1 - To draw, add captions to images or write simple sentences to tell a version of the story.	To write simple recipes or instructions To write simple notes of letters to the little red hen To write speech bubbles	To write zoo signs and map labels To write labels for parcels. To label a drawing or write a simple sentence about animals or pets	To label pictures with the colours from the book To create versions of the story. To write a 'mini- book'.
Grammar and punctuation	vocab choices verbs, present tense simple sentences and phrases	Punctuating sentences using capital letters, full stops Using and to join clauses and words in a list (yr1)	vocab choices simple sentences and phrases	rhyme & vocab choices rehearsing & punctuating simple sentences	adjectives simple & compound sentences (using and)	vocab choices subject & verb simple and compound sentences (using and)
Spelling	Use phonic knowledge and skills from FS and Y1 to spell phonetically regular words correctly and make phonetically-plausible attempts at others. Spell many Year 1 common exception words. Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est'). Yr 1 pupils will follow the Spelling Shed scheme word groups.					
Handwriting	Children are expected to form lower-case letters in the correct direction, starting and finishing in the right place.					

Writing Progression - Cycle B – Elm Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Top Five Core Texts (Rec)	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Progression of core texts (Teaching Sequences)	Could a Penguin Ride a Bike? Camilla Bedoyere Non-Fiction- Yr 1/2	Oi Frog! Kes Grey Fiction- Yr1/2	Mixed Up Fairy Tales Hilary Robinson Fiction- Yr 1/2	The Train Ride June Crebbin Poetry - yr 1	The Three Little Pigs Mara Alperin and Ag Jatkowska Fiction- Yr 1/2	My Day at the Zoo Jay Dale Non-fiction - Yr1/2
Optional independent purposeful writing outcomes	To write a page or pages for a book about an animal or object	To write silly rhyming sentences based on the pattern of the text	To write their own summarised fairy tales in three parts using a compound sentence.	To write a 'journey' story poem with a sequence of events in the style of 'The Train Ride'.	To write the story of the three little pigs.	To write a recount about a school trip or event.
Grammar and punctuation	Writing simple statements/ questions Punctuating sentences using full stops (& question marks). Co-ordination using 'and' - Yr1	Securing understanding of a simple sentence Punctuating sentences using capital letter & full stops	Simple (and compound sentences - Yr1) Using 'and' to join clauses and punctuate correctly - Yr1 Verbs- comparing past and present tense	Capital letters for starting sentences Punctuating sentences, using full stops/question marks	Capital letters for names Precise verb choices Past simple tense & present simple tense Noun phrases Onomatopoeic words	Securing sentences (single clause) Capital letters & full stops Capital letter for pronoun 'I' Co-ordination using 'and' - Yr1
Spelling	Spelling is taught in weekly lessons in line with the Spelling Shed scheme and stages. Each week, children are given a series of words to learn and learn about (morphology and etymology), in line with their age group. This means that children in Year 5 across classes, will have the same word lists. Click here to see the staged word lists. Children in Year One who have daily phonics sessions, are also taught spelling through the Little Wandle programme. The word lists for spellings are matched to the taught sounds in line with the SSP.					
Handwriting	Children are expected to form lower-case letters in the correct direction, starting and finishing in the right place.					

Extra Information

We have talked a lot about best to allow us all some autonomy and flexibility when planning and teaching writing, while also striking a balance with National Curriculum expectations and ensuring ongoing progression.

With this in mind, we will:

- Teach one, pre-determined BookWrite or Book Bud sequence per half term from the grids devised above.
- Have the professional freedom to select other elements of writing that are taught, using carefully selected resources (Literacy Shed units, other DES resources, Pobble365 or www.onceuponapicture.co.uk) for the rest of the half term, ensuring that grammar objectives are taught progressively and teaching builds upon what has already been learned.
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- Assess this end of unit piece of writing (and other pieces produced where appropriate) using the Evidence Gathering Grids (EGGs) that are split into year groups. Pupils in each class will follow the same unit of work and then each year group will have their final outcome assessed using different criteria.
- Use the EGGs and other pieces of written work from English lessons and other curriculum areas to make overall judgements about children's attainment in a given year. The coding for this can be seen in the table below.

Attainment level	Code for tracking	How to decide*
Developing	D	Up to one third of EGG completed
Consolidating	C	Up to two thirds of EGG completed
Expected	EXS	All of EGG completed
Greater Depth	GDS	All of EGG completed consistently with no areas of weakness

* These 'thirds' are for guidance and this may vary slightly from child to child

- Assess children using the coding above for each year group. Remember that children in Year 3 and Year 5 can now be marked as EXS or GDS.
- Meet in the summer term to discuss any children who are being assessed as GDS (or are close to it) to support each other making these judgements.
- Pass on the EGG for each child to the next teacher so that their learning journey can continue.

All of the documentation you need should be available on the Devon Education Services website

<https://devoneducationservices.co.uk/login>

Cycle A Texts

Animalium - Jenny Broom
Dragonology - Dugald Steer
The Day the Crayons Quit - Drew Daywalt
Tales from Outer Suburbia - Shaun Tan
The Lost Words - Jackie Morris

The Whistling Monster - Jamilia Gavin
Interview With a Tiger - Andy Seed
The Ice Bear - Jackie Morris
Everything You Need To Know About Snakes - John Woodward
A Question of History - Tim Cooke
Hansel & Gretel - Neil Gaiman & Lorenzo Mattotti (Bloomsbury)
A Good Weekend - Happy Here

The Beasties - Jenny Nimmo
An Anthology of Intriguing Animals - Ben Hoare
Carry Me Away - Matt Goodfellow
13 Words - Lemony Snicket
Fantastically Great Women that Changed the World - Kate Pankhurst
Leon and the Place Between - Angela McAlister

Tell Me A Dragon - Jackie Morris

The Boy Who Cried Ninja - Alex Latimer

What Do You Do With a Tail Like This? - Steve Jenkins

Wanted - Fiona Robertson

How To Wash A Woolly Mammoth - Michelle Robinson

The Day Louis Got Eaten - John Fardell

Spring term 1 - Book Buds - suggested order

How to catch a star by Oliver Jeffers
Day and Night (National Geographic Readers) by Shira Evans
Owl Babies by Martin Waddell and Patrick Benson
Owls by Emily Bone and Jenny Cooper

Cycle B Texts

Kensuke's Kingdom - Michael Morpurgo

A Drove of Bullocks - Patrick George

Flotsam - David Weisner

Varjak Paw - SF Said

Everest - Alexandra Stewart

Earth Verse - Sally M Walker

The Tear Thief - Carol Anne Duffy

Beyond the Stars: The Snow Globe - Sarah Webb

Blue John - Berlie Doherty

*3 other texts to be decided

Beyond the Stars: King of the Birds - Sarah Webb

Oliver and the Seawigs - Philip Reeve

The Great Fire of London - Emma Adams & James Weston Lewis

Meerkat Mail - Emily Gravett

A Walk in London - Salvatore Rubbino

A River - Marc Martin

Stuck - Oliver Jeffers

Chinese New Year - Grace Jones

The Disgusting Sandwich - Gareth Edwards

Zim Zam Zoom - James Carter

Penguins - Emily Bone

Elm?

Could a Penguin Ride a Bike? - Camilla Bedoyere

Oi Frog! - Kes Grey

Mixed Up Fairy Tales - Hilary Robinson

The Train Ride - June Crebbin

The Three Little Pigs - Mara Alperin and Ag Jatkowska

My Day at the Zoo - Jay Dale

Autumn Term 1

- People Who Help Us
- The Little Red Hen
- Dear Zoo

Autumn Term 2

- Brown Bear Brown Bear What Do You See
- Whatever Next
- The Gingerbread Man

Spring Term 1

- How To Catch A Star
- Little Kids First Book of Dinosaurs
- Owl Babies

Spring Term 2

- From Tadpole To Frog
- Goldilocks And The Three Bears
- Lost And Found

