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| | <p>Text structure: Names/ labels/ captions</p> <p>Word structure/ language Introduce determiners: the, a Prepositions: up, down</p> | <p>Introduce simple sentences</p> <p>Text structure: Names/ labels/ captions</p> <p>Word structure/ language Introduce determiners: the, a, his, her, Prepositions: up, down, into, to, in</p> <p>Terminology: word, grapheme,</p> | <p>Non-fiction: factual writing closely linked to a story. Introduce simple sentences</p> <p>Text structure: Names/ labels/ captions, lists, diagrams, messages</p> <p>Word structure/ language Introduce determiners: the, a, my, his, her, Prepositions: up, down, into, to, in Adjectives e.g. old, little, big, small, quiet</p> <p>Punctuation: Finger spaces Full stops</p> <p>Sentence construction: Introduce simple sentences verbally using simple connectives: and, who, until, but</p> <p>Terminology: word, grapheme, finger spaces, full stops, sentence</p> | <p>Understanding of beginning, middle and end Non-fiction: factual writing closely linked to a story. Introduce simple sentences Simple factual sentences based around a theme</p> <p>Word structure/ language Introduce determiners: the, a, my, his, her, Prepositions: up, down, into, to, in Adjectives e.g. old, little, big, small, quiet Similes- using 'like'</p> <p>Punctuation: Finger spaces Full stops Capital letters</p> <p>Sentence construction: Introduce simple sentences verbally using simple connectives: and, who, until, but</p> <p>Terminology: word, grapheme, finger spaces, full stops, sentence, capital letter, simile</p> | <p>Understanding of beginning, middle and end Introduce simple sentences Simple factual sentences based around a theme</p> <p>Word structure/ language Introduce determiners: the, a, my, his, her, some, Prepositions: up, down, into, to, in Adjectives e.g. old, little, big, small, quiet Similes- using 'like' Adverbs e.g. always, sometimes, never</p> <p>Punctuation: Finger spaces Full stops Capital letters</p> <p>Sentence construction: Introduce simple sentences verbally using simple connectives: and, who, until, but</p> <p>Terminology: word, grapheme, finger spaces, full stops, sentence, capital letter, simile</p> | <p>Understanding of beginning, middle and end Re-tell simple 5-part story: once upon a time, first, then, next, but, so, finally, ... happily ever after. Introduce simple sentences Simple factual sentences based around a theme</p> <p>Word structure/ language Introduce determiners: the, a, my, his, her, some Prepositions: up, down, into, to, in Adjectives e.g. old, little, big, small, quiet Similes- using 'like' Adverbs e.g. always, sometimes, never</p> <p>Punctuation: Finger spaces Full stops Capital letters</p> <p>Sentence construction: Introduce simple sentences using simple connectives: and Say a sentence, write and read it back to check it makes sense. Compound sentence using connectives (coordinating conjunctions) and/ but</p> <p>Sentence construction: Introduce simple sentences verbally using simple connectives: who, until, but</p> <p>Terminology: word, grapheme, finger spaces, full stops, sentence, capital letter, simile</p> |
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| <p>Year 1 Texts</p> | <p>Text The three little pigs</p> <p>Short-burst writing</p> <p>Story pattern Defeating the Monster tale</p> <p>Focus Characterisation</p> | <p>Text Estate Agents for details for the Three Pigs' houses.</p> <p>Text type Persuasive advert</p> | <p>Text The Three Bears</p> <p>Short burst writing</p> <p>Story Pattern Cumulative finding tale</p> <p>Focus Dialogue</p> | <p>Text Should goldilocks be arrested?</p> <p>Text type Discussion/trial</p> | <p>Text Monkey see, Monkey Do</p> <p>Short Burst Writing Story Pattern Journey Tale</p> <p>Focus Description</p> | <p>Text Sorry Letter from the Monkeys</p> <p>Text type Recount in the form of a letter</p> | <p>Text The Magic Porridge Pot</p> <p>Short Burst Writing Story pattern Find a magical object</p> <p>Focus Setting</p> | <p>Text How to make magic porridge</p> <p>Text type Instructions for a recipe</p> | <p>Text Kassim and the Hungry Fox</p> <p>Short Burst Writing Story pattern</p> | <p>Text Animal World</p> <p>Text type Information</p> | <p>Text Little Charlie</p> <p>Short Burst writing Story pattern Journey Tale</p> <p>Focus Scariness</p> | <p>Text Why animals might be scary</p> <p>Text type Explanation</p> |
| <p>Teaching sequence</p> | <p>Consolidate Reception lists Text structure: Story map/ story mountain Whole class re-telling of story</p> <p>Understanding of beginning, middle and end Re-tell simple 5-part story: once upon a time, first, then, next, but, so, finally, ... happily ever after.</p> <p>Word structure/ language Introduce determiners: the, a, my, his, her, some</p> <p>Prepositions: up, down, into, to, in</p> <p>Adjectives e.g. old, little, big, small, quiet</p> <p>Similes- using 'like'</p> <p>Adverbs e.g. always, sometimes, never</p> <p>Punctuation: Finger spaces Full stops</p> <p>Terminology: word, grapheme, finger spaces, full stops, sentence, capital letter, simile</p> | <p>Introduce simple sentences</p> <p>Simple factual sentences based around a theme Capital letters</p> <p>Sentence construction: Introduce simple sentences using simple connectives: and Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentence4nce using connectives (coordinating conjunctions) and/ but</p> <p>Sentence construction: Introduce simple sentences verbally using simple connectives: who, until, but</p> <p>Terminology: word, grapheme, finger spaces, full stops, sentence, capital letter, simile</p> | <p>Text structure: Story map/ story mountain Whole class re-telling of story</p> <p>Understanding of beginning, middle and end Re-tell simple 5-part story: once upon a time, first, then, next, but, so, finally, ... happily ever after.</p> <p>Build up – One day Problem/Dilemma – suddenly, unfortunately</p> <p>Ending – Finally Introduce simple sentences Simple factual sentences based around a theme Plan opening around characters, setting, time of day, type of weather</p> <p>Word structure/ language Introduce determiners: the, a, my, his, her, some</p> <p>Punctuation: Finger spaces Full stops</p> <p>Capital letters Capital letter for the personal pronoun I Question marks Exclamation marks</p> | <p>Prepositions: up, down, into, to, in</p> <p>Inside, outside, towards, across under Adjectives e.g. old, little, big, small, quiet</p> <p>Similes- using 'like'</p> <p>Adverbs e.g. always, sometimes, never</p> <p>Determiners – the a my you're an this that his her there some all lots of many more those these</p> <p>Suffixes that can be added to verbs Regular plural noun suffixes</p> <p>Punctuation: Finger spaces Full stops</p> <p>Capital letters Capital letter for the personal pronoun I Question marks Exclamation marks</p> <p>Sentence construction: Introduce simple sentences using simple connectives: and or but so because that then while when where</p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Separation of words with spaces Compound sentence using connectives (coordinating conjunctions) and/ but</p> | <p>Text structure: Story map/ story mountain Whole class re-telling of story</p> <p>Understanding of beginning, middle and end Re-tell simple 5-part story: once upon a time, first, then, next, but, 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– Concluding sentence</p> <p>Word structure/ language</p> | <p>Introduce determiners: the, a, my, his, her, some</p> <p>Prepositions: up, down, into, to, in</p> <p>Inside, outside, towards, across under Adjectives e.g. old, little, big, small, quiet</p> <p>Similes- using 'like'</p> <p>Adverbs e.g. always, sometimes, never</p> <p>Determiners – the a my you're an this that his her there some all lots of many more those these</p> <p>Suffixes that can be added to verbs How the prefix un can change the meaning of verbs and adjectives</p> <p>Punctuation: Finger spaces Full stops</p> <p>Capital letters Capital letter for the personal pronoun I Question marks Exclamation marks</p> <p>Bullet Points</p> <p>Sentence construction: Introduce simple sentences using simple connectives: and or but so because that then while when where</p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Separation of words with spaces Compound sentence using connectives (coordinating 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added to verbs How the prefix un can change the meaning of verbs and adjectives</p> <p>Punctuation: Finger spaces Full stops</p> <p>Capital letters Capital letter for the personal pronoun I Question marks Exclamation marks</p> <p>Bullet Points</p> <p>Sentence construction: Introduce simple sentences using simple connectives: and or but so because that then while when where</p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Separation of words with spaces Compound sentence using connectives (coordinating conjunctions) and/ but Embellished sentences using adjectives</p> <p>Repetition for description Complex sentences</p> |

Ongoing throughout the year.
 Write sentences by saying out loud what they are going to write about composing a sentence orally before writing it
 Understand which letters belong to which handwriting families and to practice these

Simple connectives and openers
 Alliteration and Similes

Taught in-line with Little Wandle Y1 planning

Words containing each of the 40+ phonemes already
 taught Common exception words

The days of the week
 Name letters if the alphabet in order

Using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes using the spelling rules

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| Year 2 | <p>Text The Story of Pirate Tom Short-burst writing</p> <p>Story pattern Rags to Riches Focus Openings and endings</p> <p>SPAG Writing a narrative about a fictional character.</p> <p>Story Adjectives to describe a noun.</p> <p>Coordinating conjunction- And or but so</p> <p>Expanded noun phrases</p> | <p>Text Alton Towers (Pirate Adventure Park)</p> <p>Text type Persuasive leaflet</p> <p>Non-fiction connectives</p> <p>Subordinating conjunctions- what while when we because then so</p> | <p>Text The Papaya that Spoke</p> <p>Short Burst Writing</p> <p>Story Pattern Journey Tale</p> <p>Focus Dialogue</p> <p>Writing a narrative about a fictional character.</p> <p>Drop in relative clause- a farmer who lived in a village'</p> | <p>Text The Farmer's Diary</p> <p>Text type Recount in the form of a diary</p> <p>Generalisers for information- most dogs Some cats</p> | <p>Text Little Red Riding Hood</p> <p>Short burst writing</p> <p>Story Pattern Journey Story</p> <p>Focus Setting</p> <p>Writing a narrative about a fictional character.</p> <p>Similes- using like eg- like sizzling sausages.</p> | <p>Text How to trap a wolf</p> <p>Text Type Instructions</p> <p>Adverbs for information.</p> <p>List of 3 description.</p> | <p>Text Jack and the Beanstalk</p> <p>Short Burst Writing</p> <p>Story Pattern Warning Tale Focus Suspense</p> <p>Writing a narrative about a fictional character.</p> <p>Adverbs for description</p> <p>Adjectives using suffixes such as full and less</p> <p>Use of suffixes- er and est</p> <p>Prepositions</p> | <p>Text Should Jack be punished?</p> <p>Text type Discussion</p> <p>List of 3 description.</p> <p>Alliteration</p> | <p>Text Kassim & the Greedy Dragon</p> <p>Short Burst Writing</p> <p>Story pattern Warning Tale Focus Suspense</p> <p>Writing a narrative about a fictional character.</p> <p>Adverbs for description</p> <p>Adjectives using suffixes such as full and less</p> <p>Use of suffixes- er and est</p> | <p>Text Dragons</p> <p>Text type Information</p> | <p>Text The Glass Cupboard</p> <p>Short Burst Writing</p> <p>Story Pattern Fable Focus Description – people, places & objects</p> <p>Writing a narrative about a fictional character.</p> | <p>Text How a magical object works</p> <p>Text type Explanation</p> |
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Capital letters
 Full stops
 Question marks
 Exclamation marks Spellings-
 No nonsense spelling

Make simple additions and revisions and corrections to their own writing

| Year 3 | Autumn 1 Text: Little Red Riding Hood Short burst writing Story Pattern – Warning story Focus - Setting | Autumn 1 Text: Woodcutter Saves the day Text type: Recount in the form of a newspaper report | Autumn 2 Text: The Cobbler of Krakow and Smok the Dragon Short burst writing Story Pattern – Defeating the monster tale | Autumn 2 Text: How to trap a dragon Text type - Instructions | Spring 1 Text: Nail Soup Short burst writing Story Pattern – Cumulative tale Focus – Style – varying sentences & vocabulary | Spring 1 Text: Should boys learn cookery? Text type - Discussion | Spring 2 Text: The Magic Brush Short burst writing Story Pattern – Finding Tale Focus – Opening and endings. | Spring 2 Text: How a Magic Brush Works Text type – Explanation | Summer 1 Text: The King of the Fishes Short burst writing Story Pattern – Wishing Tale Focus – Dialogue | Summer 1 Text: Wacky Sea Creatures Text Type - Information | Summer 2 Text: The Manor House Short burst writing Story Pattern – Tale of Fear Focus – Suspense and action | Summer 2 Text: Dogs make great pets. Text Type – Persuasive argument |
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| Text structure | Secure use of planning tools – fiction. Consolidate Year 2 Sentence structure Consolidate Year 2 Word/language Consolidate Year 2 Punctuation Consolidate: Finger space, letter, word, sentence, full stop, capital letter , exclamation mark, question mark. Terminology Finger space, letter, word, sentence, full stop, capital letter , exclamation mark, question mark. | Secure use of planning tools – non-fiction. Consolidate Year 2 Sentence structure Consolidate Year 2 Word/language Proper nouns Pronouns Punctuation Finger space, letter, word, sentence, full stop, capital letter , exclamation mark, question mark. Terminology Finger space, letter, word, sentence, full stop, capital letter , exclamation mark, question mark, pronoun, proper nouns. | Secure use of planning tools – fiction. Plan opening around characters/ setting/ time of day/ weather. Sentence structure Introduce Dialogue Word/language Powerful verbs Proper nouns Punctuation Introduce inverted commas for speech. Terminology Inverted commas Statement Exclamation Speech bubble | Secure use of planning tools – non-fiction. Sub heading to introduce sections Develop ending – Warning. Sentence structure Adverb starters to add detail. Adverbial phrases Word/language Prepositions Punctuation Colon before a list Bullet points Terminology Bossy verbs (imperatives) Preposition Bullet points Command Adverb | Secure use of planning tools – fiction. Paragraphs to organise ideas around a theme. Introduction – Develop hook to introduce and tempt reader in – Who? What? Where? Why? When? Sentence structure Develop complex sentences. Compound sentences (Coordination) Sentence of 3 for description Vary long and short sentences Word/language Repeated phrases Punctuation Apostrophes for contractions Commas for sentence of three Revisit inverted commas Terminology Apostrophes for contractions. Comma Conjunction – coordinating and subordinating Compound sentence Complex sentence | Secure use of planning tools – non-fiction. Paragraphs to organise ideas around a theme. Topic sentences to introduce paragraphs. Develop ending - Personal response Sentence structure Drop in a relative clause using who/whom/ which/whose Topic sentences to introduce non-fiction paragraphs. Word/language Specific/ technical vocabulary to add detail. Generalisers Punctuation Consolidate/ recap punctuation taught so far. Terminology | Secure use of planning tools – fiction. Paragraphs to organise ideas around a theme. Introduction – should include detailed description of settings/ characters. Ending – clear ending should link back to start, show how the character is feeling, how the character or situation has changed. Sentence structure Develop complex sentences. Compound sentences (Coordination) Revisit dialogue Word/language Powerful verbs Punctuation Revisit inverted commas for | Secure use of planning tools – non-fiction. Paragraphs to organise ideas around a theme. Flow diagram Extra information – Wow comment Sentence structure Topic sentences to introduce non-fiction paragraphs Word/language Specific/ technical vocabulary to add detail. Punctuation Consolidate/ recap punctuation taught so far. Terminology Subheading Topic sentence | Secure use of planning tools – fiction. Paragraphs to organise ideas around a theme. Dilemma – include detail of actions/ dialogue. Sentence structure Develop complex sentences. Compound sentences (Coordination) Dialogue – powerful speech verb. Word/language Pronouns Powerful verbs Punctuation Secure use of inverted commas for direct speech. Terminology Alliteration Recap/ consolidate terminology so far. | Secure use of planning tools – non-fiction. Paragraphs to organise ideas around a theme. Topic sentences to introduce paragraphs. Sentence structure Topic sentences to introduce non-fiction paragraphs Word/language Nouns formed from prefixes Specific/ technical vocabulary to add detail. Punctuation Bullet points Terminology Recap/ consolidate terminology so far. Tense (past, present, future) Terminology Recap/ consolidate terminology so far. | Secure use of planning tools – fiction. Paragraphs to organise ideas around a theme. Build in suspense towards the problem. Use perfect form of verbs to mark relationships of time and cause. Include detailed description of setting or characters. Sentence structure Develop complex sentences. Compound sentences (Coordination) Dialogue – to build suspense. Word/language Present perfect form of verbs. Powerful verbs Punctuation Ellipses to keep the reader hanging on. Tense (past, present, future). | Secure use of planning tools – non-fiction. Paragraphs to organise ideas around a theme. Perfect form of verbs to mark relationships of time and cause. Sentence structure Pattern of 3 for persuasion Drop in a relative clause using who/whom/ which/whose Word/language Nouns formed from prefixes Generalisers Punctuation Secure use of Year 3 punctuation. Terminology Secure knowledge of terminology taught throughout the year. |

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| | | | | | Cumulative | Generalisers Paragraphs Fact/ opinion Personal response Singular/ plural | direct speech Terminology Inverted commas Direct speech | | | | | |
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Handwriting
Pupils should be taught to:
Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.