

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Purpose	TO ENTERTAIN	TO INFORM	TO ENTERTAIN	TO INFORM	TO INFORM	TO ENTERTAIN	TO ENTERTAIN	TO INFORM	TO ENTERTAIN	TO INFORM	TO INFORM	TO ENTERTAIN
Text	Dogger	Tatty Ratty	Sparks in the sky The House Cat	The Snowflake Mistake The Snowman	John Patrick Norman Hennessy	Dear Teacher	Prince Cinders Jim and the Beanstalk	The Deep Dark Wood	Meerkat Mail	Orion and the dark	Matilda's Cat My Cat likes to hide in boxes The Owl and the Pussycat	
Text type	Story Retell	Factual description of a character and setting	Poems with a structure Setting description	Instructions	Formal letter in role	Informal letter/ alternative events in the story.	Retell story	Alternative version of story	List poem Setting description Retell	Explanation	Information text	Classic Poetry
Short burst writing	Character description, setting description, posters, diary entry, recount, instructions, notes and letters											
Authorial Intent	To write a narrative of a personal experience (real or fictional) Select vocabulary to help paint a picture in the reader's mind, describing the characters and appearance and emotions		To ensure something is done correctly and/or effectively with a successful outcome Use conjunctions to give extra detail for the reader Use questions to hook in the reader.		Use conjunctions to give extra detail for the reader. Learn story structures to help write an alternative version		Learn familiar story structures to help retell alternative version of traditional tales. To retell events and to inform the reader		To provide detailed information about how things are To help readers to understand what is being described by organising/categorising information		Writing Poetry To provide detailed information about how things are To help readers to understand what is being described by	

	<p>To provide detailed information about how things are</p> <p>To help readers to understand what is being described by organising/categorising information</p> <p>To retell events and to inform the reader</p>		<p>Use conjunctions to give extra detail for the reader.</p> <p>Create extra emphasis for the reader with exclamation sentences.</p>	<p>Select vocabulary to help paint a picture in the reader's mind, describing the characters and appearance and emotions.</p>		<p>organising/categorising information</p>
Sentence level	<p>Develop a secure use of compound sentences (coordination) using conjunctions: <i>and / but</i>.</p> <p>Use different types of sentences such as; statement, question.</p>	<p>Develop a secure use of compound sentences (co-ordination) using conjunctions: <i>and / but/ subordination: because/ when</i>.</p> <p>Use different types of sentences such as; statement, question and command</p> <p>Use expanded noun phrases for description and specification.</p>	<p>Use different types of sentences such as; statement, question, command and exclamation.</p> <p>Develop a secure use of compound sentences (coordination) using conjunctions: <i>and / but /or (subordination) because /when</i></p> <p>Use expanded noun phrases for description and specification.</p>	<p>Develop a secure use of compound sentences (coordination) using conjunctions: <i>and / but/ or subordination: because/ when/ if/that</i></p> <p>Use different types of sentences such as; statement, question, command and exclamation</p> <p>Use expanded noun phrases for description and specification.</p>	<p>Develop a secure use of compound sentences (coordination) using conjunctions: <i>and / but/ or subordination: because/ when/ if/that</i>.</p> <p>Use different types of sentences such as; statement, question, commands and exclamation.</p> <p>Use expanded noun phrases for description and specification</p>	<p>Develop a secure use of compound sentences (coordination) using conjunctions: <i>and / but/ or subordination: because/ when/ if/that</i>.</p> <p>Use different types of sentences such as; statement, question, commands and exclamation.</p> <p>Use expanded noun phrases for description and specification.</p>
Punctuation and grammar	<p>Use verbs to indicate time correctly</p> <p>Capital letters, question marks, full stops.</p> <p>Formation of nouns by compounding e.g. whiteboard.</p>	<p>Use verbs to indicate time correctly including continuous form</p> <p>Capital letters, question marks and full stops and commas in lists</p>	<p>Use verbs to indicate time correctly including use of progressive form</p> <p>Capital letters, question marks, exclamation marks and full stops and commas in lists</p>	<p>Use verbs to indicate time correctly consistently using present or past tense</p> <p>Capital letters, question marks, exclamation marks and full stops.</p>	<p>Use verbs to indicate time correctly including continuous form</p> <p>Capital letters, question marks, exclamation marks, full</p>	<p>Use verbs to indicate time correctly in present tense, past tense or progressive form of verbs to mark actions in progress.</p>

		Use of the suffix –ly to turn adjectives into adverbs	Formation of nouns using suffixes such as –ness and -er.	Apostrophes for contraction. Formation of adjectives using suffixes such as –ful, -less.	stops and commas in lists Apostrophes for singular possession. Use of the suffix –er and –est in adjectives .	Apostrophes for contraction and singular possession. Capital letters, question marks, exclamation marks , full stops and commas in lists
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Non-Negotiables	<ul style="list-style-type: none"> ▪ Use phonic knowledge to write words with increasing accuracy ▪ Write some irregular common words. ▪ Capital letters, finger spaces and full stops. ▪ Capital Letters for names and the personal pronoun I. ▪ Letters on the line with appropriate ascenders and descenders and beginning to join
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Terminology for pupils
noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma