
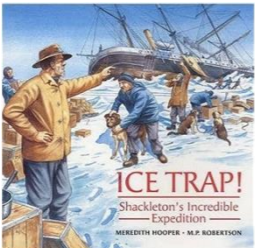
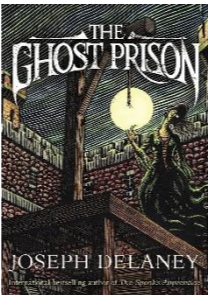
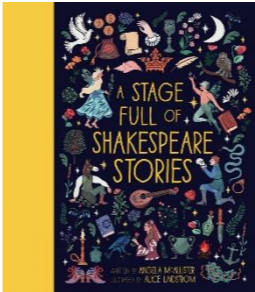
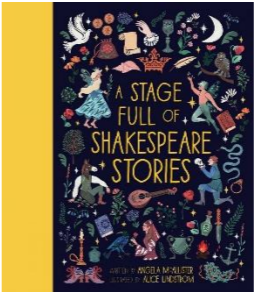
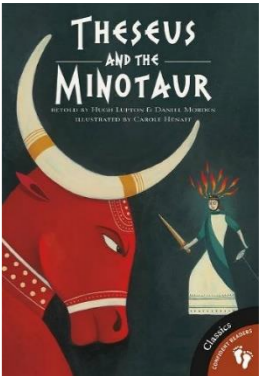
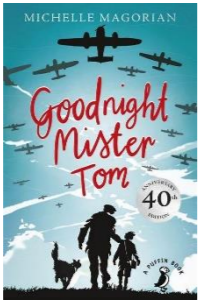


Year 6

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Key texts	<p>Film Literature The Piano- Literacy Shed</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Memory and reflection - Loss and grief - Love and companionship - Legacy and generational bonds - Power of music 	<p>Picture Fiction Ice Trap</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Survival and endurance - Leadership and teamwork - Power of nature - Hope and perseverance - Sacrifice and selflessness - Exploration and adventure 	<p>Contemporary Fiction The Ghost Prison</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Fear and courage - Supernatural - Isolation and confinement - Good vs evil - Trust and betrayal - Coming of age 	<p>Classic Fiction/tales Macbeth</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Ambition and power - Fate - Guilt and conscience - Supernatural - Corruption - Power - Violence - Gender roles - Appearance and reality 	<p>Classic Fiction/tales Macbeth</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Ambition and power - Fate - Guilt and conscience - Supernatural - Corruption - Power - Violence - Gender roles - Appearance and reality 	<p>Traditional Tale- Myth Theseus and the Minotaur</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Heroism and bravery - Ingenuity and resourcefulness - good vs evil - sacrifice and duty - love and betrayal - coming of age - fate and destiny - justice
	<p>Classic Fiction Goodnight Mister Tom</p>  <p>Themes:</p> <ul style="list-style-type: none"> - War and effects - Abuse and healing - Friendship and companionship - Growth and personal development - Community and belonging - Grief and loss - Resilience and hope 					

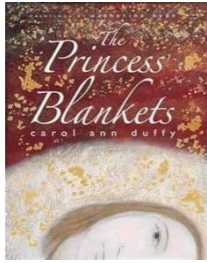
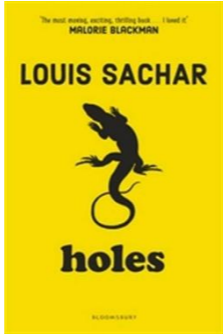
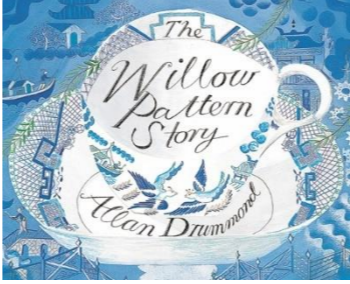
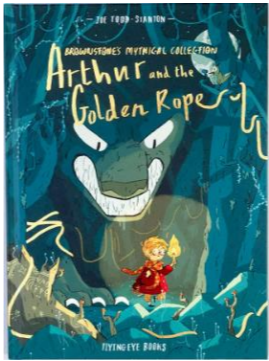


<p style="text-align: center;"><u>Writing Outcomes</u> <u>: text based</u></p>	<ul style="list-style-type: none"> Write to narrate: A flashback narrative from the perspective of the piano player and a time in their life. Write to discuss: write a balanced argument on reasons for and against the need for evacuation during WW2. 	<ul style="list-style-type: none"> Write to narrate: an adventure narrative based on Shackleton's journey. Write to inform: a biography on the life of Ernest Shackleton 	<ul style="list-style-type: none"> Write to describe: describe the monster in the book Write to narrate: suspense narrative from the perspective of Billy (non-linear) 	<ul style="list-style-type: none"> Write to describe: setting description of the witches on the heathlands Write to recount: 1st person recount about Macbeth's encounter with the witches and one of the prophecies becoming true 	<ul style="list-style-type: none"> Write to persuade: a letter from Lady Macbeth to Macbeth to convince him to become King Write to recount: journalistic recount on the death of King Duncan 	<ul style="list-style-type: none"> Write to inform: write an information text on the minotaur (multi-genre) Write to narrate: write an innovation of Theseus and the Minotaur (e.g. Theseus and the Cyclops or and the minotaur)
<p style="text-align: center;">Poetry Week</p>						
<p style="text-align: center;"><u>Key skills (SPaG)</u></p>	<ul style="list-style-type: none"> Proofread for spelling, punctuation and tense errors and propose changes to these based on the purpose of the text Use a variety of openers to build cohesion within paragraphs. Use parenthesis accurately in sentences using brackets, commas and dashes where appropriate. Organise information in to paragraphs around themes, topics and time (TIP ToP) Use commas to avoid ambiguity in writing Use relative clauses beginning within <i>who, which, that, where</i> Use modal verbs accurately to show degrees of possibility 	<p>Skills from previous half term and:</p> <ul style="list-style-type: none"> Secure understanding for audience and purpose of writing outcomes and select appropriate form and use models of writing for their own Start to organise information into paragraphs around: <i>themes, time, place, topic, person</i> Begin to develop both characters and setting in narratives Use a range of openings in writing to build cohesion (vary depending on the purpose of the text outcome) Use sub-headings to arrange information Use bullet points to list information 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> Develop characters through appropriate grammar and vocabulary choices Assess the effectiveness of own and others writing Organise information into paragraphs around: <i>themes, time, place, topic, person</i> Secure use of characterisation through speech (EAST) Secure use of all relative pronouns and use these to implement relative clauses into writing Begin to use hyphens to avoid ambiguity in writing Varying use of sentence structures for effect Use colons accurately to mark independent clauses Use of ellipsis 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> Continue to develop characters through appropriate grammar and vocabulary choices Use the active and passive to affect the presentation of information Begin to recognise the levels of formality within informal and formal speech through vocabulary and grammatical choices 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> Continue to develop characters through appropriate grammar and vocabulary choices Understand levels of formality within informal and formal speech through vocabulary and grammatical choices Ensure consistent use of simple, progressive and perfect tenses throughout a text type changing when affecting presentation of information in sentences Begin to use the subjunctive form for speech and formal writing outcomes 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> Secure all skills

		<ul style="list-style-type: none"> - Use colons to introduce a list - Use semi-colons accurately 				
	<p>Narrative features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending)- may not be one paragraph for each part - arrange paragraphs around themes, topics and times - Adjectives to build setting and character - Powerful verbs/adjectives/ adverbs - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Commas, dashes and brackets to demarcate clauses - Use of past progressive and past perfect tenses - Character reactions to the settings - Use of when, where and how often, cause adverbials using 	<p>Narrative features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending)- may not be one paragraph for each part - arrange paragraphs around <i>themes, time, place, topic, person</i> - Adjectives to build setting and character - Powerful verbs/adjectives/ adverbs - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Commas, dashes and brackets to 	<p>Description features:</p> <ul style="list-style-type: none"> - Expanded noun phrases including use of commas when listing items- using hyphens to join words to avoid ambiguity - Paragraphing - Use of un- -er and -est in adjectives - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Use of commas and brackets to mark additional clauses in sentences to add detail - Use of colons and semi-colons to join clauses - Use of relative clauses to add information - Use of when, where, cause and how often adverbials using commas when used at the start of sentences - Use of the suffix -ly to describe how the character moves - Use of the five senses - Prepositional phrases - Similes/personification/metaphors <p>Narrative features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending)- may 	<p>Description features:</p> <ul style="list-style-type: none"> - Expanded noun phrases including use of commas when listing items- using hyphens to join words to avoid ambiguity - Paragraphing - Use of un- -er and -est in adjectives - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Use of commas and brackets to mark additional clauses in sentences to add detail - Use of colons and semi-colons to join clauses - Use of relative clauses to add information - Use of when, where, cause and how often adverbials using commas when used at the start of sentences - Use of the suffix -ly to describe how the character moves - Use of the five senses - Prepositional phrases - Similes/personification/pathetic fallacy <p>Recount features:</p> <ul style="list-style-type: none"> - Third person/first person 	<p>Persuasion features:</p> <ul style="list-style-type: none"> - Use of simple past, past progressive and past perfect tense - Varied sentence use for effect - Use of active and passive - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Use of when, where and how often, cause adverbials using commas when used at the start of sentences - Use of rhetorical questions, repetition, emotive language and exaggeration, disguise opinions as facts, hypothetical(subjunctive) - List of three - Modal verbs - Relative clauses <p>Recount features:</p> <ul style="list-style-type: none"> - Third person/first person - Use of simple past, past progressive and past perfect tense 	<p>Information features:</p> <ul style="list-style-type: none"> - Title - Sub-headings - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences (focus on cause and effect conjunctions) - Present tense - Use of colons to introduce lists and join clauses - Semi-colons to join clauses - Commas/bullet points for lists - Technical vocabulary - Brackets for additional information - Varying sentence structures for effect <p>Narrative features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending)- may not be one paragraph for each part

	<p>commas when used at the start of sentences</p> <ul style="list-style-type: none"> - Use of inverted commas for speech-characterisation of characters within the reporting clauses- EAST - Reveal characters thoughts <p>Discussion features:</p> <ul style="list-style-type: none"> - Present tense - Variety of sentence structures - Use of cohesive devices at the start of sentences/paragraphs: <u>in addition to</u>, <u>furthermore</u>, <u>however</u>, <u>on the other hand</u>, <u>in conclusion</u> - Relative clauses - Use of brackets, commas and dashes to demarcate clauses - Arrange paragraphs around topics/themes - Modal verbs - Generalisers (most, some, everyone) - Indirect reported speech 	<p>demarcate clauses</p> <ul style="list-style-type: none"> - Use of semi-colons to join clauses together - Use of past progressive and past perfect tenses - Character reactions to the settings - Use of when, where and how often, cause adverbials using commas when used at the start of sentences - Use of inverted commas for speech-characterisation of characters within the reporting clauses- EAST - Reveal characters thoughts <p>Information features:</p> <ul style="list-style-type: none"> - Title - Sub-headings - Use of <u>and</u>, <u>so</u>, <u>or</u> or <u>but to join</u> clauses - Use of <u>when if</u>, <u>until</u>, <u>after</u>, <u>although</u>, <u>even though</u>, <u>until</u>, <u>unless</u>, <u>since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences (focus on cause and effect conjunctions) - Present tense 	<p>not be one paragraph for each part</p> <ul style="list-style-type: none"> - arrange paragraphs around themes, topics and times - Powerful verbs/adjectives/adverbs - Variety in sentence openers to show suspense - Variety in sentence structures - Commas, dashes and brackets to demarcate clauses - Use of colons/semi-colons to join clauses together - Relative clauses used to add detail and build complexity in sentence structures - Use of inverted commas for speech: characterisation - Exclamations/rhetorical questions - Descriptions of settings or character that create an ominous feeling - Reveal characters thoughts - Use of empty words - Use of ellipsis 	<ul style="list-style-type: none"> - Use of simple past, past progressive and past perfect tense - Language choices and formality choices picked on the outcome/character etc - Use of the active and passive to portray information - Use of <u>and</u>, <u>so</u>, <u>or</u> or <u>but to join</u> clauses - Use of <u>when if</u>, <u>until</u>, <u>after</u>, <u>although</u>, <u>even though</u>, <u>until</u>, <u>unless</u>, <u>since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Commas, dashes and brackets to demarcate clauses - Use of colons and semi colons to join clauses - Use of relative clauses to add information - Apostrophes for possession - Use of when, where and how often adverbials using a comma after each clause when used at the start of a sentence - Use of inverted commas for speech- direct and reported - Technical vocabulary - Sentences of three 	<ul style="list-style-type: none"> - Language choices and formality choices picked on the outcome/character etc - Use of the active and passive to portray information - Use of <u>and</u>, <u>so</u>, <u>or</u> or <u>but to join</u> clauses - Use of <u>when if</u>, <u>until</u>, <u>after</u>, <u>although</u>, <u>even though</u>, <u>until</u>, <u>unless</u>, <u>since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Commas, dashes and brackets to demarcate clauses - Use of colons and semi colons to join clauses - Use of relative clauses to add information - Apostrophes for possession - Use of when, where and how often adverbials using a comma after each clause when used at the start of a sentence - Use of inverted commas for speech- direct and reported - Technical vocabulary - Sentences of three 	<ul style="list-style-type: none"> - arrange paragraphs around themes, topics and times - Powerful verbs/adjectives/adverbs - Variety in sentence openers to show suspense - Use of active and passive - Variety in sentence structures - Commas, dashes and brackets to demarcate clauses - Use of colons/semi-colons to join clauses together - Relative clauses used to add detail and build complexity in sentence structures - Use of inverted commas for speech: characterisation - Exclamations/rhetorical questions - Descriptions of settings or character that create an ominous feeling - Reveal characters thoughts - Use of empty words - Use of ellipsis
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		<ul style="list-style-type: none"> - Use of colons to introduce lists - Commas/bullet points for lists - Technical vocabulary - Brackets for additional information - Varying sentence structures for effect 				
<p><u>Alan Peat Sentences</u></p>	<p>Previous year groups and: Imagine 3 sentences 3 bad- (dash) question Tell: show three Some; others sentences</p>					
<p><u>Writing outcomes: Wider curriculum based</u></p>		<p><u>RE</u> Write to discuss: Does the world need a Messiah or do people need to learn to love one another?</p>	<p><u>History</u> Write to recount: Write a 1st person recount of a Victorian prisoner (base on trip experiences too)</p>	<p><u>Geography:</u> Write to persuade: Write a persuasive leaflet to visit one a country within north/south America</p>	<p><u>Science</u> Write to recount: Perspective of red blood cell in the circulatory system</p>	<p><u>History</u> Write to inform: Write a non-chronological report/information poster/ leaflet on daily life in Ancient Greece</p>

Year 5

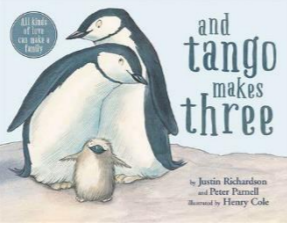
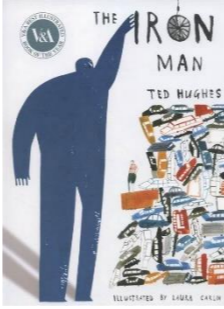
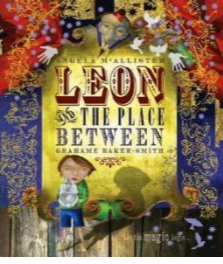


	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Key texts</u>	<u>Picture Fiction</u> <u>The Princess's Blanket</u>	<u>Classic fiction</u> <u>Holes</u>	<u>Traditional tale- world</u> <u>The Willow Pattern Story</u>	<u>Contemporary Fiction</u> <u>Arthur and the Golden Rope</u>	<u>Picture Fiction</u> <u>The Midnight Fair</u>	<u>Film Literature</u> <u>Alma</u>
	 <p>Themes:</p> <ul style="list-style-type: none">- Environmentalism/nature- Love and sacrifice- Healing- Materialism/simplicity <p>Connections to heritage</p>	 <p>Themes:</p> <ul style="list-style-type: none">- Fate and destiny- Friendship and loyalty- Perseverance and resilience- Injustice and social inequality- Family and ancestry- Redemption and forgiveness	 <p>Themes:</p> <ul style="list-style-type: none">- Love and romance- Defiance- Escape and freedom- Tragedy and sacrifice- Conflict- Parental authority and control- Social class and inequality	 <p>Themes:</p> <ul style="list-style-type: none">- Courage and heroism- Adventure and exploration- Ingenuity and resourcefulness- Mythology- Friendship and support- Self-discovery- Overcoming fear and self-doubt- Good vs evil	 <p>Themes:</p> <ul style="list-style-type: none">- magic and imagination- wonder and discovery- adventure and curiosity- nighttime wonders- community and togetherness	 <p>Themes:</p> <ul style="list-style-type: none">- Curiosity and exploration- Appearance vs reality- Consequence- Identify and transformation- Innocence- Fear and foreboding- Warnings and cautions

<p style="text-align: center;"><u>Writing Outcomes : text based</u></p>	<ul style="list-style-type: none"> • Write to narrate: To innovate own version of a section of the Princess's Blanket • Write to describe: describe one of the blankets 	<ul style="list-style-type: none"> • Write to recount: 1st person recount (Stanley) diary about Camp Green Lake • Write to persuade: write a leaflet to persuade individuals to attend Camp Green Lake 	<ul style="list-style-type: none"> • Write to narrate: retell the story as a first person narrative based on MC • Write to inform: non-chronological report on an aspect of life in the Shang Dynasty 	<ul style="list-style-type: none"> • Write to describe: write to describe Fenrir • Write to discuss: write a balanced argument on why Arthur should go to fight Fenrir. 	<ul style="list-style-type: none"> • write to narrate: create own adventure style narrative based on the Midnight Fairground (e.g. Midnight school, Midnight Park) 	<ul style="list-style-type: none"> • Write to recount: newspaper report: missing child. • Write to narrate: write suspense style narrative to retell the story of Alma
	Poetry week					
<p style="text-align: center;"><u>Key skills (SPaG)</u></p>	<ul style="list-style-type: none"> - Discuss writing that is similar to that a they are planning to write independently - Discuss and record ideas independently - Organise paragraphs around a theme (TIPTOP) most of the time - Create settings, character and plot - Asses the effectiveness of their own writing and others writing and suggest improvements - Proof read for spelling punctuation and grammar errors - Use noun phrases by modifying adjectives, nouns and preposition phrases - Use fronted adverbials punctuating with a comma most of the time - Use inverted commas accurately with capital letter and punctuation and a reporting clause at the start or end of a sentence - Use commas accurately for subordinating clauses - Uses many subordinating conjunctions accurately 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Start to proofread for spelling and punctuation errors and propose changes to these based on the purpose of the text - Understand purpose and audience of text - Use similar models of writing for their own writing most of the time - Organise paragraphs around topic - Introduce modal verbs - Introduce relative clauses to add information <u>who, which, that</u> 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Start to proofread for spelling, punctuation and tense errors and propose changes to these based on the purpose of the text - Building cohesion across paragraphs using varied openers to sentences and paragraphs - Secure use of past and present perfect tenses to mark time - Introduce brackets to add parenthesis - Continue to organise information in to paragraphs around themes and topics - Introduce movement of the reporting clause in speech- start of the sentence, in the middle 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Proofread for spelling, punctuation and tense errors and propose changes to these based on the purpose of the text - introduce commas to mark parenthesis in sentences - use expanded noun phrases to convey complication information concisely (specific adjective uses) - use relative clauses to add information <u>who, which, that, where,</u> - Introduce adverbs and subordinating conjunctions to add information and build cohesion: <u>in addition to, furthermore, however, on the other hand, in conclusion</u> - Secure use of modal verbs 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Proofread for spelling, punctuation and tense errors and propose changes to these based on the purpose of the text - Continue to develop cohesion across paragraphs using varied openers - Introduce organising information into paragraphs through theme, topic and time. - Introduce dashes for parenthesis - Introduce commas to clarify meaning in sentences - Use characterisation in speech drawing upon actions of characters in reporting clauses (varying placement of reporting clauses) 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Secure use of punctuation for parenthesis - Secure use of organising information into paragraphs through theme, topic and time - Secure use of commas to clarify meaning in sentences

	<ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending) - Beginning to arrange paragraphs around themes - Adjectives to build setting and character- use of prefix un- and suffixes -er and -est to change meaning of adjectives - Use of suffix -ly to describe how the character moves - Powerful verbs - Use of <u>and, so, or, for</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Use of past progressive tense - Character reactions to the settings - Use of when, where and how often adverbials using commas when used at the start of sentences - Use of inverted commas for speech <p>Description features:</p> <ul style="list-style-type: none"> - Expanded noun phrases including use of commas when listing items - Paragraphing around themes - Use of un- -er and -est in adjectives - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Use of when and where adverbials using commas 	<p>Recount features:</p> <ul style="list-style-type: none"> - First person - Use of simple past, past progressive and past perfect tense - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Apostrophes for contractions - Apostrophes for possession - Use of when, where and how often adverbials using a comma after each clause when used at the start of a sentence - Use of inverted commas for speech <p>Persuasion features:</p> <ul style="list-style-type: none"> - Use of simple past, past progressive and past perfect tense - Varied sentence use for effect - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Use of when, where and how often, cause adverbials using commas when used at the start of sentences - Use of rhetorical questions, repetition, 	<p>Narrative features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending)- may not be one paragraph for each part - arrange paragraphs around themes and topics - Adjectives to build setting and character- use of prefix un- and suffixes -er and -est to change meaning of adjectives - Powerful verbs - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Use of past progressive and past perfect tenses - Character reactions to the settings - Use of when, where and how often, cause adverbials using commas when used at the start of sentences - Use of inverted commas for speech <p>Information features:</p> <ul style="list-style-type: none"> - Title - Sub-headings - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences 	<p>Description features:</p> <ul style="list-style-type: none"> - Expanded noun phrases including use of commas when listing items - Paragraphing around themes - Use of un- -er and -est in adjectives - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Use of commas and brackets to mark additional clauses in sentences to add detail - Use of relative clauses to add information - Use of when, where and how often adverbials using commas when used at the start of sentences - Use of the suffix -ly to describe how the character moves - Use of the five senses - Prepositional phrases - Similes/personification <p>Discussion features:</p> <ul style="list-style-type: none"> - Present tense - Variety of sentence structures - Use of cohesive devices at the start of sentences/paragraphs: <u>in addition to, furthermore, however, on the other hand, in conclusion</u> - Arrange paragraphs around topics/themes - Modal verbs - Generalisers (most, some, everyone) 	<p>Narrative features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending)- may not be one paragraph for each part - arrange paragraphs around themes, topics and times - Adjectives to build setting and character - Powerful verbs - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Commas, dashes and brackets to demarcate clauses - Use of past progressive and past perfect tenses - Character reactions to the settings - Use of when, where and how often, cause adverbials using commas when used at the start of sentences - Use of inverted commas for speech- characterisation of characters within the reporting clauses- EAST 	<p>Recount features:</p> <ul style="list-style-type: none"> - Third person/first person - Use of simple past, past progressive and past perfect tense - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Commas, dashes and brackets to demarcate clauses - Use of relative clauses to add information - Apostrophes for possession - Use of when, where and how often adverbials using a comma after each clause when used at the start of a sentence - Use of inverted commas for speech- direct and reported - Technical vocabulary - Sentences of three <p>Narrative (Suspense) features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending)- may not be one paragraph for each part - arrange paragraphs around themes, topics and times - Powerful verbs/adjectives/adverbs - Variety in sentence openers to show suspense - Variety in sentence structures
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	<p>when used at the start of sentences</p> <ul style="list-style-type: none"> - Use of the suffix -ly to describe how the character moves - Use of the five senses - Prepositional phrases - Similes 	<p>emotive language and exaggeration</p> <ul style="list-style-type: none"> - List of three - Modal verbs - Relative clauses 	<p>(focus on cause and effect conjunctions)</p> <ul style="list-style-type: none"> - Present tense - Commas for lists - Technical vocabulary - Brackets for additional information - Varying sentence structures for effect 	<ul style="list-style-type: none"> - Indirect reported speech 		<ul style="list-style-type: none"> - Commas, dashes and brackets to demarcate clauses - Relative clauses used to add detail and build complexity in sentence structures - Use of inverted commas for speech: characterisation - Exclamations/rhetorical questions - Descriptions of settings or character that create an ominous feeling - Reveal characters thoughts
<p><u>Alan Peat Sentences</u></p>	<p>Previous year group and: Name- adjective pair- sentence Noun, which/where/who, sentences Outside (inside) sentences If, if, if then sentences</p>					
<p><u>Writing outcomes:</u> <u>Wider curriculum based</u></p>		<p><u>History</u> Write to persuade: Write a persuasive leaflet to attract people to visit Bedworth- link to local history</p>	<p><u>Real-life experience</u> Write to recount: Write about a real experience (trip/visitor/experience)</p>	<p><u>Science:</u> Write to instruct: Write a method to an investigation that children are setting up.</p>	<p><u>History:</u> Write to discuss: Have advances to technology had a positive impact on the lives of people today?</p>	<p><u>Geography:</u> Write to inform: Write a non-chronological report on an Eastern European country.</p>

<u>Year 4</u>		
	<u>Autumn</u>	<u>Spring</u>
	<u>Summer</u>	

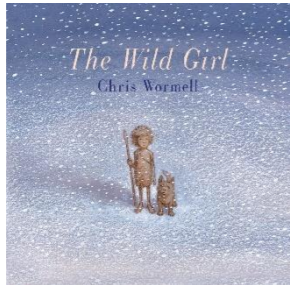
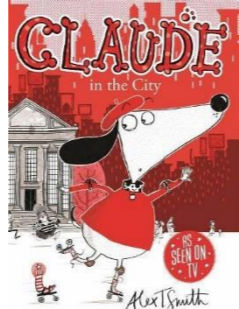
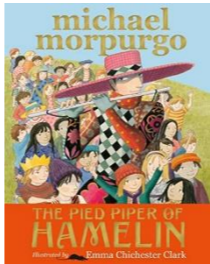
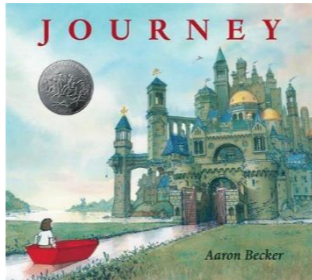

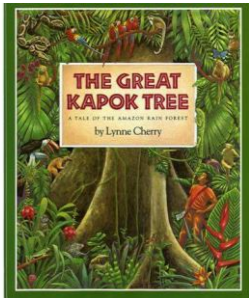
<p style="text-align: center;"><u>Key texts</u></p>	<p><u>Traditional tale- Legend</u> <u>Beowulf</u></p> <p>Themes:</p> <ul style="list-style-type: none"> - <i>Heroism and valour</i> - <i>Good vs evil</i> - <i>Fate and providence</i> - <i>Glory and reputation</i> - <i>Loyalty</i> - <i>Journey and transformation</i> - <i>Mortality and legacy</i> - <i>Strength and honour</i> 	<p><u>Contemporary Fiction</u> <u>Picture Fiction</u> <u>And Tango Makes Three</u></p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>Family love</i> - <i>Acceptance and diversity</i> - <i>Equality and inclusivity</i> - <i>Empathy</i> - <i>Nature and science</i> - <i>Social acceptance</i> 	<p><u>Classic Fiction</u> <u>Iron Man</u></p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>Redemption and personal growth</i> - <i>Responsibility and accountability</i> - <i>Innovation</i> - <i>Identity</i> - <i>Heroism and sacrifice</i> - <i>Leadership and legacy</i> - <i>Ethical dilemmas</i> - <i>Personal struggle and vulnerability</i> 	<p><u>Contemporary Fiction</u> <u>Leon and the Place Between</u></p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>Wonder and imagination</i> - <i>Courage and adventure</i> - <i>Identify and self-discovery</i> - <i>Diversity</i> - <i>Self-belief</i> - <i>Transformation and growth</i> - <i>Connection and friendship</i> 	<p><u>Picture Fiction</u> <u>The Journey</u></p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>Displacement and refugee experience</i> - <i>Courage and resilience</i> - <i>Hope and optimism</i> - <i>Family and togetherness</i> - <i>Empathy and understanding</i> - <i>Safety and belonging</i> - <i>Impact of war</i> 	<p><u>Film Literature</u> <u>The Lighthouse</u></p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>Isolation and solitude</i> - <i>Mystery and curiosity</i> - <i>Human connection</i> - <i>Passage of time</i> - <i>Humanity</i> - <i>Memory and reflection</i> - <i>Hope and resilience</i>
	<p style="text-align: center;"><u>Writing Outcomes : text based</u></p>	<ul style="list-style-type: none"> • Write to describe: write a character description of Grendel • Write to narrate: innovate the story of Beowulf defeating a new monster 	<ul style="list-style-type: none"> • Write to describe: setting description of baby penguin from perspective of parent • Write to recount: 1st person recount (diary) from the perspective of the keeper. 	<ul style="list-style-type: none"> • Write to narrate: add a new section to the story of Iron Man before he is trapped within the pit (two issues) • Write to Recount: Write a journalistic recount on Iron Man saving the day - 	<ul style="list-style-type: none"> • Write to describe: write a setting description focussing on the journey from the outside to the inside of the tent • Write to persuade: write a leaflet to persuade people to attend Abul Kazam's magic show 	<ul style="list-style-type: none"> • Write to recount: write a 1st person recount from the perspective of the MC at one point within the journey.
<p>Poetry week</p>						

Key skills
(SPaG)

	<ul style="list-style-type: none"> - Organises writing into paragraphs that follow the structure of the story, all of the time - Write for a range of purposes - Proofreads and makes changes where there are grammatical, punctuation and spelling errors independently - Describe settings and characters with expanded noun phrases - Use conjunctions <u>and</u>, <u>but</u>, <u>or so</u>, <u>yet for</u> accurately and independently - Use <u>until</u>, <u>as</u>, <u>after</u>, <u>when</u>, <u>because</u>, <u>if</u> - Use commas to mark subordinate clauses at the start of a sentence, some of the time - Use adverbials to say <u>when</u> and <u>where</u> - Simple and progressive tenses used accurately all of the time - Use apostrophes for contractions and singular possession accurately - Starting to use pronouns to avoid repetition 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Proof read for spelling, punctuation and grammar errors within all writing - Noun phrases expanded by modifying adjectives, nouns and prepositional phrases e.g. <i>the teacher changes to: the strict maths teacher with curly hair</i> are used some of the time - Fronted adverbials <u>when</u>, <u>where</u>, <u>how</u> and <u>how often</u>, some of the time - Children are finding their own style of handwriting - Secure use of pronouns to avoid repetition 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Fronted adverbials <u>when</u>, <u>where</u>, <u>how</u> and <u>how often</u>, using a comma all of the time - Introduce paragraphing information around themes (TiP ToP) - Use inverted commas accurately, punctuating with a capital letter to start and ending with a , . ! or ? most of the time - Introduce <u>although</u> and <u>even though</u> use some of the time - Introduce the past perfect tense and use some of the time 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Noun phrases expanded by modifying adjectives, nouns and prepositional phrases e.g. <i>the teacher changes to: the strict maths teacher with curly hair</i> are used some of the time - Secure paragraphing information around themes (TiP ToP) - Introduce apostrophe for plural possession - All letters are joined and legible 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Secure use of <u>although</u> and <u>even though</u> - Introduce <u>until</u>, <u>unless</u> and <u>since</u> - Secure use of apostrophe for plural possession - Use inverted commas accurately, punctuating with a capital letter to start and ending with a , . ! or ? most of the time switching the position of the reporting clause 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Secure use of <u>until</u>, <u>unless</u> and <u>since</u>
	<p>Narrative features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending) - Adjectives to build setting and character- use of prefix un- and suffixes -er and -est to change meaning of adjectives - Use of suffix -ly to describe how the character moves - Powerful verbs - Use of <u>and</u>, <u>so</u>, <u>or</u> or <u>but</u> to join clauses 	<p>Description features:</p> <ul style="list-style-type: none"> - Expanded noun phrases including use of commas when listing items as well as modified adjectives, nouns and prepositional phrases - Use of un- -er and -est in adjectives - Use of <u>and</u>, <u>so</u>, <u>or</u> or <u>but</u> to join clauses - Use of <u>when if</u>, <u>until</u>, <u>after</u> and <u>because</u> to join clauses using commas after clauses if 	<p>Narrative features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending) - Beginning to arrange paragraphs around themes - Adjectives to build setting and character- use of prefix un- and suffixes -er and -est to change meaning of adjectives - Use of suffix -ly to describe how the character moves 	<p>Description features:</p> <ul style="list-style-type: none"> - Expanded noun phrases including use of commas when listing items - Paragraphing around themes - Use of un- -er and -est in adjectives - Use of <u>and</u>, <u>so</u>, <u>or</u> or <u>but</u> to join clauses - Use of <u>when if</u>, <u>until</u>, <u>after</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences 	<p>Recount features:</p> <ul style="list-style-type: none"> - First person - Use of simple past, past progressive and past perfect tense - Use of <u>and</u>, <u>so</u>, <u>or</u> or <u>but</u> to join clauses - Use of <u>when if</u>, <u>until</u>, <u>after</u>, <u>although</u>, <u>even though</u>, <u>until</u>, <u>unless</u>, <u>since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences 	<p>Narrative features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending) - Beginning to arrange paragraphs around themes - Adjectives to build setting and character- use of prefix un- and suffixes -er and -est to change meaning of adjectives - Use of suffix -ly to describe how the character moves

	<ul style="list-style-type: none"> - Use of <u>when if, until, after and because</u> to join clauses using commas after clauses if used at the start of sentences - Use of past progressive tense - Character reactions to the settings - Use of a or an - Use of when and where adverbials using commas when used at the start of sentences - Use of inverted commas for speech <p>Description features:</p> <ul style="list-style-type: none"> - Expanded noun phrases including use of commas when listing items - Use of un- -er and -est in adjectives - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after and because</u> to join clauses using commas after clauses if used at the start of sentences - Use of when and where adverbials using commas when used at the start of sentences - Use of the suffix -ly to describe how the character moves - Use of the five senses - Prepositional phrases - Similes 	<p>used at the start of sentences</p> <ul style="list-style-type: none"> - Use of when, how often and where adverbials using commas when used at the start of sentences - Use of the suffix -ly to describe how the character moves - Use of the five senses - Prepositional phrases - Similes <p>Recount features:</p> <ul style="list-style-type: none"> - First person - Use of simple past and past progressive tense - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after and because</u> to join clauses using commas after clauses if used at the start of sentences - Apostrophes for contractions - Apostrophes for possession - Use of when, where and how often adverbials using a comma after each clause when used at the start of a sentence 	<ul style="list-style-type: none"> - Powerful verbs - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, and because</u> to join clauses using commas after clauses if used at the start of sentences - Use of past progressive tense - Character reactions to the settings - Use of a or an - Use of when and where adverbials using commas when used at the start of sentences - Use of inverted commas for speech <p>Recount features:</p> <ul style="list-style-type: none"> - Third person - Use of simple past, past progressive and past perfect tense - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Apostrophes for contractions - Apostrophes for possession - Use of when, where and how often adverbials using a comma after each clause when used at the start of a sentence - Use of inverted commas for speech 	<ul style="list-style-type: none"> - Use of when and where adverbials using commas when used at the start of sentences - Use of the suffix -ly to describe how the character moves - Use of the five senses - Prepositional phrases - Similes <p>Persuasion features:</p> <ul style="list-style-type: none"> - Simple and progressive present tense - Varied sentence use for effect - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Use of when, where and how often adverbials using commas when used at the start of sentences - Use of rhetorical questions, repetition and exaggeration - List of three 	<ul style="list-style-type: none"> - Apostrophes for contractions - Apostrophes for possession - Use of when, where and how often adverbials using a comma after each clause when used at the start of a sentence - Use of inverted commas for speech 	<ul style="list-style-type: none"> - Powerful verbs - Use of <u>and, so, or, for</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Use of past progressive tense - Character reactions to the settings - Use of when, where and how often adverbials using commas when used at the start of sentences - Use of inverted commas for speech <p>Recount features:</p> <ul style="list-style-type: none"> - Third person - Use of simple past, past progressive and past perfect tense - Use of <u>and, so, or</u> or <u>but to join</u> clauses - Use of <u>when if, until, after, although, even though, until, unless, since</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Apostrophes for contractions - Apostrophes for possession - Use of when, where and how often adverbials using a comma after each clause when used at the start of a sentence - Use of inverted commas for speech
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<p><u>Alan Peat Sentences</u></p>	<p>Previous year group and: Then and now sentences First word last word sentences Ad same ad sentence The more, the more sentences</p>					
<p><u>Writing outcomes:</u> <u>Wider curriculum based</u></p>		<p><u>Real-life experience</u> Write to recount: Write about experience to Gurdwara (RE)</p>	<p><u>History</u> Write to recount: Write a journalistic report on the discovery of Tutankhamun's tomb.</p>	<p><u>D&T</u> Write to instruct: How to make a greenhouse</p>	<p><u>Science:</u> Write to recount: Journey of food in the digestive system (perspective of the food)</p>	<p><u>Geography:</u> Write to persuade: Write a travel guide to Sheffield</p>

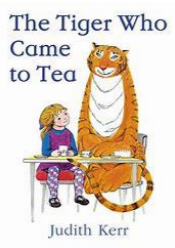

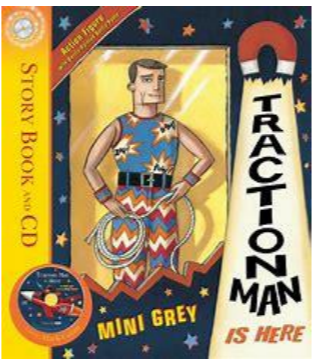
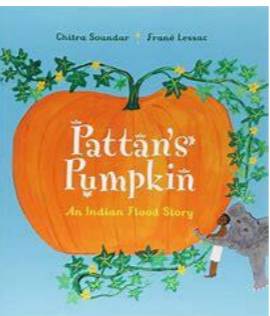
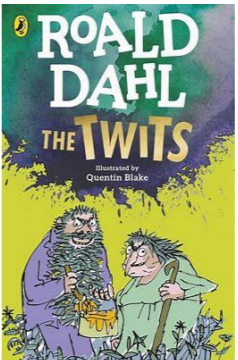
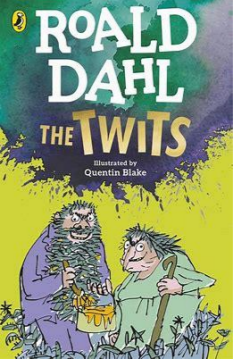
<u>Year 3</u>						
	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<p><u>Key texts</u></p>	<p><u>Picture Fiction</u> <u>The Wild Girl</u></p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>Belonging and acceptance</i> - <i>Identity and self-discovery</i> - <i>Nature vs nurture</i> - <i>Power of compassion</i> - <i>Adaptation and change</i> - <i>Role of family</i> - <i>Curiosity and exploration</i> - <i>Empathy</i> 	<p><u>Contemporary fiction</u> <u>Claude in the City</u></p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>Adventure and curiosity</i> - <i>Friendship and teamwork</i> - <i>Courage and bravery</i> - <i>Individuality and self-expression</i> - <i>Kindness</i> - <i>Problem-solving</i> 	<p><u>Traditional tale- European</u> <u>Pied Piper of Hamelin</u></p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>Greed and betrayal</i> - <i>Justice and retribution</i> - <i>Consequences of broken promises</i> - <i>Authority and leadership</i> - <i>Revenge</i> - <i>Fate and destiny</i> - <i>Responsibility and accountability</i> 	<p><u>Picture Fiction</u> <u>Journey</u></p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>Imagination and creativity</i> - <i>Adventure and exploration</i> - <i>Courage and self-reliance</i> - <i>Power of art</i> - <i>Escape and freedom</i> - <i>Hope and perseverance</i> - <i>Wonder and discovery</i> - <i>Empathy and connection</i> 	<p><u>Film Literature</u> <u>Taking Flight</u></p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>Courage and overcoming fear</i> - <i>Growth and personal development</i> - <i>Determination and resilience</i> - <i>Support and encouragement</i> - <i>Self-discovery</i> - <i>Achievement and success</i> - <i>Exploration and adventure</i> - <i>Importance of practice</i> 	<p><u>Classic Fiction</u> <u>The Great Kapok Tree</u></p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>Environmental conservation</i> - <i>Interconnectedness</i> - <i>Advocacy and activism</i> - <i>Respect for natural</i> - <i>Impact of human actions</i> - <i>Empathy and understanding</i>

<p style="text-align: center;"><u>Writing Outcomes :</u> <u>text based</u></p>	<ul style="list-style-type: none"> Write to describe: character description of the MC Write to inform: write an information text on daily life during the stone age (use Stone Age Boy to support too) 	<ul style="list-style-type: none"> Write to narrate: innovate their own adventure narrative based on Claude in the.... (stone age, All Saints) Write to recount: 1st person recount of Claude on an adventure 	<ul style="list-style-type: none"> Write to describe: write a setting description of the town before and after the Pied Piper Write to narrate: retell the story of the Pied Piper 	<ul style="list-style-type: none"> Write to recount: write a 1st person narrative about the capture and freeing of the bird Write to instruct: write a set of instructions on how to save the bird 	<ul style="list-style-type: none"> Write to narrate: write an adventure narrative based on Taking Flight. 	<ul style="list-style-type: none"> Write to persuade: write a persuasive letter from the woodchopper to his boss about reasons he should not cut down the tree Write to inform: write a non-chronological report on the rainforest
	Poetry week					
<p style="text-align: center;"><u>Key skills (SPaG)</u></p>	<ul style="list-style-type: none"> Write key ideas and words down to support in own writing independently Re-read writing to check for grammatical, spelling and punctuation errors, mostly independently Letters and finger spaces are relative in size to one another and formed correctly all of the time Write coherent sentences that are sequenced to form a short narrative Demarcate most sentences in their writing with capital letters and full stops 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> Organise writing into paragraphs (opening, build up, problem, resolution and ending) most of the time Discuss writing similar to that they are planning understanding structure, vocabulary and grammar, some of the time Use the past tense and past progressive tense correctly all of the time, when required Introduce <u>yet</u>, and <u>for</u> and use some of the time 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> Describe settings and characters using expanded noun phrases, punctuating correctly when required most of the time Secure use of commas in lists Introduce <u>until, as</u> and <u>after</u> Introduce prepositional phrases to support description Use a or an correctly most of the time Introduce <u>where</u> and <u>when</u> adverbials 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> Propose changes to the writing of peers and own work to improve final write some of the time Proof read for spelling and punctuation errors independently all of the time Secure use of <u>until, as, after, when, because, if</u> Secure use of <u>and, but, or, so, yet for</u> Introduce changing the position of subordinating clauses in the sentence Secure use of <u>where</u> and <u>when</u> adverbials 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> Introduce inverted commas (just to identify spoken aspects of a sentence) some of the time Introduce commas to demarcate clauses where subordinating clauses are used at the start of a sentence. Use some of the time Pronouns to avoid repetition most of the time Change the position of subordinating clauses in the sentence most of the time, when required 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> Use sub-headings and headings to organise information, most of the time

	<ul style="list-style-type: none"> - Use ! and ? mostly correctly when required - Use the present and past tense mostly correctly and consistently - Use <u>and, but, or and so</u> correctly most of the time - Use <u>when, because and if</u> correctly most of the time - Spell many common exception words correctly most of the time - Make phonetically plausible attempts of words that they are unfamiliar with 	<ul style="list-style-type: none"> - Use apostrophes for singular possession most of the time - Some joining is taking place in handwriting with joins that have been taught 	<ul style="list-style-type: none"> - Joining, with joins learnt, is taking place all of the time 	<ul style="list-style-type: none"> - Pronouns to avoid repetition some of the time 		
	<p>Description features:</p> <ul style="list-style-type: none"> - Expanded noun phrases including use of commas when listing items - Use of un- -er and -est in adjectives - Use of <u>and, so, or</u> or <u>but</u> to join clauses - Use of <u>when, if</u> and <u>because</u> to join clauses - Use of the suffix -ly to describe how the character moves - Use of the five senses <p>Information features:</p> <ul style="list-style-type: none"> - Title - Sub-headings - Varied use of conjunctions (coordinating and subordinating) - Present tense - Commas for lists 	<p>Narrative features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending) - Adjectives to build setting and character- use of prefix un- and suffixes -er and -est to change meaning of adjectives - Use of suffix -ly to describe how the character moves - Use exclamations - Use of <u>and, so, or, for, yet</u> or <u>but</u> join clauses - Use of <u>when if</u> and <u>because</u> to join clauses - Use of past progressive tense - Character reactions to the settings <p>Recount features:</p> <ul style="list-style-type: none"> - Sequential who and what sentences that make sense - First person 	<p>Description features:</p> <ul style="list-style-type: none"> - Expanded noun phrases including use of commas when listing items - Use of un- -er and -est in adjectives - Use of <u>and, so, or</u> or <u>but</u> to join clauses - Use of <u>when if, until, after</u> and <u>because</u> to join clauses - Use of the suffix -ly to describe how the character moves - Use of the five senses - Prepositional phrases - Similes <p>Narrative features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending) - Adjectives to build setting and character- use of prefix un- and suffixes -er and -est to change meaning of adjectives 	<p>Recount features:</p> <ul style="list-style-type: none"> - First person - Simple past tense verbs using -ed and irregular verbs - Past progressive tense - Use of <u>and, so, or</u> or <u>but</u> to join clauses - Use of <u>when if, until, after</u> and <u>because</u> to join clauses - Apostrophes for contractions - Apostrophes for possession - Use of <u>when</u> and <u>where</u> adverbials <p>Instruction features:</p> <ul style="list-style-type: none"> - Title - Complete, sequential command sentences - Present tense (including progressive) - Imperative verbs - Use of -ly to portray information accurately - Use of <u>when</u> and <u>where</u> adverbials (first, next) 	<p>Narrative features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending) - Adjectives to build setting and character- use of prefix un- and suffixes -er and -est to change meaning of adjectives - Use of suffix -ly to describe how the character moves - Powerful verbs - Use of <u>and, so, or</u> or <u>but</u> to join clauses - Use of <u>when if, until, after</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Use of past progressive tense - Character reactions to the settings - Use of a or an - Use of <u>when</u> and <u>where</u> adverbials using commas when used at the start of sentences 	<p>Persuasion features:</p> <ul style="list-style-type: none"> - Simple and progressive present tense - Varied sentence use for effect - Use of <u>and, so, or</u> or <u>but</u> to join clauses - Use of <u>when if, until, after</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences - Use of <u>when</u> and <u>where</u> adverbials using commas when used at the start of sentences - Use of rhetorical questions and exaggeration <p>Information features:</p> <ul style="list-style-type: none"> - Title - Sub-headings - Use of <u>and, so, or</u> or <u>but</u> to join clauses - Use of <u>when if, until, after</u> and <u>because</u> to join clauses using commas after clauses if used at the start of sentences (focus on cause and effect conjunctions)

		<ul style="list-style-type: none"> - Simple past tense verbs using -ed and irregular verbs - Past progressive tense - Use of <u>and, so, or, for, yet</u> or <u>but</u> join clauses - Use of <u>when if</u> and <u>because</u> to join clauses - Apostrophes for contractions - Apostrophes for possession 	<ul style="list-style-type: none"> - Use of suffix -ly to describe how the character moves - Powerful verbs - Use of <u>and, so, or</u> or <u>but to</u> join clauses - Use of <u>when if, until, after</u> and <u>because</u> to join clauses - Use of past progressive tense - Character reactions to the settings - Use of a or an - Use of <u>when</u> and <u>where</u> adverbials 		<ul style="list-style-type: none"> - Use of inverted commas for speech 	<ul style="list-style-type: none"> - Present tense - Commas for lists - Technical vocabulary
<p><u>Alan Peat Sentences</u></p>	<p>Previous year group and: 3ed sentences Two place sentence Double -ly ending sentence</p>					
<p><u>Writing outcomes: Wider curriculum based</u></p>		<p><u>Geography</u> Write to inform: Non-chronological report on a natural disaster</p>	<p><u>History</u> Write to recount: Write a 1st person recount on a day in the life of a Roman (invasion)</p>	<p><u>Science</u> Write to instruct: Write method to an experiment being set up</p>	<p><u>History</u> Write to inform: Write a non-chronological report on Anglo-Saxon Gods</p>	<p><u>Real-life experience</u> Write to recount: Write a recount about a visitor visiting the school (RE)</p>

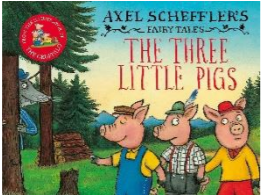


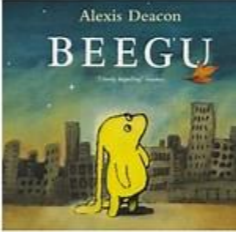
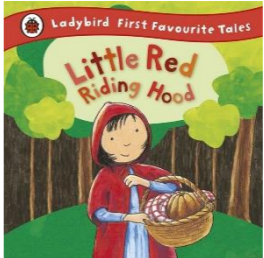

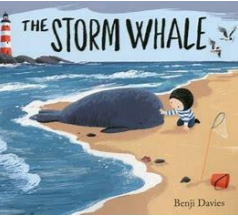
Year 2

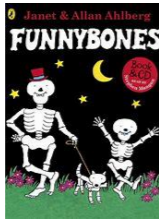
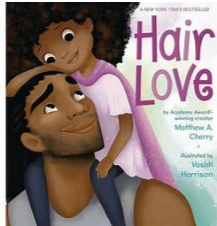
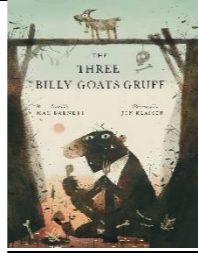

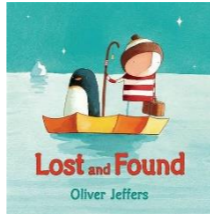
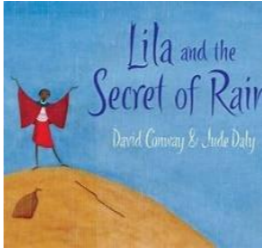

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Key texts</u>	<p>Classic Fiction The Tiger Who Came to Tea</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Imagination and fantasy - Generosity - Adaptability - The unexpected - Family - Courage 	<p>Traditional Tale Rapunzel</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Freedom and confinement - Self-discovery and identity - Courage and resilience - Power of love - Empowerment and independence - Hope - Good vs evil 	<p>Contemporary Fiction Traction Man</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Imagination and creativity - Heroism and bravery - Friendship and teamwork - Resourcefulness and problem-solving - Courage - Confidence 	<p>Traditional Tale- world Pattan's Pumpkin</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Resourcefulness - Community - Bravery and heroism - Stewardship - Ingenuity - Gratitude - Hope and persistence 	<p>Classic Fiction The Twits</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Good vs evil - Consequences of cruelty - Revenge and justice - Deception and trickery - Kindness and compassion - Appearance vs reality 	<p>Classic Fiction The Twits</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Good vs evil - Consequences of cruelty - Revenge and justice - Deception and trickery - Kindness and compassion - Appearance vs reality
	<u>Writing Outcomes : text based</u>	<ul style="list-style-type: none"> • Write to instruct: write a set of instructions to make an item for the tea party • Write to inform: write a non-chronological report on the Bog Baby 	<ul style="list-style-type: none"> • Write to narrate: retell the story of Rapunzel (Bethan Woolven) • Write to describe: a character description of the witch 	<ul style="list-style-type: none"> • Write to narrate: write an adventure narrative on one of the adventures that Traction man completes within the book • Write a recount: 1st person recount from the perspective of Traction Man and a new adventure that he completes. 	<ul style="list-style-type: none"> • Write to describe: a setting description on the flood • Write to instruct: write a set of instructions on how to plant a seed 	<ul style="list-style-type: none"> • Write to describe: write a character description of The Twits • Write to narrate: write an adventure narrative based on the Twits

	Poetry Week					
Key skills (SPaG)	<ul style="list-style-type: none"> - Think, say, write, check who and what sentences - Use <u>and</u> to join words and clauses - Sentences start with a capital letter and full stop most of the time - Capital letter for pronoun I and proper nouns - Starting to use exclamations and questions - Starting to use -ed to show the past - Starting to use -es and -s to show plurals - Starting to use the prefix un- - Write 7 sequential sentences 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Expanded noun phrases to describe e.g. the evil witch. - Introduce the suffixes -er and -est in adjectives - Introduce <u>but</u> to join clauses linked in meaning - Introduce <u>because</u> to join clauses - Introduce the suffix -ly to describe verbs 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Write ideas or key words down, including new vocabulary - Re-read writing to make sure it makes sense (verb consistency) - Write coherent (sequenced) narrative about personal experience of a character - Introduce <u>when</u> to join clauses - Secure use of the past tense using the suffix -ed and irregular verbs - Secure use of -ly - Apostrophes for contractions - Write 9 sequential sentences to form a narrative 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Encapsulating what they want to say sentence by sentence - Check work for spelling, punctuation and grammar mistakes with some support - Use the present tense consistently throughout - Use some command sentences accurately - Introduce the present progressive tense accurately some of the time - Use expanded noun phrases accurately most of the time - Secure use of <u>when</u> and <u>because</u> - Secure use of <u>but</u> - Use questions 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Check work for spelling, punctuation and grammar mistakes mostly independently - Make simple additions to writing with some adult support - Introduce <u>if</u> to add clauses - Introduce <u>or</u> and <u>so</u> to join clauses - Introduce the past progressive tense and use some of the time - Introduce the suffix -ness to form nouns - Introduce commas for lists - Write 13 sequential sentences to form a narrative 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Use possessive apostrophes accurately some of the time - Spell many common exception words
	<p>Instruction features:</p> <ul style="list-style-type: none"> - Title - Capital letters for proper nouns - Complete, sequential sentences - And to join clauses and words <p>Information sentences:</p> <ul style="list-style-type: none"> - Title - Capital letters for proper nouns 	<p>Narrative features:</p> <ul style="list-style-type: none"> - Beginning, middle, end - Capital letters for proper nouns - Complete who and what sentences - Adjectives to build setting and character-use of prefix un- to change meaning of adjectives - Use exclamations 	<p>Narrative features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending) - Adjectives to build setting and character-use of prefix un- and suffixes -er and -est to change meaning of adjectives 	<p>Description features:</p> <ul style="list-style-type: none"> - Expanded noun phrases - Use of -er and -est in adjectives - Use of <u>and</u> or <u>but</u> to join clauses - Use of <u>when</u> and <u>because</u> to join clauses - Use of the suffix -ly to describe how the character moves 	<p>Description features:</p> <ul style="list-style-type: none"> - Expanded noun phrases including use of commas when listing items - Use of un- -er and -est in adjectives - Use of <u>and, so, or</u> or <u>but</u> to join clauses - Use of <u>when</u> and <u>because</u> to join clauses 	<p>Recount features:</p> <ul style="list-style-type: none"> - Sequential who and what sentences that make sense - First person - Simple past tense verbs using -ed and irregular verbs - Past progressive tense - Use of <u>and, so, or</u> or <u>but</u> to join clauses

	<ul style="list-style-type: none"> - Complete sentences who and what - Use of and to join clauses and words - Use of exclamations 	<ul style="list-style-type: none"> - Use of <u>and, but</u> to join clauses - Traditional openings <p>Description features:</p> <ul style="list-style-type: none"> - Expanded noun phrases - Use of -er and -est in adjectives - Describe appearance - Describe person - Use of <u>and, but</u> or <u>because</u> to join clauses - Use of the suffix -ly to describe how the character moves 	<ul style="list-style-type: none"> - Use of suffix -ly to describe how the character moves - Use exclamations - Use of <u>and, but</u> to join clauses - Use of <u>because</u> to add information <p>Recount features:</p> <ul style="list-style-type: none"> - Sequential who and what sentences that make sense - Capital letter for I - First person - Simple past tense verbs using -ed and irregular verbs - Use of <u>and, but</u> to join words and clauses - Use of <u>because</u> and <u>when</u> to join clauses - Apostrophes for contractions 	<ul style="list-style-type: none"> - Introduce use of the five senses <p>Instruction features:</p> <ul style="list-style-type: none"> - Title - Capital letters for proper nouns - Complete, sequential command sentences - Present tense (including progressive) - Use of -ly to portray information accurately - Understand questions 	<ul style="list-style-type: none"> - Use of the suffix -ly to describe how the character moves - Use of the five senses <p>Narrative features:</p> <ul style="list-style-type: none"> - Five part story (opening, build up, problem, resolution, ending) - Adjectives to build setting and character- use of prefix un- and suffixes -er and -est to change meaning of adjectives - Use of suffix -ly to describe how the character moves - Use exclamations - Use of <u>and, so, or</u> or <u>but</u> to join clauses - Use of <u>when if</u> and <u>because</u> to join clauses - Use of past progressive tense 	<ul style="list-style-type: none"> - Use of <u>when if</u> and <u>because</u> to join clauses - Apostrophes for contractions - Apostrophes for possession
<p><u>Alan Peat Sentences</u></p>	<p>Including previous year groups and: BOYS sentences 2A sentences List sentences Sound! Cause sentence</p>					
<p><u>Writing outcomes: Wider curriculum based</u></p>		<p><u>Science</u> Write to inform: Write a non-chronological report on how to care for an animal</p>	<p><u>Real experience</u> Write to recount: Write a 1st person recount about a trip that they have been on.</p>	<p><u>RE:</u> Write to recount: Write a recount about one of the days of Holy week (disciple perspective)</p>	<p><u>History</u> Write to inform: Write a non-chronological report on a significant explorer</p>	<p><u>D&T</u> Write to instruct: Write a set of instruction to build a moving vehicle</p>

Year 1

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>			
<u>Key texts</u>	<p>Traditional tale The Three Little Pigs</p>  <p>Themes</p> <ul style="list-style-type: none"> - <i>Hard work and diligence</i> - <i>Safety and security</i> - <i>Resilience</i> - <i>Family</i> - <i>Good vs evil</i> <p>Classic Fiction Funny Bones</p>	<p>Classic Fiction Paddington</p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>kindness</i> - <i>adventure</i> - <i>family and friendship</i> - <i>resilience</i> - <i>acceptance</i> - <i>forgiveness</i> <p>Traditional Tale The Three Billy Goats Gruff</p>	<p>Traditional Tale Hansel and Gretel</p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>survival</i> - <i>family bonds</i> - <i>courage</i> - <i>good vs evil</i> - <i>greed</i> - <i>overcoming fear</i> <p>Classic Fiction Lost and Found</p>	<p>Contemporary Fiction Beegu</p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>isolation</i> - <i>friendship</i> - <i>acceptance</i> - <i>loneliness</i> - <i>kindness</i> <p>Contemporary Fiction Lila and the Secret of Rain</p>	<p>Traditional Tale Little Red Riding Hood</p>  <p>Themes:</p> <ul style="list-style-type: none"> - <i>danger</i> - <i>trust</i> - <i>innocence</i> - <i>good vs evil</i> - <i>survival and rescue</i> <p>Contemporary Fiction The Pirates Next Door</p>	<p>Contemporary Fiction The Pirates Next Door</p>  <p>Contemporary Fiction The Storm Whale</p>  <p>Themes</p>


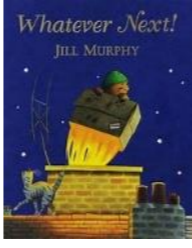
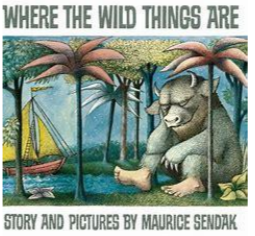
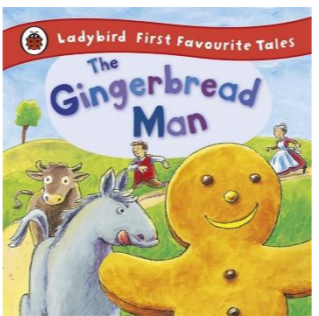

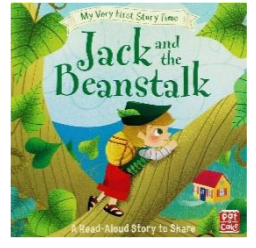
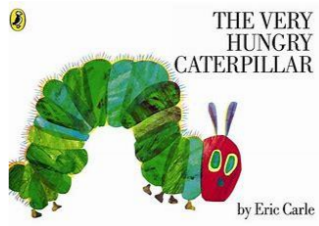
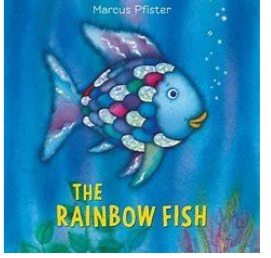
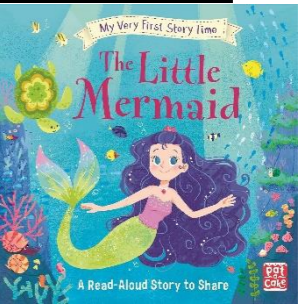
	 <p>Themes</p> <ul style="list-style-type: none"> - Humour and fun - Adventure - Family - Supernatural - Problem solving - courage <p>Contemporary Fiction Hair Love</p>  <p>Themes:</p> <ul style="list-style-type: none"> - family bonds - self-esteem - empowerment - diversity - patience - problem solving 	 <p>Themes:</p> <ul style="list-style-type: none"> - bravery - perseverance - good vs evil - teamwork - resourcefulness - confidence <p>Classic Fiction Stick Man</p>  <p>Themes:</p> <ul style="list-style-type: none"> - family love - perseverance and resilience - courage - friendship - adventure 	 <p>Themes:</p> <ul style="list-style-type: none"> - friendship - altruism - identity and belonging - exploration and adventure - compassion - perseverance 	 <p>Themes:</p> <ul style="list-style-type: none"> - responsibility - courage - community - nature - hope - wisdom 	 <p>Themes</p> <ul style="list-style-type: none"> - acceptance and tolerance - community - friendship - family - prejudice and understanding 	<ul style="list-style-type: none"> - kindness - loneliness - family - courage - friendship
<p><u>Writing Outcomes :</u> <u>text based</u></p>	<ul style="list-style-type: none"> • Write to narrate: write sentences about the 3 Little Pigs • Write to recount: write sentences about a real experience- walk (based on Funny Bones) • Write to recount: 1st person narrative- sentences from the perspective of the MC in Hair Love about her experience of dad doing her hair 	<ul style="list-style-type: none"> • Write to inform: write sentences about London • Write to describe: write sentences to describe the troll • Write to narrate: sentences to retell the adventure of Stick Man 	<ul style="list-style-type: none"> • Write to narrate: sentences to retell the story of Hansel and Gretel • Write to recount: write sentences in first person about the journey penguin and MC go on 	<ul style="list-style-type: none"> • Write to narrate: write sentences based on Beegu's adventure (innovate by adding a new place he lands) • Write to inform: write sentences about the weather 	<ul style="list-style-type: none"> • Write to narrate: retell the story of Little Red Riding Hood (Beginning Middle End) • Write to instruct: write a set of instructions to find the treasure 	<ul style="list-style-type: none"> • Write a to describe: write a character description of Jim Lad • Write to recount: write a 1st person recount from Noi's perspective on finding the wale
<p>Poetry Week W/C 30th September</p>						


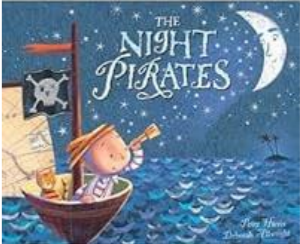
**Key skills
(SPaG)**

	<ul style="list-style-type: none"> - Say and who and what sentences - Form lowercase and uppercase letters accurately most of the time - Use finger spaces accurately between words most of the time - Start some sentences with a capital letter and end some sentences with a full stop - Use phonetically plausible spellings including set 2-3 sounds accurately most of the time - Spell most tricky words from set 2-4 - Check sentences make sense with an adult by reading aloud - Write 3 sequenced sentences to form a short narrative 	<ul style="list-style-type: none"> - Say who and what sentences independently - Write who and what sentences independently - Form lowercase and uppercase letters accurately all of the time - Use finger spaces accurately all of the time - Mostly start sentences with a capital letter and mostly end with a full stop - Begin to use a capital letter for the pronoun I and proper nouns - Introduce adjectives - Check sentence make sense by reading aloud independently 	<p>Skills from previous half terms and:</p> <ul style="list-style-type: none"> - Think, say, write a who and what sentence - Being to use <u>and</u> to join words - Start sentences with a capital letter and end with a full stop all of the time - Use a capital letter for the pronoun I and proper nouns all of the time - Begin to use exclamation marks to demarcate exclamation sentences - Introduce the past tense with the suffix -ed - Write 5 sequenced sentences to form a short narrative 	<p>Skills from the previous half terms and:</p> <ul style="list-style-type: none"> - Use exclamation marks accurately - Begin to use <u>and</u> to join clauses linked in meaning - Introduce question marks to demarcate the end of a question - Introduce the suffixes -s and -es for plural nouns - Introduce the suffix -ing 	<p>Skills from the previous half terms and:</p> <ul style="list-style-type: none"> - Secure use of -ed - Secure use of -es and -s - Introduce the prefix un= - Secure use of <u>and</u> to join clauses and words - Write 7 sequenced sentences to form a short narrative 	<p>Skills from the previous half terms and:</p> <ul style="list-style-type: none"> - Consolidate key skills from across the year-
	<p>Narrative features:</p> <ul style="list-style-type: none"> - Complete sentences in a sequence - Beginning, middle, end - Common openings and endings <p>Recount features:</p> <ul style="list-style-type: none"> - Complete sentence in sequence - First person - Past tense some of the time 	<p>Information features:</p> <ul style="list-style-type: none"> - Title - Capital letters for proper nouns - Complete sentences who and what <p>Description features:</p> <ul style="list-style-type: none"> - Use of some adjectives - Describe appearance - Describe person <p>Narrative features:</p> <ul style="list-style-type: none"> - Complete sentences in a sequence - Beginning, middle, end - Common openings and endings - Some adjectives to describe character and setting 	<p>Narrative features:</p> <ul style="list-style-type: none"> - Beginning, middle, end - Capital letters for proper nouns - Complete who and what sentences - Adjectives to build setting and character - Some exclamations - Use of and to join words <p>Recount features:</p> <ul style="list-style-type: none"> - Sequential who and what sentences - Capital letter for I - First person - Simple past tense verbs using -ed 	<p>Narrative features:</p> <ul style="list-style-type: none"> - Beginning, middle, end - Capital letters for proper nouns - Complete who and what sentences - Adjectives to build setting and character - Use exclamations - Use of and to join clauses - -es and -s for plural nouns <p>Information sentences:</p> <ul style="list-style-type: none"> - Title - Capital letters for proper nouns - Complete sentences who and what - Use of and to join clauses and words - Use of exclamations 	<p>Narrative features:</p> <ul style="list-style-type: none"> - Beginning, middle, end - Capital letters for proper nouns - Complete who and what sentences - Adjectives to build setting and character- use of prefix un- to change meaning of adjectives - Use exclamations - Use of and to join clauses - -es and -s for plural nouns - Traditional openings <p>Instruction features:</p> <ul style="list-style-type: none"> - Title - Capital letters for proper nouns - Complete, sequential sentences 	<p>Description features:</p> <ul style="list-style-type: none"> - Use well-chosen adjectives- use of un-where appropriate - Describe appearance - Describe person - Use of and to join words and clauses <p>Recount features:</p> <ul style="list-style-type: none"> - Sequential who and what sentences that make sense - Capital letter for I - First person - Simple past tense verbs using -ed - Use of and to join words and clauses



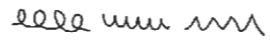
					- And to join clauses and words	
<u>Alan Peat Sentences</u>	All the Ws sentences What and !					
<u>Writing outcomes:</u> <u>Wider curriculum based</u>	N/A	N/A	<u>History</u> Write to inform: Write sentences about Florence Nightingale/ Mary Seacole/ Edith Cavell	<u>Real experience</u> Write to recount: Write sentences about a trip/visitor that children have been on.	<u>RE</u> Write to recount: Write sentences in first person about visit to a synagogue	<u>Science</u> Write to instruct: Write a set of instructions on how to plant a seed

Reception

	Autumn	Spring	Summer		
<u>Key texts</u>		<p>Traditional Tale Rapunzel</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Freedom and confinement - Self-discovery and identity - Courage and resilience - Power of love - Empowerment and independence - Hope - Good vs evil <p>Classic Fiction Whatever Next?</p>  <p>Themes:</p> <ul style="list-style-type: none"> - imagination - Adventure - Independence - Family - Dreams and goals <p>Contemporary Fiction Way Back Home</p>	<p>Classic Fiction Where the Wild Things Are</p>  <p>Themes</p> <ul style="list-style-type: none"> - Imagination - Isolation - Acceptance and forgiveness - Control and leadership <p>Traditional Tale The Gingerbread Man</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Freedom - Pride - Perseverance - Trust and betrayal <p>Contemporary Fiction Room on the Broom on</p> 	<p>Traditional Tale Jack and the Beanstalk</p>  <p>Themes</p> <ul style="list-style-type: none"> - Courage and bravery - Greed - Adventure - Family <p>Classic Fiction The Very Hungry Caterpillar</p>  <p>Themes:</p> <ul style="list-style-type: none"> - Growth and transformation - Counting - Curiosity - Nature/environment 	<p>Classic Fiction Rainbow Fish</p>  <p>Themes</p> <ul style="list-style-type: none"> - Generosity - Friendship - Community - Empathy <p>Traditional Tale The Little Mermaid</p>  <p>Themes</p> <ul style="list-style-type: none"> - Love - Transformation - Courage - Acceptance <p>Contemporary Fiction Night Pirates</p>

			 <p>Themes</p> <ul style="list-style-type: none"> - Friendship - Adventure - Kindness - Courage - Self-discovery 	<p>Themes</p> <ul style="list-style-type: none"> - Friendship - Kindness - Teamwork - Inclusivity - Adventure - Resilience 		 <p>Themes:</p> <ul style="list-style-type: none"> - Adventure - Courage - Problem-solving - Empowerment
<p><u>Writing Outcomes :</u> <u>text based</u></p>			<ul style="list-style-type: none"> • Write to narrate: write phrases about the story of Rapunzel • Write to narrate: write phrases about the adventure of MC in Whatever Next. • Write to recount: write phrases about real experience (walk) 	<ul style="list-style-type: none"> • Write to narrate: write a sentence to retell the adventure of Where the Wild Things are. • Write a to recount: write a sentence about making Gingerbread • Write to describe: write a sentence to describe the witch in Room on the Broom 	<ul style="list-style-type: none"> • Write to narrate: write sentences to retell the story of Jack and the Beanstalk • Write to inform: write sentences about caterpillars changing to butterflies 	<ul style="list-style-type: none"> • Write to inform: write sentences about what friends are like. • Write to describe: write sentences to describe the Little Mermaid • Write to narrate: write sentences to retell the adventure about the pirates
<p><u>Dough Club /</u> <u>Drawing Club</u> <u>outcomes</u></p>	<p>Story Dough Part of Mini moment 4 Children engage and remember the dough song. Children to be able to discuss what they are going to invent for their code. They will be able to roll, squidge, bend and cut the playdough to invent a vehicle, tool, friend, meal trap, ect.</p>	<p>Story Dough Pre-writing – giving meaning to the codes Children will understand that the code (a letter, number or magic button, has an effect on the character or invention when pressed. E.g we draw a magic button and when it is pressed the character made out of dough can dance, roar or transform into something else. THE CODES CONT 2 SUGGESTED POWERS</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>INVISIBLE FLIGHT SHRINK GROW TRANSFORM STRENGTH SPEED SIGHT MOVEMENT SPEECH HEARING COURAGE SPELLS DIET SAFETY FUNCTION</p> </div>	<p>Drawing Club Codes in Mini Moment 4 Writing single letters and or sounds such as c, a, k, oo, igh, oa. Giving meaning to the code used. E.g a triangle eyes mean that the robot is happy.</p>	<p>Drawing Club Codes in Mini Moment 4 Writing single CVC words or lists and some tricky words</p>	<p>Drawing Club Codes in Mini Moment 4 Writing “truncated sentences”. These are 3 word phrases or sentences such as “A red dog” or “Tap the box”</p>	<p>Drawing Club Codes in Mini Moment 4 A short 5- word sentence. E.g “I went to the shop” Capital letter and a full stop</p>

Key skills

<ul style="list-style-type: none"> - Children can use a splayed four finger grip.  - Can trace over simple writing patterns (left to right) - Draws lines left to right in a variety of different tracks. e.g: straight, wavy, zigzag. <p>~ ~ ~ - - -</p> <ul style="list-style-type: none"> - Draws pictures which include main parts or features. - Use some of their print and letter knowledge in early writing (writing shopping lists, recognising initial sounds in words). Gives the writing meaning and can tell an adult what it means (narration). - Write some or all of their name. 	<ul style="list-style-type: none"> - Forming some lower case letters correctly - Can write own first name. - Use some of their print and letter knowledge in early writing (writing shopping lists, recognising initial sounds in words) Gives the writing meaning and “reads”back. - Can tell someone what word, phrases or sentences she or he wants to write. - Will suggest captions for own work (painting or model). - Attempts to write some known common exception words - • Write all of their name 	<ul style="list-style-type: none"> - Children have started to develop a static tripod or quadropod grip.  - Can trace over simple writing patterns (left to right). -  - Can trace over letter shapes in correct formation. - Can write known graphemes in response to a phoneme. - Formulating sentences aloud ready to write correctly 	<ul style="list-style-type: none"> - Organises writing on a page from top to bottom, left to right. - Attempts to write pretend or real letters for a range of purposes and read them back. - Forming lower case letters correctly and starting to form upper case letters - Making attempts to write words with known sounds (phonetically plausible). - Can write a few words about one or more pictures - Write known common exception words. 	<ul style="list-style-type: none"> - Children have developed secure a static tripod or quadropod grip. - Extend in conversations about texts read - Write a short sentence with words with known sound-letter correspondences - I can start the sentences with a capital letter. - I can finish a sentence with a full stop. - Write known common exception words. - Writing words with known sounds in (phonetically plausible) 	<ul style="list-style-type: none"> - Say and who and what sentences - Form lowercase and uppercase letters accurately most of the time - Use finger spaces accurately between words most of the time - Start some sentences with a capital letter and end some sentences with a full stop - Use phonetically plausible spellings including set 2-3 sounds accurately most of the time - Spell most tricky words from set 2-4 - Check sentences make sense with an adult by reading aloud - Write 3 sequenced sentences to form a short narrative