

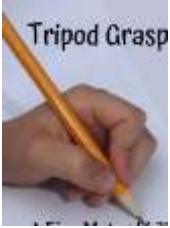


Writing Progression document

Foundation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	This is Me!	Let's Celebrate!	The Secret Life of Pets!	Happily Ever After!	Roots and Shoots!	Down at the bottom of the garden ...
Core Text	Hello Friend! Colour Monster	The Gruffalo Leaf Man We're Going on a Leaf Hunt A New House for Mouse	Alphonse There's Mud on the Ceiling Lulu Gets a Cat Our Very own Dog	Goldilocks and the Three Bears Three Little Pigs Three Billy Goats Gruff	The Enormous Turnip Oliver's Garden Little Red Hen What the Ladybird Heard Gingerbread Man	Aargh Spider Very Hungry Caterpillar Superworm!
Phonics Little Wandle Letters and Sounds See Foundation progression document	<ul style="list-style-type: none"> Phonemes: satpinmdogckeurhbfl Recognise Initial sounds in words Oral blending 	<ul style="list-style-type: none"> Phonemes: ff ll ss j v w x y z zz qu ch sh th ng nk <p>Read and spell:</p> <ul style="list-style-type: none"> CVC words CVC words adding s at the end 	<ul style="list-style-type: none"> Phonemes: ai ee igh oa oo oo ar or ur ow oi ear air er <p>Read and spell:</p> <ul style="list-style-type: none"> Words with double letters Longer words 	<ul style="list-style-type: none"> Review Phase 3 phomemes <p>Read and spell:</p> <ul style="list-style-type: none"> Longer words including those with double letters Words with -s/z/ in the middle Words with -es/z/at the end Word with -s/s/ and /z/ at the end 	<p>Read and spell:</p> <ul style="list-style-type: none"> Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending in suffixes: -ing, -ed/t/, -ed/id/ed, -est 	<p>Read and spell:</p> <ul style="list-style-type: none"> Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending in suffixes: -ing, -ed/t/, -ed/id/ed, -ed/d/, -er, -est
Common Exception (Tricky) Words	is I the	put pull full as and has his her go no to into she push he of we me be	was you they my by all are sure pure	Review all taught so far	said so have like some come love do were here little says there when what one out today	Review all taught so far
Dexterity/pencil grip See Getting Reading to Write for further	Check and develop: Shoulder pivot (upper body) Elbow pivot	Check and develop: Pincer grasp activities Palm arches	splayed finger grip 3-4 years		Static tripod 4 years	Dynamic Tripod May not develop until 4 1/2 - 6 years

<p>information and activities to support</p> <p>Identify intervention needs</p>		<p>In hand manipulation</p> <p>Thumb opposition</p> <p>Finger Isolation</p> <p>Knuckle, PIP and DIP joints (needed for pincer grip)</p> <p>Bilateral co-ordination (needed for cutting with scissors)</p> <p>Crossing the midline (draw horizontal line across page without swapping hands)</p> <p>Hand-eye co-ordination</p>				 <p>Middle finger can move to wrap around pencil</p>
<p>Handwriting</p>	<p>Copy shapes - + / \ X square, anticlockwise circle</p> <p>Start to form letters satpinmdogckeurhbfl in phonics lessons</p>	<p>Develop skills of copying shapes as necessary – when in place correct letter formation</p> <p>Start to form letters in phonics lessons: j v w x y z q</p>	<p>Correct letter formation in families</p> <p>ladder letters l t i j u y</p> <p>Letter formation: one armed robot letters (down and retrace) r m n h b k p</p>	<p>Letter formation: curly caterpillar letters (anticlockwise) a c d g o e s f q</p> <p>Letter formation: zig zag letters v w x z</p>	<p>Write capital letters</p> <p>Finger spaces</p>	<p>Write capital letters</p> <p>Finger spaces</p> <p>Writing on line</p>
<p>Writing</p>	<ul style="list-style-type: none"> • Smaller and more controlled marks • Copying shapes (above) • Mark making independently • Begin to form recognisable letters 	<ul style="list-style-type: none"> • Smaller and more controlled marks • Copying shapes (above) • Mark making independently • Begin to form recognisable letters 	<ul style="list-style-type: none"> • Begin to form some letters correctly • Write CVC words independently 	<ul style="list-style-type: none"> • Begin to write simple captions 	<ul style="list-style-type: none"> • Write simple captions independently • Begin to use fingerspaces, capital letters and full stops to write sentences 	<ul style="list-style-type: none"> • Begin to use fingerspaces, capital letters and full stops to write sentences

	<ul style="list-style-type: none"> • Segmenting sounds in CVC words • 	<ul style="list-style-type: none"> • Segmenting sounds in CVC words • Begin to write CVC words 				
Reading /Book Talk linking into writing	<ul style="list-style-type: none"> • Understand print has meaning • Print can have different purposes – signs etc as well as books • We read English text from left to right and top to bottom • Enjoy songs and rhymes • Join in with repeated refrains • Ask questions and make comments about stories read to them 	<ul style="list-style-type: none"> • Talk about different features of a fiction text • Begin to spot rhyme • Count and clap syllables • Ask questions and make comments about stories read to them • Begin to retell simple stories • Make predictions about what might happen next 	<ul style="list-style-type: none"> • Talk about different features of a non-fiction and fiction texts • Ask questions and make comments about what has been read to them • Make predictions about what might happen next • Sequence pictures to retell a simple story 	<ul style="list-style-type: none"> • Talk about different features of a fiction text • Begin to retell simple stories • Make predictions about what might happen next • Draw storyboards and maps to retell simple stories • 	<ul style="list-style-type: none"> • Talk about different features of a non-fiction and fiction text • Begin to retell simple stories • Draw storyboards and maps to retell simple stories • Make predictions about what might happen next • Begin to infer how characters might be feeling and why 	<ul style="list-style-type: none"> • Talk about different feature of a non-fiction and fiction text • Begin to retell simple stories • Draw storyboards and maps to retell simple stories • Make predictions about what might happen next • Begin to infer how characters might be feeling and why

Writing Progression document

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Magical Me!	Wonderful Weather!	Playtime!	Going Wild!	Going Places!	Green Green Grass of Home!
Core Text	Anna Hibiscus Splash	The Wind Blew	Traction Man	Where the Wild Things Are	The Train Ride Mr Gumpy's Outing	Errol's Garden Jack and the Beanstalk
Phonics and Spelling	<ul style="list-style-type: none"> review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear air er Words with 2 or more digraphs eg queen CVCC; CCVC; CCVCC; CCCVC Introduce ay; ou; oy; ea 	<ul style="list-style-type: none"> /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa 	<ul style="list-style-type: none"> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw /ea tea / ue 	<ul style="list-style-type: none"> /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch match /ch/ ture adventure /ar/ al half /ar/ a father /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze 	<ul style="list-style-type: none"> /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more 	<p>Review of phonemes</p> <p>ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant</p>

<p>Common Exception Words</p>	<p>Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p>any many again who whole where two school call different thought through friend work</p>	<p>their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>	<p>once laugh because eye</p>	<p>busy beautiful pretty hour move improve parents shoe</p>	<p>Review Year 1 common exception words taught to date</p>
<p>Prefixes and Suffixes</p>	<ul style="list-style-type: none"> • Adding s for plurals where root word doesn't change • Adding s and es – if ending sounds like s or z • Add suffix er 	<p>Add suffix er Add suffix est Add suffix ing</p>		<ul style="list-style-type: none"> • Adding s for plurals where root word doesn't change • Adding s and es – if ending sounds like s or z • Add prefix un • Add suffix ed 	<ul style="list-style-type: none"> • Adding s for plurals where root word doesn't change • Adding s and es – if ending sounds like s or z • Add suffix ed • Add suffix ing 	<p>Information</p> <ul style="list-style-type: none"> • Add suffix er • Add suffix est <p>Narrative</p> <ul style="list-style-type: none"> • Add suffix ed • Add prefix un
<p>Other spelling conventions</p>	<p>Name letters of the alphabet</p>	<p>Days of the week</p>	<p>Name letters of the alphabet</p>	<p>Days of the week</p>	<p>Days of the week</p>	<p>Days of the week</p>
<p>Letter formation; orientation and size</p> <p>Little Wandle rhymes for letter formation</p>	<p>Finger spaces Write capital letters Letter formation: ladder letters t i j u y Letter formation: one armed robot letters (down and retrace) r m n h b k p Letter formation: curly caterpillar letters (anticlockwise) a c d g o e s f q</p>	<ul style="list-style-type: none"> • Orientation – on the line and starting at the margin • Size of capital letters in relation to lower case letters 	<p>Finger spaces Write capital letters</p> <p>Continue explicit teaching of letter formation as appropriate</p>	<ul style="list-style-type: none"> • Orientation – on the line and starting at the margin • Size of capital letters in relation to lower case letters 	<ul style="list-style-type: none"> • Orientation – on the line and starting at the margin • Size of capital letters in relation to lower case letters <p>By the end of year 1 all children should be forming letters in the correct direction and letters should sit on the line</p>	<ul style="list-style-type: none"> • Orientation – on the line and starting at the margin • Size of capital letters in relation to lower case letters

	Letter formation: zig zag letters v w x z					
Text types	Character description Senses poem Story	Weather poem Information text Story	Character description letter to FC Story	Recount Information text Setting description	Information text - history Story poem	Instructions Story – retelling Information text
Vocabulary for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop,	letter, capital letter word, singular, plural sentence punctuation, full stop question mark,	letter, capital letter word, singular, plural sentence punctuation, full stop	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark exclamation mark	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark exclamation mark	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark exclamation mark
Opportunities for speaking, listening and performance This should be planned in each sequence	Children read aloud their poems	Children present weather forecasts			Children read aloud their poems	
Text Structure	Story <ul style="list-style-type: none"> Beginning and end of narrative signalled eg One day Written in the appropriate tense 	Story <ul style="list-style-type: none"> Beginning and end of narrative signalled eg One day Written in the appropriate tense 	Story <ul style="list-style-type: none"> Beginning and end of narrative signalled eg One day Written in the appropriate tense Ideas grouped together for similarity 	Recount <ul style="list-style-type: none"> Ideas grouped together in time sequence Written in 1st person Written in past tense Focused on individual or group of participants (I/we) 	Story <ul style="list-style-type: none"> Beginning and end of narrative signalled eg One day Written in the appropriate tense Ideas grouped together for similarity 	Instructions <ul style="list-style-type: none"> Ideas grouped in time sequence Written in the imperative Use of numbers or bullet points to signal order Story <ul style="list-style-type: none"> Beginning and end of narrative signalled eg One day Written in the appropriate tense

						<ul style="list-style-type: none"> Attempts at writing in the 3rd person
Sentence construction and tense	After discussion compose a grammatically correct sentence	<ul style="list-style-type: none"> After discussion compose a grammatically correct sentence Sequence sentences to write a short narrative Grouping ideas (info) 	After discussion compose a grammatically correct sentence	<ul style="list-style-type: none"> After discussion compose a grammatically correct sentence Past tense (recount) Sequence sentences to write a short narrative Grouping ideas (info) 	<ul style="list-style-type: none"> After discussion compose a grammatically correct sentence Sequence sentences to write a short narrative Grouping ideas (info) Past tense (info) 	<ul style="list-style-type: none"> After discussion compose a grammatically correct sentence Sequence sentences to write a short narrative Grouping ideas (info)
Use of Phrases and Clauses		Join words using and	Join words using and	Join words and sentences using and	Join words and sentences using and	Join words and sentences using and
Punctuation	<ul style="list-style-type: none"> Capital letters Full stops Pronoun I 	<ul style="list-style-type: none"> Capital letters <p>Begin to use ?</p>	<ul style="list-style-type: none"> Capital letters Full stops Pronoun I (letter) Capital letter for names (letter) 	<ul style="list-style-type: none"> Pronoun I (recount) Capital letter for names (recount) Begin to use ! 	<ul style="list-style-type: none"> Begin to use ? 	<ul style="list-style-type: none"> Begin to use !
Planning writing and editing	Rehearse - Say a sentence before writing	<ul style="list-style-type: none"> Plan using a storyboard Re-read to check for sense 	Plan using a storyboard	<ul style="list-style-type: none"> Re-read to check for sense 	<ul style="list-style-type: none"> Plan using a storyboard Re-read to check for sense Use a checklist 	<ul style="list-style-type: none"> Plan using a storyboard Re-read to check for sense Use a checklist
Writing devices and word classes	Nouns Adjectives	Onomatopoeia (weather poem) Time conjunctions verbs (weather poem)	Nouns Adjectives	Nouns Adjectives Time conjunctions First person (recount)	Similies (transport poem)	Imperative verbs Writing impersonally Bullet points Time conjunctions

Writing Progression document Year 2

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Fire Fire!	We are Survivors		How does your Garden Grow?	Growing Around the World - Incredible India	Up up and Away
Core Text		Leaf	Winter's Sleep	Peter Rabbit	Pattan's Pumpkin	Look Up!
Phonics and Spelling Jane Considine The Spelling Book Not specifically in programme	<ul style="list-style-type: none"> Words ending in: le, il, al, ve Alternatives for ai Words ending y (igh) (most common) Words ending with y (ee) Sound 'or' is usually 'a' spelt before l and ll Sound 'or' spelt with 'ar' war, warm, towards etc 	<ul style="list-style-type: none"> Alternatives for ee and igh Words using j, g, dge and ge for the sound 'j' Alternatives for igh Compound words Silent sounds at the beginning of words including kn, gn, wr Spelling 'o' using 'a' want etc Spelling television, treasure etc 	<ul style="list-style-type: none"> Spelling 'oo' using 'o' Soft c (s) Alternatives ee, ow, oo Words ending in le, 	<ul style="list-style-type: none"> Words ending in el Spelling 'oa' using 'o' Compound words irregular father etc 	<ul style="list-style-type: none"> Words ending in al Words beginning with wr ch or ture Words ending in y (ee) Compound words 	<ul style="list-style-type: none"> Compound words Rules for adding 'y' Words ending in le and el ph or f le or el Alternative spellings ew, ue, u-e Spelling 'other' 'u' sound spelt with 'o'
Common Exception Words	Review Year 1 common exception words to identify gaps great, break, steak, every, everybody, pretty, busy, any, many, money, again	find, kind, mind, behind, child, children, wild, climb, door, floor, poor, because, even, beautiful, after, whole	Review previously learnt + move, prove, improve, who,	fast, last, past, father, class, grass, pass, plant, path, bath, most, only, both, old, cold, gold, hold, told, clothes	hour, sure, sugar, eye, could, should, would, people, water, half, Mr, Mrs, parents	Review previously learnt
Prefixes and Suffixes	<ul style="list-style-type: none"> Suffixes: ed, tion, sion 	<ul style="list-style-type: none"> Y change to i before adding 	<ul style="list-style-type: none"> Prefixes: un, dis, Root words – building with 	<ul style="list-style-type: none"> Prefixes: re, bi, ex, un, dis, Suffix: ed, ing 	<ul style="list-style-type: none"> Suffix: ness, less 	<ul style="list-style-type: none"> Suffix: drop 'y' add 'i' before 'ly'

<p>The Spelling Book</p>	<ul style="list-style-type: none"> • Suffixes: starting consonant usually added straight onto root word (full, ness, ment, less) • Suffixes: drop e when adding ing, ed, er, est, y • Suffixes: doubling consonant when adding ed, ing, er, est, y 	<p>ed, er, est, ment, ful, ly</p> <ul style="list-style-type: none"> • Prefix: tri • Root words – building with suffixes and prefixes 	<p>suffixes and prefixes taught</p>	<ul style="list-style-type: none"> • Root words – building with suffixes and prefixes taught • 		<ul style="list-style-type: none"> • Rules for adding 'ing' (doubling consonant)
<p>Other spelling conventions (The Spelling Book)</p>	<ul style="list-style-type: none"> • Alphabetical order - dictionary • Synonyms • Contractions • Days of the week 	<ul style="list-style-type: none"> • Plurals s • Apostrophe's for possession • Contractions • Homophones and near homophones • syllables 	<ul style="list-style-type: none"> • Plurals y and ies • Plurals, s or es • Apostrophes for possession • Using a dictionary • Using a Thesaurus 	<ul style="list-style-type: none"> • Numbers 1-20 • Homophones and near homophones • Syllables 	<ul style="list-style-type: none"> • Homophones • Proper nouns • Using a dictionary • Syllables • Synonyms 	<ul style="list-style-type: none"> • Homophones and near homophones • Syllables • Numbers 21 – 40 • Using a dictionary • Using a Thesaurus
<p>• FLASHBACK FRIDAY: EVERY 3 WEEKS DICTATED SENTENCE APPLYING PREVIOUSLY TAUGHT SPELLING CONVENTIONS AND COMMON EXCEPTION WORDS</p>						
<p>HANDWRITING Letter formation; orientation and size</p> <p>Little Wandle rhymes for letter formation</p>	<ul style="list-style-type: none"> • Size of lower case letters relative to each other • Size and orientation of capital letters in relation to lower case letters • Spacing between words reflecting size of letters 	<p>(As soon as children are ready, they should be taught to write with a joined style using Nelson handwriting Teacher Guide)</p> <ul style="list-style-type: none"> • Diagonal and horizontal strokes needed to join letters 		<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> •

<p>Text types:</p> <ul style="list-style-type: none"> narratives about personal experiences and those of others (real and fictional) real events poetry different purposes 	<ul style="list-style-type: none"> Diary (recount) Description Newspaper report 	<ul style="list-style-type: none"> Non-Chronological Report, labels, lists and captions Adventure story 	<ul style="list-style-type: none"> Non-chronological report Instructions Poetry – Haikus and acrostic 	<p>Instructions</p> <p>Non-chronological explanation text</p> <p>Poetry – Rhyming couplets</p>	<p>Story – different cultures (descriptive)</p> <p>Leaflet – persuasive (visit India)</p>	<p>Biography</p> <p>Letter</p> <p>Adventure story</p> <p>(Mini – recount of time at GTS)</p>
<p>Vocabulary for pupils</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe, comma</p>					
<p>Opportunities for speaking, listening and performance</p> <p>This should be planned in each sequence</p>	<p>News report – filmed for TV</p>		<p>Reading/performing poetry</p>	<p>Reading/performing poetry</p> <p>Read aloud own work with intonation to make meaning clear</p>	<p>Record advert based on Leaflet to persuade people to visit India</p> <p>Read aloud own work with intonation to make meaning clear</p>	<p>Read aloud own work with intonation to make meaning clear</p>
<p>Text Structure</p>	<p>Diary (recount)</p> <ul style="list-style-type: none"> Brief introduction and conclusion Past tense Main ideas organised in groups Ideas organised in chronological order using connectives that signal time 	<p>Story</p> <ul style="list-style-type: none"> Sentences organised chronologically indicate by time related words Connections between sentence make reference to characters using pronouns eg they 	<p>Instructions</p> <ul style="list-style-type: none"> A goal is outlined – a statement about what is to be achieved Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clear 	<p>Instructions</p> <ul style="list-style-type: none"> A goal is outlined – a statement about what is to be achieved Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clear 	<p>Story</p> <ul style="list-style-type: none"> Sentences organised chronologically indicate by time related words Connections between sentence make reference to characters using pronouns eg they Connections between sentences 	<p>Recount – time at GTS</p> <ul style="list-style-type: none"> Brief introduction and conclusion Past tense Main ideas organised in groups Ideas organised in chronological order using connectives that signal time

	<p>Newspaper</p> <ul style="list-style-type: none"> • Brief introduction and conclusion • Past tense • Attempts at 3rd person • Main ideas organised in groups • Using sequencing techniques eg time related words • A photo with caption <p>Description</p> <ul style="list-style-type: none"> • Ideas grouped together for similarity 	<p>Non-Chronological Report</p> <ul style="list-style-type: none"> • Brief introduction and conclusion • Written in appropriate tense • Main ideas organised in groups 	<p>Non-Chronological Report</p> <ul style="list-style-type: none"> • Brief introduction and conclusion • Written in appropriate tense • Main ideas organised in groups <p>Poetry</p> <ul style="list-style-type: none"> • Acrostic poems (alliteration?) • Haikus – 3 lines; 5 syllables 1st line 7 syllables 2nd line 5 syllables 3rd line 	<p>Non-Chronological Report</p> <ul style="list-style-type: none"> • Brief introduction and conclusion • Written in appropriate tense • Main ideas organised in groups <p>Poetry</p> <ul style="list-style-type: none"> • Rhyming couplets 	<p>indicate extra information eg but they were tired or indicate concurrent events eg whilst they were waiting</p> <p>Persuasive Leaflet</p> <ul style="list-style-type: none"> • Brief introduction and conclusion • Written in present tense • Main ideas organised in groups 	<p>Story</p> <ul style="list-style-type: none"> • Sentences organised chronologically indicate by time related words • Connections between sentence make reference to characters using pronouns eg they • Connections between sentences indicate extra information eg but they were tired or indicate concurrent events eg whilst they were waiting • Divisions marked by sections or paragraph <p>Biography</p> <ul style="list-style-type: none"> • Brief introduction and conclusion • Main ideas organised in groups • Ideas organised in chronological order using
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						<p>connectives that signal time</p> <ul style="list-style-type: none"> • 3rd person <p>Letter</p> <ul style="list-style-type: none"> • Brief introduction and conclusion • Main ideas organised into groups • Written in first person
<p>Sentence construction and tense</p>	<p>Newspaper</p> <ul style="list-style-type: none"> • Past tense – adding ed <p>Description</p> <ul style="list-style-type: none"> • Simple noun phrases 	<p>Story</p> <ul style="list-style-type: none"> • Simple noun phrases • Time connectives • Past tense 	<p>Instructions</p> <ul style="list-style-type: none"> • Imperative verbs (command) • Simple noun phrases • Present/past tense • To understand different sentence forms: command <p>Non Chronological Report</p> <ul style="list-style-type: none"> • To understand different sentence forms: question, statement, exclamation 	<p>Instructions</p> <ul style="list-style-type: none"> • Imperative verbs (command) • Simple noun phrases • Present/past tense • To understand different sentence forms: command <p>Non Chronological Report</p> <ul style="list-style-type: none"> • To understand different sentence forms: question, statement, exclamation 	<p>Persuasive Leaflet</p> <ul style="list-style-type: none"> • Simple noun phrases • Present tense <p>All</p> <ul style="list-style-type: none"> • To understand different sentence forms: question, statement, exclamation 	<p>Biography</p> <ul style="list-style-type: none"> • Past tense <p>All</p> <ul style="list-style-type: none"> • To understand different sentence forms: question, statement, exclamation
<p>Use of Phrases and Clauses</p>	<ul style="list-style-type: none"> • Time connectives to sequence 	<p>Story</p> <ul style="list-style-type: none"> • Pronouns to link • Simple connectives for co-ordination eg and but then so 	<p>Instructions</p> <ul style="list-style-type: none"> • Simple connectives for co-ordination eg and but then so • Simple connectives for 	<p>Instructions</p> <ul style="list-style-type: none"> • Simple connectives for co-ordination eg and but then so • Simple connectives for 	<p>Persuasive Leaflet</p> <ul style="list-style-type: none"> • Simple connectives for co-ordination eg and but then so • Simple connectives for 	<p>Biography</p> <ul style="list-style-type: none"> • Time connectives • Simple connectives for co-ordination eg and but then so

		<ul style="list-style-type: none"> • Simple connectives for subordination eg when, if, because • Time connectives <p>Non Chronological Report</p> <ul style="list-style-type: none"> • Simple connectives for co-ordination eg and but then so • Simple connectives for subordination eg when, if, because 	<ul style="list-style-type: none"> • subordination eg when, if, because • Time connectives <p>Non Chronological Report</p> <ul style="list-style-type: none"> • Simple connectives for co-ordination eg and but then so • Simple connectives for subordination eg when, if, because 	<ul style="list-style-type: none"> • subordination eg when, if, because • Time connectives <p>Non Chronological Report</p> <ul style="list-style-type: none"> • Simple connectives for co-ordination eg and but then so • Simple connectives for subordination eg when, if, because 	<ul style="list-style-type: none"> • subordination eg when, if, because • Time connectives <p>Non Chronological Report</p> <ul style="list-style-type: none"> • Simple connectives for co-ordination eg and but then so • Simple connectives for subordination eg when, if, because 	<ul style="list-style-type: none"> • Simple connectives for subordination eg when, if, because
Punctuation	<ul style="list-style-type: none"> • Spaces to reflect size of letters • Capital letters • Full stops • Exclamation mark • Commas in lists (noun phrases) 	<ul style="list-style-type: none"> • Spaces to reflect size of letters • Capital letters • Full stops • Question marks • Exclamation marks • Apostrophes for contraction • Commas to separate lists 	<ul style="list-style-type: none"> • Spaces to reflect size of letters • Capital letters • Full stops • Question marks • Exclamation marks • Apostrophes for contraction • Commas to separate lists 	<ul style="list-style-type: none"> • Spaces to reflect size of letters • Capital letters • Full stops • Question marks • Exclamation marks • Apostrophes for contraction • Commas to separate lists 	<ul style="list-style-type: none"> • Spaces to reflect size of letters • Capital letters • Full stops • Question marks • Exclamation marks • Apostrophes for contraction • Commas to separate lists • Question marks • Capital letters for proper nouns 	<ul style="list-style-type: none"> • Question marks • Apostrophes for possession and contraction • Commas to separate lists • Capital letters for proper nouns
Planning writing and editing (composition)	<ul style="list-style-type: none"> • Plan using a storyboard • Re-read own work for sense • Use checklists 	<ul style="list-style-type: none"> • Plan using a story mountain • Re-read own work for sense • Use checklists 	<ul style="list-style-type: none"> • Re-read own work for sense • Use checklists • Write down ideas and/or key words including new vocabulary 	<ul style="list-style-type: none"> • Re-read own work for sense • Use checklists • Begin to proof read own work to check for errors in spelling, 	<ul style="list-style-type: none"> • Plan using a storyboard or mountain • Write down ideas and/or key words including new vocabulary • Use checklists 	<ul style="list-style-type: none"> • Plan using a story mountain • Re-read own work for sense • Use checklists • Begin to proof read own work

				<p>grammar and punctuation</p> <ul style="list-style-type: none"> • Write down ideas and/or key words including new vocabulary 	<ul style="list-style-type: none"> • Re-read own work for sense • Begin to proof read own work to check for errors in spelling, grammar and punctuation • Evaluate own work with teacher 	<p>and work of peers to check for errors in spelling, grammar and punctuation</p> <ul style="list-style-type: none"> • Write down ideas and/or key words including new vocabulary • Evaluate own work and work of peers with teacher
<p>Writing devices and word classes</p>	<p>Description</p> <ul style="list-style-type: none"> • Nouns • Adjectives (noun phrases) 	<p>Story</p> <ul style="list-style-type: none"> • Nouns • Adjectives (noun phrases) • Adverbs • Pronouns <p>Non Chronological Report</p> <ul style="list-style-type: none"> • Noun • Adjectives (noun phrases) • Adjectives – adding er and est (no change to root) • Adverbs 	<p>Instructions</p> <ul style="list-style-type: none"> • Nouns • Imperative verbs • Adjectives – adding er and est (no change to root) • Adverbs – ly <p>Non Chronological Report</p> <ul style="list-style-type: none"> • Noun • Adjectives • Adjectives – adding er and est (no change to root) • Adverbs <p>Poetry</p> <ul style="list-style-type: none"> • Alliteration • 	<p>Instructions</p> <ul style="list-style-type: none"> • Nouns • Imperative verbs • Adjectives – adding er and est (no change to root) • Adverbs – ly <p>Non Chronological Report</p> <ul style="list-style-type: none"> • Noun • Adjectives • Adjectives – adding er and est (no change to root) • Adverbs <p>Poetry</p> <ul style="list-style-type: none"> • Rhyme 	<p>Persuasive Leaflet</p> <ul style="list-style-type: none"> • Nouns • Proper nouns • Ambitious adjectives to grab attention • Adjectives – adding er and est (no change to root) • Adjectives (noun phrases) • Rhetorical questions 	<ul style="list-style-type: none"> •