

Y1/2 Writing 2019/2020

Y1 Writing skills taught across and throughout the year:

- To say out loud what they are going to write about
- To compose a sentence orally before writing it.
- Sequence short sentences to form short narratives
- To reread their writing to check that it makes sense and to independently begin to make changes.
- To discuss what they have written with the teacher or other pupil
- To read aloud their writing clearly enough to be heard by their peers and the teacher.
- To leave spaces between words.
- To use the joining words and joining clauses using 'and'
- To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- To use capital letters for names of people, places, days of the week and pronoun 'I'.
- Spell **most** year 1 common exception words.
- Add suffixes 'ed' 'es' 's' 'er' 'est' and 'ing' to root words.
- To phonetically spell words containing set 1,2,3 sounds.
- To use the prefix 'un'
- Form lower case letters in the correct direction.
- Form capital letters in correct size relative to other letters.
- To use the following grammatical terminology when discussing their writing: letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark.
- To use adjectives to describe.
- To use some features of different text types.

Y1 Spoken language development through reading

- listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- link what they read or hear read to their own experiences
- become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognise and join in with predictable phrases
- learn to appreciate rhymes and poems, and to recite some by heart
- discuss word meanings, linking new meanings to those already known
- discuss the significance of the book title and events
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Y1 Spoken language development through writing

- say out loud what they are going to write about
- compose a sentence orally before writing it
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Y2 Writing skills taught across and throughout the year:

Working towards the expected standard:

The pupil can after discussion with the teacher:

- Write short sentences that are sequenced to form a short narrative (real or fiction)
- Demarcate **some** sentences with capital letters and full stops.
- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.
- Spell **some** common exception words
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another in some of their writing
- Use spacing between words.

Working at the expected standard:

The pupil can after discussion with the teacher:

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate **most** sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently.
- Use co-ordination (e.g. or/and/but) and some subordination (when/if/that/because) to join clauses.
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- Spell **many** common exception words.
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Use spacing between words that reflects the size of the letters.

Working at greater depth:

The pupil can after discussion with the teacher:

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
- Make simple additions, revisions and proof-reading corrections to their own writing.
- Use the punctuation taught at key stage 1 **mostly** correctly.
- Spell **most** common exception words
- Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)
- Use the diagonal and horizontal strokes needed to join **some** letters.

Y2 Spoken language development through reading

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Y2 Spoken language development through writing

- consider what they are going to write before beginning by planning or saying out loud what they are going to write about
- read aloud what they have written with appropriate intonation to make the meaning clear.

Autumn 1: Y1 Orange Y2 Green

Week	Text Type and Topic	Targets from framework	SPaG
Week 1	<p>Settling in week. Recount - simple sentence. (y1 and 2) Instructions (y2)</p>	<p>To use simple sentence structures. Write about real events, recording these simply and clearly. Write simple, coherent narratives about personal experiences and those of others (real or fictional). To form sentences with different forms -command.</p> <p><u>Spoken Language</u> Participate in discussion about what is read to them, taking turns and listening to what others say Compose a sentence orally before writing it Consider what they are going to write before beginning by planning or saying out loud what they are going to write about Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Capital letters and full stops. Pronoun I. Capital letters and full stops. Pronoun I. Time adverbials.</p>
Week 2	<p>Setting description.</p>	<p>To use simple sentence structures. Form lower case letters in the correct direction. Form sentences with different from - statement To use present tense correctly. To use expanded noun phrases to describe. To form lower cases letters of the correct size. To use spacing between words that reflects the size of the letters.</p> <p><u>Spoken Language</u> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Discuss word meanings, linking new meanings to those already known Say out loud what they are going to write about Compose a sentence orally before writing it Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>Capital letters and full stops. Capital letters and full stops. To use adjectives.</p>

		<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p>	
Week 3	<p>Character description - Queen Victoria. (Y1)</p> <p>Character description plan (Y2)</p>	<p>To use simple sentence structures.</p> <p>Form lower case letters in the correct direction.</p> <p>Form sentences with different from - statement.</p> <p>To use present tense correctly.</p> <p>To use expanded noun phrases to describe.</p> <p>To form lower cases letters of the correct size.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p><u>Spoken language</u></p> <p>Compose a sentence orally before writing it</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Capital letters and full stops.</p> <p>Capital letters and full stops.</p> <p>To use adjectives.</p>
Week 4	<p>Character description.</p> <p>Character description (y2)</p> <p>Explanation - science material investigation</p>	<p>To use simple sentence structures.</p> <p>Form lower case letters in the correct direction.</p> <p>Form sentences with different from - statement.</p> <p>To use present tense correctly.</p> <p>To use expanded noun phrases to describe.</p> <p>To form lower cases letters of the correct size.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p><u>Spoken Language</u></p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Discuss the significance of the book title and events</p> <p>Compose a sentence orally before writing it</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p>	<p>Capital letters and full stops.</p> <p>To use 'and'.</p> <p>Capital letters and full stops.</p> <p>To use adjectives.</p> <p>To use 'and' and 'because'.</p>

		Read aloud what they have written with appropriate intonation to make the meaning clear.	
Week 5	Setting description Non-narrative - list (Victorian school rules)	<p>To use simple sentence structures. Form lower case letters in the correct direction. Form sentences with different from - statement. To use present tense correctly. To use expanded noun phrases to describe. To form lower cases letters of the correct size. To use spacing between words that reflects the size of the letters.</p> <p><u>Spoken Language</u> Discuss word meanings, linking new meanings to those already known Participate in discussion about what is read to them, taking turns and listening to what others say Compose a sentence orally before writing it Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p>	<p>Capital letters and full stops. To know what a noun is. To use 'and'. Capital letters and full stops.</p> <p>To use adjectives. To use 'and' and 'because'.</p>
Week 6	Instructions - Science planting.	<p>Listen to and follow single instructions. To use simple sentence structures. Write a command sentence. Listen to and follow instructions. Give clear oral instructions. Write command statements using imperative language.</p> <p><u>Spoken language</u> Discuss word meanings, linking new meanings to those already known Compose a sentence orally before writing it Discuss what they have written with the teacher or other pupils Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Capital letters and full stops.</p> <p>To use adverbs.</p> <p>To use imperative verbs.</p>
Week 7	Character description Daisy saves the day text. History topic - Victorians	<p>To use simple sentence structures. Form lower case letters in the correct direction. Form sentences with different form - statement. To use present tense correctly. To use expanded noun phrases to describe.</p>	<p>Capital letters and full stops. Adjectives. To use expanded noun phrase.</p>

		<p>To form lower cases letters of the correct size. To use spacing between words that reflects the size of the letters. To plan what they are going to write. To reread and check their writing.</p> <p><u>Spoken language</u> Discuss word meanings, linking new meanings to those already known Participate in discussion about what is read to them, taking turns and listening to what others say Compose a sentence orally before writing it Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	
Week 8	<p>Setting description Explanation sentences linked to global goals.</p>	<p>To use simple sentence structures. Form lower case letters in the correct direction. Form sentences with different from - statement. To use present tense correctly. To use expanded noun phrases to describe. To form lower cases letters of the correct size. To use spacing between words that reflects the size of the letters.</p> <p><u>Spoken language</u> Compose a sentence orally before writing it Discuss what they have written with the teacher or other pupils Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p>	<p>To use plural's'. To use plural's'.</p>

Y1/2 Writing 2019/2020

Autumn 2:

Week	Text Type and Topic	Targets from framework	SPaG
Week 1	<p>Diary recount. Explanation sentences - science investigation.</p>	<p>To use simple sentence structures. To begin to form simple compound sentences. Demarcate some sentences with capital letters and full stops. Sequence short sentences to form short narratives. To use the joining word (conjunction) 'and' to link ideas and sentences. Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Use present and past tense mostly correctly and consistently.</p> <p><u>Spoken language</u> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Participate in discussion about what is read to them, taking turns and listening to what others say Discussing the sequence of events in books and how items of information are related Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p>	<p>Capital letters and full stops. Past tense. Verbs. Conjunction 'and'. Capital letters and full stops. Past tense. Verbs. Conjunction 'and'.</p>
Week 2	<p>Recount - favourite things.</p>	<p>To use simple sentence structures. To begin to form simple compound sentences. Sequence short sentences to form short narratives. To use the joining word (conjunction) 'and' to link ideas and sentences. Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Use present and past tense mostly correctly and consistently.</p> <p><u>Spoken language</u> Compose a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Capital letters and full stops. Past tense. Verbs. Conjunction 'and'. Capital letters and full stops. Past tense. Verbs. Conjunction 'and'.</p>

		<p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	
Week 3	<p>Character description.</p> <p>Information text.</p>	<p>Form lower case letters in the correct direction.</p> <p>To use simple sentence structures.</p> <p>Form sentences with different from - statement.</p> <p>To use present tense correctly.</p> <p>To use expanded noun phrases to describe.</p> <p>To form lower cases letters of the correct size.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To plan what they are going to write.</p> <p>To reread and check their writing. Make simple revisions and additions.</p> <p><u>Spoken language</u></p> <p>Compose a sentence orally before writing it</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Capital letters and full stops.</p> <p>To use 'and'.</p> <p>Capital letters and full stops.</p> <p>To use adjectives.</p> <p>To use 'and' and 'because'.</p>
Week 4	<p>Non-chronological report - fact file of an inventor.</p>	<p>To use some features of different text types.</p> <p>To use simple sentence structures.</p> <p>To begin to form simple compound sentences.</p> <p>Sequence short sentences to form short narratives.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Use past tense mostly correctly and consistently.</p> <p><u>Spoken Language.</u></p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Capital letters and full stops.</p> <p>To use 'and'.</p> <p>Capital letters and full stops.</p> <p>To use 'and' and 'because'</p>

		<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p>	
Week 5	Recount - diary	<p>To use simple sentence structures.</p> <p>To begin to form simple compound sentences.</p> <p>Sequence short sentences to form short narratives.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Use present and past tense mostly correctly and consistently.</p> <p><u>Spoken language.</u></p> <p>Compose a sentence orally before writing it</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Capital letters and full stops.</p> <p>Past tense.</p> <p>Verbs.</p> <p>Conjunction 'and'.</p> <p>Capital letters and full stops.</p> <p>Past tense.</p> <p>Verbs.</p> <p>Conjunction 'and'.</p>
Week 6	Instructions - how to make a gingerbread biscuit.	<p>Listen to and follow single instructions.</p> <p>To use simple sentence structures.</p> <p>Write a command sentence.</p> <p>Listen to and follow instructions.</p> <p>Give clear oral instructions.</p> <p>Write command statements using imperative language.</p>	<p>Capital letters and full stops.</p> <p>To use adverbs.</p> <p>To use imperative verbs.</p>

		<p><u>Spoken language.</u></p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Link what they read or hear read to their own experiences</p> <p>Compose a sentence orally before writing it</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p>	
Week 7	No writing - finishing week		

Y1/2 Writing 2019/2020

Spring 1: Y1 and Y2

Week	Text Type and Topic	Targets from NC and framework	SPaG objectives
Week 1	Information text. -fact about the UK.	<p>Sequence short sentences to form short narratives</p> <p>To leave spaces between words.</p> <p>To use the joining words and joining clauses using 'and'</p> <p>To phonetically spell words containing set 1,2,3 sounds.</p> <p>Form lower case letters in the correct direction.</p> <p>Form capital letters in correct size relative to other letters.</p> <p>To use adjectives to describe.</p> <p>To use some features of different text types.</p> <p>Use present tense mostly correctly and consistently.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p><u>Spoken language</u></p> <p>Discuss what they have written with the teacher or other pupils</p>	<p>Capital letters and full stops.</p> <p>Capital letters and full stops.</p>

		Consider what they are going to write before beginning by planning or saying out loud what they are going to write about	
Week 2	Narrative - setting description.	<p>Sequence short sentences to form short narratives To leave spaces between words. Form lower case letters in the correct direction. To use adjectives to describe. To use some features of different text types. Form sentences - statement. To use present tense correctly. To use expanded noun phrases to describe. To form lower cases letters of the correct size. To use spacing between words that reflects the size of the letters.</p> <p><u>Spoken language</u> Discuss word meanings, linking new meanings to those already known Discuss the significance of the book title and events Discuss what they have written with the teacher or other pupils Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Joining clauses using and Separation of words with spaces Capital letters, full stops, to demarcate sentences Capital letters for names and for the personal pronoun I</p> <p>Use subordination (using when, if, that, because) Use Co-ordination (using or, and, but) Expanded noun phrases for description and specification Spot a statement Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences To use adverbials for place.</p>
Week 3	Narrative - familiar text We're going on a bear hunt. Character description	<p>Sequence short sentences to form short narratives To leave spaces between words. To phonetically spell words containing set 1,2,3 sounds. Form lower case letters in the correct direction. Form capital letters in correct size relative to other letters. To use adjectives to describe. To use some features of different text types. Demarcate most sentences in their writing with capital letters and full stops. Use present mostly correctly and consistently.</p> <p><u>Spoken language.</u> Listen to and discuss a wide range of poems, stories and non-fiction at a level Beyond that at which they can read independently Link what they read or hear read to their own experiences Recognise and join in with predictable phrases</p>	<p>Joining clauses using and Separation of words with spaces Capital letters, full stops, exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I</p> <p>Use subordination (using when, if, that, because) Use Co-ordination (using or, and, but) Expanded noun phrases for description and specification</p>

		<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p>Correct choice and consistent use of present tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Use of -ly to turn adjectives into adverbs</p>
<p>Week 4</p>	<p>Narrative - story familiar text We're going on a bear hunt. (Assessed piece of work.)</p>	<p>Sequence short sentences to form short narratives</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To leave spaces between words.</p> <p>To phonetically spell words containing set 1,2,3 sounds.</p> <p>Form lower case letters in the correct direction.</p> <p>Form capital letters in correct size relative to other letters.</p> <p>To use adjectives to describe.</p> <p>To use some features of different text types.</p> <p>Use present and past tense mostly correctly and consistently.</p> <p><u>Spoken language</u></p> <p>Link what they read or hear read to their own experiences</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognise and join in with predictable phrases</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p>Joining clauses using and</p> <p>Separation of words with spaces</p> <p>Capital letters, full stops, exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> <p>Use subordination (using when, if, that, because)</p> <p>Use Co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>Correct choice and consistent use of present tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in</p>

			nouns [for example, the girl's name] Use of -ly to turn adjectives into adverbs
Week 5	Narrative - letter	<p>Sequence short sentences to form short narratives To leave spaces between words. To use the joining words and joining clauses using 'and' Spell most year 1 common exception words. To phonetically spell words containing set 1,2,3 sounds. Form lower case letters in the correct direction. Form capital letters in correct size relative to other letters. To use the following grammatical terminology when discussing their writing: letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark. To use adjectives to describe. To use some features of different text types.</p> <p>Write simple, coherent narratives about personal experiences and those of others (real) Write about real events, recording these simply and clearly Use past tense mostly correctly and consistently. Use co-ordination (e.g. or/and) and some subordination (when/if) to join clauses. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell many common exception words. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.</p> <p><u>Spoken language.</u> <u>Reading</u> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Link what they read or hear read to their own experiences Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Joining clauses using and Separation of words with spaces Capital letters, full stops, question marks exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Add suffixes 'ed' Use time adverbials eg - then , after that. Use time adverbials eg - first, next, after, when. Use of -ly to turn adjectives into adverbs Use subordination (using when, if, that, because) Use Co-ordination (using or, and, but) Expanded noun phrases for description and specification Correct choice and consistent use of past tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>

		Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	
Week 6	Non-narrative /recount (postcard)	<p>Sequence short sentences to form short narratives To leave spaces between words. To use the joining words and joining clauses using 'and' Spell most year 1 common exception words. To phonetically spell words containing set 1,2,3 sounds. Form lower case letters in the correct direction. Form capital letters in correct size relative to other letters. To use the following grammatical terminology when discussing their writing: letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark. To use adjectives to describe. To use some features of different text types. Write simple, coherent narratives about personal experiences and those of others (real) Write about real events, recording these simply and clearly Use past tense mostly correctly and consistently. Use co-ordination (e.g. or/and) and some subordination (when/if) to join clauses. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell many common exception words. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p><u>Spoken language</u> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Link what they read or hear read to their own experiences Discuss what they have written with the teacher or other pupils Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p>	<p>Joining clauses using and Separation of words with spaces Capital letters, full stops, question marks exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Add suffixes 'ed' Use time adverbials eg - then , after that. Use time adverbials eg - first, next, after, when. Use of -ly to turn adjectives into adverbs Use subordination (using when, if, that, because) Use Co-ordination (using or, and, but) Expanded noun phrases for description and specification Correct choice and consistent use of past tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>

Y1/2 Writing 2019/2020

Spring 2:

Week	Text Type and Topic	Targets from framework	SPaG
Week 1	Non - chronological report.	<p>Sequence short sentences to form short narratives To leave spaces between words. Spell most year 1 common exception words. To phonetically spell words containing set 1,2,3 sounds. Form lower case letters in the correct direction. Form capital letters in correct size relative to other letters. To use the following grammatical terminology when discussing their writing: letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark. To use some features of different text types. Use present tense mostly correctly and consistently Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell many common exception words. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.</p> <p><u>Spoken Language.</u> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Participate in discussion about what is read to them, taking turns and listening to what others say Being introduced to non-fiction books that are structured in different ways Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Joining clauses using and Separation of words with spaces Capital letters, full stops, question marks, exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Statement sentences present tense. Use subordination (using when, if, that, because) Use Co-ordination (using or, and, but) Expanded noun phrases for description and specification Spot a statement, question, exclamation or command Correct choice and consistent use of present tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>
Week 2	Non - chronological report.	<p>Sequence short sentences to form short narratives To leave spaces between words. Spell most year 1 common exception words. To phonetically spell words containing set 1,2,3 sounds. Form lower case letters in the correct direction. Form capital letters in correct size relative to other letters.</p>	<p>Joining clauses using and Separation of words with spaces Capital letters, full stops, question marks, exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I</p>

		<p>To use the following grammatical terminology when discussing their writing: letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>To use some features of different text types.</p> <p>Use present tense mostly correctly and consistently.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p><u>Spoken Language.</u></p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Statement sentences</p> <p>present tense.</p> <p>Add suffix 'ing' and 's/es' to root words.</p> <p>Use subordination (using when, if, that, because)</p> <p>Use Co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>Spot a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>
Week 3	Non - chronological report.	<p>Sequence short sentences to form short narratives</p> <p>To leave spaces between words.</p> <p>Spell most year 1 common exception words.</p> <p>To phonetically spell words containing set 1,2,3 sounds.</p> <p>Form lower case letters in the correct direction.</p> <p>Form capital letters in correct size relative to other letters.</p> <p>To use the following grammatical terminology when discussing their writing: letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>To use some features of different text types.</p> <p>Write about real events, recording these simply and clearly</p> <p>Use present tense mostly correctly and consistently.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p>	<p>Joining clauses using and</p> <p>Separation of words with spaces</p> <p>Capital letters, full stops, question marks, exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> <p>Statement sentences</p> <p>present tense.</p> <p>Add suffixes 'ing', 's/es' to root words.</p> <p>Use subordination (using when, if, that, because)</p> <p>Use Co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p>

		<p>Use spacing between words that reflects the size of the letters.</p> <p><u>Spoken language.</u> Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them. Being introduced to non-fiction books that are structured in different ways</p>	<p>Spot a statement, question, exclamation or command Correct choice and consistent use of present tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences .</p>
<p>Week 4</p>	<p>Poetry. Shape poem linked to Winter in Science.</p>	<p>Sequence short sentences to form short narratives To leave spaces between words. Spell most year 1 common exception words. Add suffixes 'ed' 'es' 's' 'er' 'est' and 'ing' to root words. To phonetically spell words containing set 1,2,3 sounds. Form lower case letters in the correct direction. Form capital letters in correct size relative to other letters. To use adjectives to describe. To use some features of different text types.</p> <p>Use co-ordination (and) and some subordination (when, if) to join clauses. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell many common exception words. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.</p> <p><u>Spoken language</u> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Learn to appreciate rhymes and poems, and to recite some by heart Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Separation of words with spaces capital letters, full stops, to demarcate sentences Use adjectives Formation of nouns using suffixes such as -ness, -er Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives Use of -ly to turn adjectives into adverbs Expanded noun phrases for description and specification Spot a statement, question, exclamation or command Correct choice and consistent use of tense throughout writing Use of capital letters, full stops, to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in</p>

			nouns [for example, the girl's name]
Week 5	Poetry. Acrostic poem linked to Winter in Science.	<p>Sequence short sentences to form short narratives To leave spaces between words. To use the joining words and joining clauses using 'and' Spell most year 1 common exception words. Add suffixes 'ed' 'es' 's' 'er' 'est' and 'ing' to root words. To phonetically spell words containing set 1,2,3 sounds. Form lower case letters in the correct direction. Form capital letters in correct size relative to other letters. To use adjectives to describe. To use some features of different text types. Use co-ordination (and) and some subordination (when, if) to join clauses. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell many common exception words. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.</p> <p><u>Spoken language</u> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Learn to appreciate rhymes and poems, and to recite some by heart Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Separation of words with spaces capital letters, full stops, to demarcate sentences Use adjectives Formation of nouns using suffixes such as -ness, -er Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives Use of -ly to turn adjectives into adverbs Expanded noun phrases for description and specification Spot a statement, question, exclamation or command Correct choice and consistent use of tense throughout writing Use of capital letters, full stops, to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Y1/2 Writing 2019/2020

Summer 1:

Week	Text Type and Topic	Targets from framework	SPaG
Week 1	<p>Author study - Anthony Browne - characters</p>	<p>Sequence short sentences to form short narratives</p> <p>To leave spaces between words.</p> <p>To phonetically spell words containing set 1,2,3 sounds.</p> <p>Form lower case letters in the correct direction.</p> <p>Form capital letters in correct size relative to other letters.</p> <p>To use adjectives to describe.</p> <p>To use some features of different text types.</p> <p>To use the prefix 'un'</p> <p>Use present mostly correctly and consistently.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing.</p> <p>Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</p> <p><u>Spoken language</u></p> <p>Recognise and join in with predictable phrases</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>Joining clauses using and</p> <p>Separation of words with spaces</p> <p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> <p>Use subordination (using when, if, that, because)</p> <p>Use Co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>Correct choice and consistent use of present tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and</p>

		<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>to mark singular possession in nouns [for example, the girl's name] Use of -ly to turn adjectives into adverbs</p>
Week 2	<p>Author study - Anthony Browne - settings</p>	<p>Sequence short sentences to form short narratives To leave spaces between words. To use the joining words and joining clauses using 'and' To use the prefix 'un' To phonetically spell words containing set 1,2,3 sounds. Form lower case letters in the correct direction. Form capital letters in correct size relative to other letters. To use adjectives to describe. To use some features of different text types. Use present mostly correctly and consistently. Use co-ordination (e.g. and) and some subordination (when/because) to join clauses. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell many common exception words. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Make simple additions, revisions and proof-reading corrections to their own writing. Add suffixes to spell most words correctly in their writing (e.g -ly)</p> <p><u>Spoken language</u> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Link what they read or hear read to their own experiences Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>	<p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] Joining clauses using and Separation of words with spaces Capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Use subordination (using when, if, that, because) Use Co-ordination (using or, and, but) Expanded noun phrases for description and specification Correct choice and consistent use of present tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Use of -ly to turn adjectives into adverbs</p>

		<p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discussing the sequence of events in books and how items of information are related</p>	
Week 3	<p>Author study - Anthony Browne - structure</p>	<p>Sequence short sentences to form short narratives</p> <p>To leave spaces between words.</p> <p>To use the prefix 'un'</p> <p>Add suffixes 'ed' 'es' 's' 'er' 'est' and 'ing' to root words.</p> <p>To phonetically spell words containing set 1,2,3 sounds.</p> <p>Form lower case letters in the correct direction.</p> <p>Form capital letters in correct size relative to other letters.</p> <p>To use adjectives to describe.</p> <p>To use some features of different text types.</p> <p>Use present mostly correctly and consistently.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing.</p> <p><u>Spoken language</u></p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Link what they read or hear read to their own experiences</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>Joining clauses using and</p> <p>Separation of words with spaces</p> <p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> <p>Use subordination (using when, if, that, because)</p> <p>Use Co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>Correct choice and consistent use of present tense throughout writing</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er, -est in adjectives</p>

			<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Use of -ly to turn adjectives into adverbs</p>
Week 4	Narrative in the style of Anthony Browne - Tunnel	<p>Sequence short sentences to form short narratives</p> <p>To leave spaces between words.</p> <p>To use the joining words and joining clauses using 'and'</p> <p>Add suffixes 'ed' 'es' 's' 'er' 'est' and 'ing' to root words.</p> <p>To use the prefix 'un'</p> <p>To phonetically spell words containing set 1,2,3 sounds.</p> <p>Form lower case letters in the correct direction.</p> <p>Form capital letters in correct size relative to other letters.</p> <p>To use adjectives to describe.</p> <p>To use some features of different text types.</p> <p>Use present mostly correctly and consistently.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing.</p> <p>Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</p>	<p>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>Joining clauses using and</p> <p>Separation of words with spaces</p> <p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er, -est in adjectives</p>

		<p>Spoken language Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Link what they read or hear read to their own experiences Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Reading Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Discussing the sequence of events in books and how items of information are related Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p>Use subordination (using when, if, that, because) Use Co-ordination (using or, and, but) Expanded noun phrases for description and specification Correct choice and consistent use of present tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Use of -ly to turn adjectives into adverbs</p>
Week 5	Y2 SATS Y1 Assessment week		
Week 6	Y2 SATS Y1 Assessment week		

Y1/2 Writing 2019/2020

Summer 2:

Week	Text Type and Topic	Targets from framework	SPaG
Week 1	Y2 SATS Report - Fact file Life in 2000s	<p>Sequence short sentences to form short narratives To reread their writing to check that it makes sense and to independently begin to make changes. To leave spaces between words. Spell most year 1 common exception words. Add suffixes 'ed' 'es' 's' 'er' 'est' and 'ing' to root words.</p>	<p>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Joining clauses using and</p>

		<p>To phonetically spell words containing set 1,2,3 sounds. To use the prefix 'un' Form lower case letters in the correct direction. Form capital letters in correct size relative to other letters. To use the following grammatical terminology when discussing their writing: letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark. To use adjectives to describe. To use some features of different text types. Write about real events, recording these simply and clearly Use present tense mostly correctly and consistently. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell many common exception words. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.</p> <p><u>Spoken language</u> Compose a sentence orally before writing it Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p>	<p>Separation of words with spaces Capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Use subordination (using when, if, that, because) Use Co-ordination (using or, and, but) Expanded noun phrases for description and specification Spot a statement, question, exclamation or command Correct choice and consistent use of present tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>
Week 2	Y2 SATS Report - Fact file Life in 2000s	<p>Sequence short sentences to form short narratives To reread their writing to check that it makes sense and to independently begin to make changes. To leave spaces between words. To use the joining words and joining clauses using 'and' To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Spell most year 1 common exception words. Add suffixes 'ed' 'es' 's' 'er' 'est' and 'ing' to root words. To phonetically spell words containing set 1,2,3 sounds. To use the prefix 'un'</p>	<p>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Joining clauses using and Separation of words with spaces Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>

		<p>Form lower case letters in the correct direction. To use the following grammatical terminology when discussing their writing: letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark. To use adjectives to describe. To use some features of different text types. Write about real events, recording these simply and clearly Use present tense mostly correctly and consistently. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell many common exception words. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.</p> <p><u>Spoken language</u> Compose a sentence orally before writing it Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p>	<p>Capital letters for names and for the personal pronoun I Use subordination (using when, if, that, because) Use Co-ordination (using or, and, but) Expanded noun phrases for description and specification Spot a statement, question, exclamation or command Correct choice and consistent use of present tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>
Week 3	Prediction - What will the future be like?	<p>Sequence short sentences to form short narratives To reread their writing to check that it makes sense and to independently begin to make changes. To leave spaces between words. Spell most year 1 common exception words. Add suffixes 'ed' 'es' 's' 'er' 'est' and 'ing' to root words. To phonetically spell words containing set 1,2,3 sounds. To use the prefix 'un' Form lower case letters in the correct direction. Form capital letters in correct size relative to other letters.To use the following grammatical terminology when discussing their writing: letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark. To use adjectives to describe. To use some features of different text types. Use future tense mostly correctly and consistently.</p>	<p>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] Joining clauses using and Separation of words with spaces</p>

		<p>Use co-ordination (and) and some subordination (when/because) to join clauses. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell many common exception words. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.</p> <p>Spoken language Compose a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Consider what they are going to write before beginning by planning or saying out loud what they are going to write about Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Future tense verbs Use subordination (using when, if, that, because) Use Co-ordination (using or, and, but) Expanded noun phrases for description and specification Spot a statement, question, exclamation or command Correct choice and consistent use of present tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>
Week 4	Recount - Trip to Yorkshire Wildlife Park	<p>Sequence short sentences to form short narratives To reread their writing to check that it makes sense and to independently begin to make changes. To leave spaces between words. To use the joining words and joining clauses using 'and'</p>	<p>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p>

		<p>Spell most year 1 common exception words. Add suffixes 'ed' 'es' 's' 'er' 'est' and 'ing' to root words. To phonetically spell words containing set 1,2,3 sounds. Form lower case letters in the correct direction. Form capital letters in correct size relative to other letters. To use the following grammatical terminology when discussing their writing: letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark. To use adjectives to describe. To use some features of different text types. Write about real events, recording these simply and clearly Use present tense mostly correctly and consistently. Use co-ordination (/and/but) and some subordination (when/if/that/because) to join clauses. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell many common exception words. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.</p> <p><u>Spoken language</u> Compose a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Consider what they are going to write before beginning by planning or saying out loud what they are going to write about Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Joining clauses using and Separation of words with spaces Capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Use of -ly to turn adjectives into adverbs Use subordination (using when, if, that, because) Use Co-ordination (using or, and, but) Expanded noun phrases for description and specification Spot a statement, question, exclamation or command Correct choice and consistent use of past tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>
Week 5	Recount - Favourite part of the school year.	<p>Sequence short sentences to form short narratives To reread their writing to check that it makes sense and to independently begin to make changes. To leave spaces between words. Spell most year 1 common exception words.</p>	<p>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p>

		<p>Add suffixes 'ed' 'es' 's' 'er' 'est' and 'ing' to root words. To phonetically spell words containing set 1,2,3 sounds. Form lower case letters in the correct direction. Form capital letters in correct size relative to other letters. To use the following grammatical terminology when discussing their writing: letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark. To use adjectives to describe. To use some features of different text types. Write about real events, recording these simply and clearly Use present tense mostly correctly and consistently. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell many common exception words. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.</p> <p><u>Spoken language</u> Compose a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher. Consider what they are going to write before beginning by planning or saying out loud what they are going to write about Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Joining clauses using and Separation of words with spaces Capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Use of -ly to turn adjectives into adverbs Use subordination (using when, if, that, because) Use Co-ordination (using or, and, but) Expanded noun phrases for description and specification Spot a statement, question, exclamation or command Correct choice and consistent use of past tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>
Week 6	No writing - finishing week		