

**PROGRESSION MAP KS1**  
**Year 1 and 2**  
**CURRICULUM AREA: English - Writing**

**Purpose of Study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

**Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**Genre**

Through the progression of each genre, children will be provided with opportunities to acquire knowledge and build upon what they have learnt, enabling them to become more familiar with and confident in using their writing skills and knowledge in a variety of situations. As teachers, we know that the application of grammatical forms is a significant aspect of the writing process, so we must provide them with the opportunities to write texts that demonstrate their understanding whilst being written for an intended purpose. It is important that we reflect on previous steps in the progression of each genre to ensure that we are re-igniting prior learning, whilst supporting the development of new skills

**Grammar, Punctuation and Vocabulary (GPV)**

In each GPV box, each National Curriculum objective to be taught in that term is in black. The bullet points are knowledge and skills that the pupils need to have in order to achieve the objective. Black bullet points mean that the children have already been taught this – either earlier in that current year or in

a previous year group. **Red bullet points mean that the skill or piece of knowledge will need to be specifically taught to the children in that term as it is a new concept for them to learn.** New learning opportunities are identified in a given genre for that half term.

Underneath the main National Curriculum aims for grammar and punctuation, there may be some stand-alone objectives. These objectives link to the genres taught in that term or previous National Curriculum objectives that need to be repeated to re-ignite the learning. The colours of black and red still apply to these objectives.

## YEAR GROUP

		Year 1	Year 2
NC OBJECTIVES		<p><b>Composition</b> Pupils should be taught to:</p> <p>write sentences by:</p> <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> </ul> <p>discuss what they have written with their teach or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p><b>Handwriting</b> Pupils should be taught to:</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p>	<p><b>Composition</b> Pupils should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> </ul> <p>make simple additions, revision and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils</li> <li>- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul>

	<p>form digits 0 – 9</p> <p>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in a similar way) and to practise these</p>	<p>read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><b>Handwriting</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- form lower-case letters of the correct size relative to one another</li> <li>- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>- use spacing between words that reflects the size of the letters</li> </ul>
<p><b>Aut 1</b></p>	<p style="text-align: center;"><u>Superheroes</u>                      7 weeks</p> <p><b>Poetry</b> <i>If I could be a Superhero</i> poem - 2 weeks Discuss own response and what the poem is about Talk about favourite words or parts of a poem Notice the poem’s pattern Perform in unison, following the rhythm and keeping time Imitate and invent actions Invent impossible ideas, e.g. magical wishes Observe details of first hand experiences using the senses and describe List words and phrases or use a repeating pattern or line Use basic descriptive language</p> <p><b>Labels and captions</b> <i>Explore superheroes and design own superhero character</i> - 2 weeks Recognise the main elements that shape different texts Explore the effects of patterns of language and repeated words and phrases Convey information and ideas in simple non-narrative forms, relating to a given theme Create short simple texts that combine words with images *Grammar objective Separate words with spaces</p>	<p style="text-align: center;"><u>Wriggle and Crawl</u></p> <p><b>Poetry</b> *Link to Cornerstones Consolidation of genre</p> <p><b>Narrative</b> (familiar setting) *The Crunching Munching Caterpillar <i>Structure:</i> Make predictions during reading Identify opening, problem/dilemma, events to solve problem/resolution, ending <i>Character:</i> Track a character through a story and see how they change <i>Setting:</i> Identify that settings are used to create atmosphere Look at examples of scene changes that move the plot on, relieve or build up tension and how this is done <i>Planning:</i> Sequence events clearly and have a definite ending Dramatise parts of own story for class <i>Writing:</i> Write complete story with a full sequence of events in narrative order Use either first or third person consistently Use past tense consistently Include descriptions of characters and settings and some dialogue</p> <p><b>Information text/NCR</b> *Link to Cornerstones</p>

	<p>*Grammar objective Know how words combine to make sentences Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Participate in whole class discussion, sharing ideas linked to the theme Explain why information is recorded in specific areas of a text</p> <p><b>Narrative</b> - Supertato comic strips - 3 weeks <i>Structure:</i> Recognise patterns in texts (e.g.) repeated phrases and refrains Recognise story language <i>Setting:</i> Notice familiar and unfamiliar settings <i>Planning:</i> Innovate on patterns from a familiar story orally <i>Writing:</i> Innovate on patterns from a familiar story in writing Combine words to form grammatically accurate sentences *Grammar objective Sequencing <b>sentences</b> to form short narratives</p>	<p>During research, skim read title, contents, page, illustration, chapter headings to evaluate its usefulness for research With support, scan website to find specific sections e.g. key words or phrases, subheadings. Evaluate its usefulness for research Make simple notes from non-fiction texts e.g. key words, phrases, page references, headings, to use in subsequent writing Draw on knowledge and experience of texts in deciding and planning what and how to write Design and create a simple ICT text (where possible)</p> <p><b>Author Study</b> Roald Dahl – James and the Giant Peach Discuss as a group an author’s themes, characters, and writing style As a class, use a selection of resources to research key information Record notes in related groups Produce a short informative text about the author, including personal thoughts and opinions</p>
	<p><b>Grammar, Punctuation and Vocabulary</b> Separation of <b>words</b> with spaces:</p> <ul style="list-style-type: none"> <li>• Know what a word is</li> <li>• Know what a finger space is</li> <li>• See how words are separated using finger spaces</li> <li>• Use finger spaces when writing words.</li> </ul> <p>How <b>words</b> can combine to make <b>sentences</b>:</p> <ul style="list-style-type: none"> <li>• Know what a sentence is and understand how a sentence is formed</li> <li>• Listen to how words create sentences when spoken</li> <li>• Teacher to identify subject and object of sentence and introduce these terms</li> </ul> <p>Introduction to capital letters, full stops to demarcate <b>sentences</b></p>	<p><b>Grammar, Punctuation and Vocabulary</b> Use of capital letters, full stops to demarcate <b>sentences</b> :</p> <ul style="list-style-type: none"> <li>• Know what a capital letter is and looks like</li> <li>• Know where a capital letter goes on word and in a sentence.</li> <li>• Know what a full stop is and looks like</li> <li>• Know where a full stop goes on a word and in a sentence</li> <li>• Recognise a capital letter and full stop</li> <li>• Form capital letters and make them bigger than lowercase letters <b>correctly</b></li> <li>• Use a capital letter <b>correctly</b> in a sentence</li> <li>• Use a full stop <b>correctly</b> at the end of a sentence.</li> <li>• Children to know and identify subject and object of a sentence</li> </ul>

	<ul style="list-style-type: none"> <li>• Know what a capital letter and full stop looks like</li> <li>• Know where a capital letter and full stop should go/ be in the sentence</li> <li>• <b>Begin to</b> form capital letters and make them bigger than lowercase letters</li> <li>• <b>Begin to</b> use a capital letter in a sentence</li> <li>• <b>Begin to</b> use a full stop at the end of a sentence.</li> </ul> <p>Understand and use the terms - then, after that, first, next - when speaking</p> <p>Write and use the terms, then after etc, in a simple sentence</p> <p>Know what an 'order' is</p> <p>Know how to order events/pictures</p>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]:</p> <ul style="list-style-type: none"> <li>• Know what a noun is</li> <li>• Know what a suffix is</li> <li>• Know how to add a suffix to a root word</li> <li>• Know the suffixes 'ness' and 'er'</li> <li>• Form nouns using different suffixes, such as 'ness' and 'er'.</li> <li>• Understand the term compound noun</li> <li>• Form compound nouns by combining two nouns together.</li> <li>• Use the newly formed nouns in their writing</li> </ul>
<p><b>Aut</b> <b>2</b></p>	<p style="text-align: center;"><u>The Enchanted Wood</u>                      7 weeks</p> <p><b>Recount</b> <i>Fairy trail walk - 3 weeks</i> *Link to memorable experience</p> <p>Read and listen to personal recounts and begin to recognise generic structure (order of events, use of words like <i>first, next</i>)</p> <p>Sequence events using images, adding key words</p> <p>Sequence and write sentences using language of text read/modelled</p> <p><b>Narrative</b> - Hansel &amp; Gretel - 3 weeks <i>Structure:</i> Make deductions about the consequences of events and character actions. <i>Viewpoint:</i> Begin to understand elements of an author's style, e.g. books about the same character or common theme <i>Dialogue:</i> Understand that the verbs used for dialogue tell us how a character is feeling <i>Planning:</i> Explore characters' feelings and situations using improvisation</p>	<p style="text-align: center;"><u>Magnificent Monarchs</u></p> <p><b>Narrative</b> (The Paperbag Princess) 3 weeks <i>Planning:</i> Improvise and rehearse new dialogue between familiar characters <i>Writing:</i> Use the structure: opening, problem, events to solve the problem, ending Include evidence of dialogue between characters <b>*Grammar objective</b> Use of expanded noun phrases</p> <p><b>Information text</b> – 1 weeks (Engage English Pack) During research, skim read title, contents, page, illustration, chapter headings to evaluate its usefulness for research With support, scan website to find specific sections e.g. key words or phrases, subheadings. Evaluate its usefulness for research Make simple notes from non-fiction texts e.g. key words, phrases, page references, headings, to use in subsequent writing Draw on knowledge and experience of texts in deciding and planning what and how to write Design and create a simple ICT text (where possible)</p>

	<p>Dramatise parts of own or familiar stories and perform to class or group</p> <p><i>Writing:</i> Include some dialogue</p> <p>Use phrases drawn from story language to add interest</p> <p>Use basic descriptive language</p> <p>Re-read and check that writing makes sense</p> <p><b>*Grammar objective</b> Introduction to question marks and exclamation marks to demarcate <b>sentences</b></p> <p><b>Poetry</b> <i>If I could be a Superhero</i> poem - 1 week</p> <p>Discuss own response and what the poem is about</p> <p>Talk about favourite words or parts of a poem</p> <p>Notice the poem's pattern</p> <p>Perform in unison, following the rhythm and keeping time</p> <p>Imitate and invent actions</p> <p>Invent impossible ideas, e.g. magical wishes</p> <p>Observe details of first hand experiences using the senses and describe</p> <p>List words and phrases or use a repeating pattern or line</p> <p>Use basic descriptive language</p> <p><b>Assessment week 1 week</b></p>	<p><b>Poetry - 3 weeks</b> (written and performance)</p> <p>Discuss simple poetry patterns</p> <p>Comment on which words have most effect, noticing alliteration</p> <p>Identify and list words which rhyme/almost rhyme</p> <p>Create alliterative phrases</p> <p>Make adventurous word choices to describe closely observed experiences</p> <p>Experiment with word order, reading their ideas aloud and evaluating them with a peer to see what works best</p> <p>Perform individually or together; speak clearly and audibly</p>
	<p><b>Grammar, Punctuation and Vocabulary</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p> <ul style="list-style-type: none"> <li>• Know the meaning and purpose of 'and' in a sentence</li> <li>• Use 'and' in a sentence verbally and within their writing.</li> </ul> <p>Sequencing <b>sentences</b> to form short narratives</p> <ul style="list-style-type: none"> <li>• Know what an 'order' is</li> <li>• Know how to order events/pictures</li> <li>• Write words in the correct order so it makes sense</li> <li>• Know how words and sentences need to be in the correct order for it to make sense.</li> </ul>	<p><b>Grammar, Punctuation and Vocabulary</b></p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <ul style="list-style-type: none"> <li>• Know what a noun is</li> <li>• Know what a noun phrase and expanded noun phrase are and consist of</li> <li>• Recognise an expanded noun phrase</li> <li>• Create expanded noun phrases</li> <li>• Use expanded noun phrases in their writing</li> </ul> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i></p> <ul style="list-style-type: none"> <li>• Know what an adjective is</li> </ul>

		<p>Capital letters for names and for the personal <b>pronoun</b> /</p> <ul style="list-style-type: none"> <li>• Know what a name is</li> <li>• Know what a personal pronoun is and looks like</li> <li>• Know why a name and the personal pronoun 'I' needs a capital letter</li> <li>• <b>Begin to</b> use a capital letter for 'I' and names</li> </ul> <p>Understand the term 'instruction'</p>	<ul style="list-style-type: none"> <li>• Know what a suffix is</li> <li>• Know that ful and less are suffixes</li> <li>• Form adjectives using the suffixes, ful and less</li> <li>• Use the new adjectives in their writing.</li> </ul> <p>Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p> <ul style="list-style-type: none"> <li>• Know what an adjective and adverb are</li> <li>• Know what a suffix is</li> <li>• Know that <i>er, est</i> and <i>ly</i> are suffixes</li> <li>• Know that <i>ly</i> can turn adjectives into adverbs</li> <li>• Form adjectives using the suffixes, <i>er</i> and <i>est</i>.</li> <li>• Form adverbs by adding <i>ly</i> to adjectives.</li> <li>• Use the new adjectives and adverbs in their writing.</li> </ul> <p>Use of capital letters, full stops to demarcate <b>sentences</b></p> <p>Use question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p>
<p><b>Spr 1</b></p>		<p><u>Moon Zoom</u> 7 weeks</p> <p><b>Non-chronological report</b> <b>3 weeks</b></p> <p>*Link to important historical figure – Neil Armstrong</p> <p>Find out about a subject by listening and following text as information book are read</p> <p>Contribute to a discussion on the subject, with the teacher acting as a scribe</p> <p>Assemble information on the subject whilst working with others</p>	<p><u>Gan Kernow</u></p> <p><b>Recounts</b>*Link to additional text</p> <p>Create diagrams such as flow charts to summarise or make notes of stages in a process</p> <p>Ensure items are clearly sequenced</p> <p>Explain processes orally, using notes, ensuring relevant details are included and accounts ended effectively</p> <p>Plan a text, grouping information in related topics</p>

Write a simple non-chronological report including key words relating to the subject  
Recognise difference between pictures, diagrams and written word  
Understand key features of a text: heading, main body, diagrams  
Contribute to a discussion on the subject as information is assembled and the teacher writes the information.  
Assemble information on a subject in own experience, (e.g.) food, pets  
Write a simple non-chronological report by writing sentences to describe aspects of the subject  
Use basic descriptive phrases to add detail for the reader  
\*Discuss the meaning of new words to help develop understanding  
\*Grammar objective Introduction to capital letters, full stops to demarcate **sentences**

**Character analysis and retell from character's perspective**  
**Beegu 3 weeks**

\*Link Beegu  
Begin to locate parts of a text that give particular information  
With adult help, identify key words/phrases about character description, emotion and actions

**Adverts \* Moon buggy adverts 1 week**

Link to whole class text or Cornerstones  
Use prior knowledge, self and others, to build key information (shared activity)  
Identify key features of a letter: address, sender, recipient  
Participate in class discussion, offering ideas and listening to others  
Understand the role of question sentences  
Understand and use the question mark

Write explanation, usually present tense, using conjunctions to extended clauses

\*Grammar objective Use of the apostrophe

**Narrative \* The Piskey Led Boy**

*Structure:* Analyse the sequence of events using the structure: opening, problem, events to solve the problem, ending.  
Identify words and phrases to link events  
Predict endings  
*Setting:* Identify typical settings and make predictions about events that are likely to happen  
*Planning:* Re-tell a familiar story with events in sequence and including some dialogue and formal story language  
*Writing:* Write story including: opening, problem, events to solve the problem, ending  
Select and use interesting and descriptive words  
\*Grammar objective Use of subordinating conjunctions

**Poetry \*Link to Cornerstones – Nursery Rhymes**

Read a range of poetry, talking about their personal views, the subject matter and possible meanings  
Identify rhyming words, noting similarities and differences (placement of rhyming sound)  
Build rhyming couplets on a given theme  
Use simple repeating phrases or lines as models  
Learn own poem by heart  
Read aloud to an audience, using appropriate intonation and controlling the tone and volume  
Use actions and sound effects to add to the poem's meaning



\*Grammar objective Introduction to question marks to demarcate **sentences**

**Grammar, Punctuation and Vocabulary**

**Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)

- Know what a suffix is
- Know what a verb is
- Know what a root word is
- Understand the suffixes *ing, ed* and *er*
- Know and recognise how the suffix changes the appearance of a verb
- Understand how a suffix modifies the verb
- Use a range of suffixes to change the verb in a sentence
- Use the suffixes *ing, ed* and *er* correctly

Separation of **words** with spaces

How **words** can combine to make **sentences**

Introduction to capital letters, full stops to demarcate **sentences**

Joining **words** and joining **clauses** using *and*

Introduction to question marks to demarcate **sentences**

- Know what a question is
- Know what a question mark looks like
- Understand the purpose of a question mark
- Recognise a question when asked or written
- **Begin to** form a question mark
- **Begin to** use a question mark to punctuate a question

**Grammar, Punctuation and Vocabulary**

**Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

- Know what a noun is.
- Know what an apostrophe is and looks like
- Know why an apostrophe is used.
- Understand the term singular possession in nouns.
- Recognise when an apostrophe is used.
- Use apostrophes in their writing.
- Recognise that we shorten words when speaking and writing.
- Use apostrophes to mark where letters are missing in spellings.
- Use apostrophes to mark singular possession in nouns.

Commas to separate items in a list

- Know what a comma is and looks like
- Know where a comma goes on a word
- Recognise how a comma is used to separate items in a list
- Place a comma correctly after a word.
- Use a comma to separate items in a list.

**Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)

- Know what a list is
- Know what a conjunction is
- Know how and why a conjunction is used in a sentence

			<ul style="list-style-type: none"> <li>• Know the terms subordinating and co-ordinating conjunctions</li> <li>• Know the difference between subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>• Recognise different subordinating and coordinating conjunctions</li> <li>• Use subordinating and coordinating conjunctions in their writing</li> </ul> <p>Use of capital letters, full stops to demarcate <b>sentences</b></p> <p>Use question marks and exclamation marks to demarcate <b>sentences</b></p>
Spr 2			
		<p style="text-align: center;"><u>Wonderful Weather</u>                      6 weeks</p> <p><b>Poetry</b> *Link to Cornerstones Planning <b>3 weeks</b></p> <p>Listen to and discuss poems and rhymes about dinosaurs. Practise reading one aloud with a partner or group and perform it to the class. Use expression and intonation to keep their audience entertained. Describe the appearance, character and movements of the dinosaur. Make lists of words, taking turns to read aloud using appropriate expression and actions. Order the words, grouping rhyming words or alliterative words together for effect. Comment on which words have most effect, noticing alliteration Discuss simple poetry patterns Perform individually or together, speaking clearly and audibly Make adventurous word choices to describe closely observed experiences</p> <p><b>Explanation text</b> Linked to Cornerstones Develop</p>	<p style="text-align: center;"><u>Australia – Let’s Explore the World</u></p> <p><b>Letters</b> - 3 weeks Write simple first person linked to topics of interest/study or to personal experience Use the language of texts read as models for own writing Maintain consistency in tense and person (first) Re-read and check their writing with a partner, identifying correct use of punctuation taught so far <b>*Grammar objective</b> Use a capital letter <b>correctly</b> in a sentence <b>*Grammar objective</b> Use a full stop <b>correctly</b> at the end of a sentence</p> <p><b>Poetry</b> (written and performance) - 1 Week Discuss simple poetry patterns Comment on which words have most effect, noticing alliteration Identify and list words which rhyme/almost rhyme Create alliterative phrases Make adventurous word choices to describe closely observed experiences</p>

	<p>After carrying out a practical activity (e.g. experiment, investigation, construction task, role-play) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher.</p> <p>After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately.</p> <p>Independently choose what to write about</p> <p>Draw pictures to illustrate a process and use these to support explanation orally, and in writing</p> <p>*Grammar objective Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p> <p><b>Narrative – The Sun and the Wind</b> 3 weeks</p> <p><i>Structure:</i> make deductions about why events take place in a particular order by looking at characters’ actions</p> <p><i>Character:</i> make predictions about how they might behave</p> <p><i>Dialogue:</i> Understand that the way that characters speak reflects their personality</p> <p><i>Planning:</i> Re-tell familiar stories using narrative structure and dialogue from the text</p> <p>Record key moments of a narrative</p> <p><i>Writing:</i> Write own story with linear structure (beginning, middle, end)</p> <p>Include setting</p> <p>Create characters, e.g. by adapting ideas about typical story characters</p>	<p>Experiment with word order, reading their ideas aloud and evaluating them with a peer to see what works best</p> <p>Perform individually or together; speak clearly and audibly</p> <p><b>Narrative</b> – What made Tiddalik Laugh– 3 weeks</p> <p><i>Structure:</i> Consolidate understanding of basic story structure: beginning, middle and end and notice the way that events are linked</p> <p><i>Character:</i> Learn about characters by looking at what they say and do</p> <p><i>Planning:</i> Plan and tell a story based on own experience</p> <p><i>Writing:</i> Write a story based on own experience with a linear structure; beginning, middle and end</p> <p>*Grammar objective Formation of <b>nouns</b> using <b>suffixes</b> such as –<i>ness, –er</i></p>
	<p><b>Grammar, Punctuation and Vocabulary</b></p> <p>Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <ul style="list-style-type: none"> <li>• Know what a noun and an adjective is</li> <li>• Know what a suffix is</li> </ul>	<p><b>Grammar, Punctuation and Vocabulary</b></p> <p>Use of capital letters, full stops to demarcate <b>sentences</b></p> <p>Use question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p>



	<p>Note features of typical settings  <i>Planning:</i> Re-tell familiar stories using narrative structure and dialogue from the text  Include relevant details and sustain the listener’s interest  Tell own real and imagined stories  <i>Writing:</i> Imitate familiar stories by borrowing and adapting structures  Write complete stories with a sustained, logical sequence of events  *Grammar objective Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Fact File</b> <i>United kingdom 2 weeks</i>  *Link to important historical figure –  Pose questions before reading non-fiction to find answers  Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams  Write a series of simple sentences with punctuation  Add information about where, when or how into the sentences  Read aloud their writing clearly enough to be heard by their peers and the teacher  *Grammar objective Capital letters for names and for the personal <b>pronoun</b> /</p>	<p>Contribute to class composition of instructions with teacher scribing  Write two (or more) consecutive instructions independently</p> <p><b>Poetry</b> (Acrostic/Riddle) *Link to Cornerstones  Read a range of poetry, talking about the subject matter and possible meanings  Identify specific forms of poetry  Build word banks of topic related vocabulary, group chosen words around a theme  Select and use vocabulary appropriate to the text  Experiment with alliteration</p> <p><b>Narrative</b> (Jack and the Beanstalk) *Link to whole class text  <i>Viewpoint:</i> Identify common themes in traditional tales  Identify elements of an author’s style e.g. familiar characters  <i>Setting:</i> Identify familiar settings  <i>Planning:</i> Retell a familiar story with events in sequence and including some dialogue and formal story language (i.e. <i>Once upon a time, happily ever after</i>)  <i>Writing:</i> Write own story in style of a traditional tale, using typical settings, characters and events  Use past tense and time connectives (i.e. <i>That morning, after a while, later that day...</i>)</p> <p>Use a range of good time adverbials such as ‘suddenly’, ‘in a flash’, ‘all at once’, ‘from out of nowhere’, ‘next’ and ‘finally.’  Read their stories aloud to make sure they make sense and use teacher and peer feedback to improve where necessary  *Grammar objective Use of questions, exclamations, commands and statements  *Grammar objective Use of exclamation mark and question mark</p>
	<p><b>Grammar, Punctuation and Vocabulary</b>  Introduction to question marks and exclamation marks to demarcate <b>sentences</b></p>	<p><b>Grammar, Punctuation and Vocabulary</b>  <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>

- Know what a question is.
- Recognise a question when asked or written
- Understand the purpose of and recognise a question mark
- Know when an exclamation mark might be used.
- Understand the purpose of an exclamation mark
- Understand where an exclamation mark goes in the sentence
- Recognise an exclamation mark when used in a sentence
- **Begin to** form a question mark and an exclamation mark
- **Begin to** use a question and exclamation mark to punctuate different sentences

Separation of **words** with spaces

How **words** can combine to make **sentences**

Introduction to capital letters, full stops to demarcate **sentences**

Joining **words** and joining **clauses** using *and*

- Know what a sentence is
- Know and understand what a question is when asked or written.
- Know and recognise the terms exclamation, statement and command
- Understand what an exclamation, statement and command are
- Recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Write different statements, questions, exclamations or commands

Use question marks and exclamation marks to demarcate **sentences**

- Understand what a question mark and exclamation mark look like.
- Know when an exclamation mark might be used.
- Understand the purpose of a question mark and exclamation mark
- Understand where a question mark and exclamation mark go in the sentence
- Recognise a question and exclamation mark when used in a sentence
- Form a question and exclamation mark **correctly**.
- Use a question and exclamation mark to punctuate different sentences **correctly**.

Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]

- Know what a noun is
- Know what a noun phrase consists of

			Use of capital letters, full stops to demarcate <b>sentences</b>
<b>Sum 2</b>	<p><u>Paws, Claws and Whiskers</u> 7 weeks</p> <p><b>Narrative</b> <b>just so stories 2 weeks</b> (stories from a range of cultures/fables) *Link to whole class text <i>Character:</i> Notice that characters' can change during the course of a story <i>Structure:</i> Consolidate the understanding that stories have characters, settings and events Identify the main events <i>Planning:</i> Recount own ideas orally <i>Writing:</i> Use simple sentences to recount ideas</p> <p><b>Persuasive writing - Letters</b> <i>Dear Zoo by Rod Campbell</i> <b>2 weeks</b> Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it Through games and role-play begin to explore what it means to persuade or be persuaded, and what different methods might be effective Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something</p> <p><b>Information text</b> (leaflet) *Link to Cornerstones – <b>"Day in a life of a zookeeper" (trip to zoo or paradise park) 2 weeks.</b></p>		<p><u>Beachcombers</u></p> <p><b>Recount/Letters</b> *Link to memorable experience/Cornerstones Write more complex first person recounts linked to topics of interest/study or to personal experience Plan and write in clear order, providing developed detail about key events Express personal feelings, using emotive language <b>*Grammar objective</b> Maintain past tense Maintain first person</p> <p><b>Explanation text</b> *Link to Cornerstones – Staying safe on the beach Contribute to creating a flowchart/cyclical diagram to explain a process Read, with help, flowcharts/cyclical diagrams explaining processes – move to reading others independently Identify key information to include in explanation Record short written statements, using resources to support <b>*Grammar objective</b> Use co-ordinating and subordinating conjunctions to extend clauses <b>*Grammar objective</b> Use of progressive tense</p> <p><b>Character description/Narrative</b> *The Lonely Sea Dragon Explore characterisation by looking at descriptions and actions, responding imaginatively Make predictions about a character's actions Look for evidence of a change in character as a result of events Plan and write a short piece about a familiar character Describe character, including noun phrases <b>*Grammar objective</b> Use third person and past tense <b>*Grammar objective</b> Noun phrase</p>

	<p>After carrying out a practical activity, contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher</p> <p>After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately</p> <p>Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently</p> <p>Following other practical tasks, produce a simple flowchart or cyclical diagram independently</p> <p>*Grammar objective How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p> <p><b>Assessment week 1 week</b></p>	
	<p><b>Grammar, Punctuation and Vocabulary</b></p> <p>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p> <ul style="list-style-type: none"> <li>• Know and understand the terms verb and adjectives.</li> <li>• Understand what a prefix is</li> <li>• Understand where a prefix goes on the word</li> <li>• Know and recognise the prefix 'un'</li> <li>• Understand what it looks like when the prefix 'un' is added to a word</li> <li>• Understand how the prefix 'un' can change the meaning of the verb and adjective</li> <li>• Use prefixes correctly</li> <li>• Use 'un' correctly to modify a verb or adjective</li> <li>• Add 'un' to words and use it correctly in a sentence</li> </ul> <p>Separation of <b>words</b> with spaces</p>	<p><b>Grammar, Punctuation and Vocabulary</b></p> <p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <ul style="list-style-type: none"> <li>• Know what the present and past tense is</li> <li>• Know when the present and past tense is used.</li> <li>• Know whether a piece of writing is written in the past or present.</li> <li>• Know why we write and speak in different tenses</li> <li>• Recognise the correct tense when spoken or written in either present or past.</li> <li>• Use the present and past tense consistently throughout a piece of writing.</li> </ul> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p> <ul style="list-style-type: none"> <li>• Know what a verb is</li> <li>• Know what the present and past tense is</li> </ul>



	<p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Introduction to capital letters, full stops to demarcate <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>	<ul style="list-style-type: none"><li>• Know the term <b>progressive</b></li><li>• Know how a verb changes depending on the tense.</li><li>• Recognise and use the <b>progressive form of verbs</b>.</li><li>• Use verbs correctly when writing in the present and past tense.</li></ul> <p>Use of capital letters, full stops to demarcate <b>sentences</b></p> <p>Use question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p>
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