

Whole school writing overview

Year R EYF\$ Writing:

22–36 mth	<ul style="list-style-type: none"> Distinguishes between the different marks they make.
30–50 mth	<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.
40–60+ mth	<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.
Early Learning Goal	<ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Prior to sentence writing:

- *Hear and write individual phonemes
- *Hear and write phonemes in 3&4 letter words
- *Secure pencil grip

Principles of 'recording a sentence':

- *A complete idea (orally) – know how many words are in your sentence
- *A complete idea (scribed), by:

Words in order – know how many words are in your sentence

Word building using phonics/tricky word knowledge

Finger spaces between each word.

Mark the sentence boundaries with punctuation

Yr R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus	Following the children's interests – see weekly planning Quality texts and 1 st hand experiences to be selected and provided to springboard writing opportunities					
Harder to read and spell words taught	l the no out of is to go into pull as his	he she buses we me be push was her my you	they all are ball tall when what	said so have were out like some come there little one do children love		oh their people Mr Mrs your ask should would could asked house mouse water want very
Phonics	Phase 2: s a t p l n m d g o c k e u r h b f j l l l	Phase 3 j v w x y z z q u ch sh th ng nk ai ee igh oa -es	Phase 3/4 oo ar ur oo or ure er ow	Phase 3/4 Review all sounds	Phase 4 CVCC CCVC CCVCC CCCVC -ed -er -est	Ph.5 dip: ay ow ie ea oi ir ue aw wh ph e woe
Independent outcomes	Child initiated writing Any planned group/individual writes following from Adult modelling					

<p>En1/1 SPOKEN LANGUAGE (common across KS1 & KS2)</p> <p>En1/1a listen and respond appropriately to adults and their peers.</p> <p>En1/1b ask relevant questions to extend their understanding and knowledge.</p> <p>En1/1c use relevant strategies to build their vocabulary.</p> <p>En1/1d articulate and justify answers, arguments and opinions.</p> <p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>En1/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>En1/1h speak audibly and fluently with an increasing command of Standard English.</p> <p>En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates.</p> <p>En1/1j gain, maintain and monitor the interest of the listener(s).</p> <p>En1/1k consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>En1/1l select and use appropriate registers for effective communication.</p>	<p>READING</p> <p>En1/2.1 Word Reading</p> <p>En1/2.1a apply phonic knowledge and skills as the route to decode words.</p> <p>En1/2.1b respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>En1/2.1c read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>En1/2.1d read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>En1/2.1e read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>En1/2.1f read other words of more than one syllable that contain taught GPCs.</p> <p>En1/2.1g read words with contractions (e.g. I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).</p> <p>En1/2.1h read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>En1/2.1i reread these books to build up their fluency and confidence in word reading.</p>	<p>En1/2.2 Comprehension</p> <p>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - being encouraged to link what they read or hear to their own experiences. - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - recognising and joining in with predictable phrases. - learning to appreciate rhymes and poems, and to recite some by heart. - discussing word meanings, linking new meanings to those already known. <p>En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher. - checking that the text makes sense to them as they read and correcting inaccurate reading. - discussing the significance of the title and events. - making inferences on the basis of what is being said and done. - predicting what might happen on the basis of what has been read so far. <p>En1/2.2c participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>En1/2.2d explain clearly their understanding of what is read to them.</p>	
<p>WRITING</p> <p>En1/3.1 Spelling</p> <p>En1/3.1a spell:</p> <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught. - common exception words. - the days of the week. <p>En1/3.1b name the letters of the alphabet:</p> <ul style="list-style-type: none"> - naming the letters of the alphabet in order. - using letter names to distinguish between alternative spellings of the same sound. <p>En1/3.1c add prefixes and suffixes:</p> <ul style="list-style-type: none"> - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. - using the prefix un-. - using -ing, -ed, -er and -est where no change is needed in the spelling of root words. <p>En1/3.1d apply simple spelling rules and guidance, as listed in Appendix 1.</p> <p>En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>En1/3.2 Handwriting and Presentation</p> <p>En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>En1/3.2c form capital letters.</p> <p>En1/3.2d form digits 0-9.</p> <p>En1/3.2e understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>En1/3.3 Composition</p> <p>En1/3.3a write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about. - composing a sentence orally before writing it. - sequencing sentences to form short narratives. - re-reading what they have written to check that it makes sense. <p>En1/3.3b discuss what they have written with the teacher or other pupils.</p> <p>En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>En1/3.4 Vocabulary, grammar & punctuation</p> <p>En1/3.4a develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> - leaving spaces between words. - joining words and joining clauses using "and". - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. - learning the grammar for year 1 in Appendix 2. <p>En1/3.4b use the grammatical terminology in Appendix 2 discussing their writing and reading.</p>

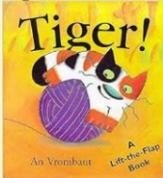
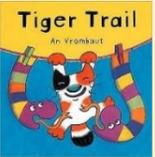
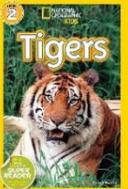
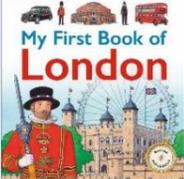
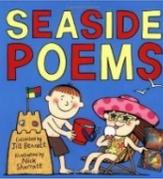
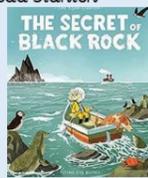
Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes -s or -es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Harder to read and spell words:

Phase 5: oh their people Mr Mrs your ask should would could asked house mouse water want very here sugar friend

Year 1 CEW to spell: *words covered in phonics as H2R&S*

a are ask be by come do friend full go here has he his house I is love me my no of one once our pull push put said says school she so some the there they to today was we were where you your

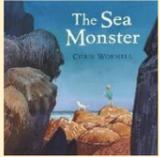
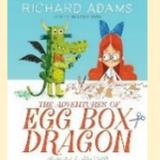
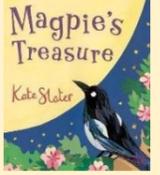
Yr 1	Autumn 1 <i>Once upon a time...</i>		Autumn 2 <i>Let's have an adventure!</i>		Spring 1 <i>London Calling...</i>		Spring 2 <i>Southampton and the Sea</i>		Summer 1 <i>Bones!</i>		Summer 2 <i>What a wonderful world!</i>		
Stimulus <i>Key feature(s) modelled in stimulus/stimulus lends itself to</i>	2 weeks Text: The Gingerbread man  <i>repetition of key phrases</i>	3 weeks Text: The little red hen  2 weeks Text: Hens (RWInc NF text) and video clips: https://www.youtube.com/watch?v=wYKJkHcaMzE https://www.youtube.com/watch?v=6Oj9sfOp_5E  <i>repetition of phrases simple punctuated sentences joining words and clauses using 'and' NF facts shared in simple sentences Photos to accompany information sentences</i>	2 weeks Text: Tiger!  2 weeks Text: Tiger Trail by An Vrombaut  <i>Repeated sentence opener and repetition of phrases, Joining words and clauses using 'and', verbs, simple adjectives for detail (sentence punctuation FSt !, write a short narrative, conjunction 'but'),</i>	2 weeks Tiger non-fiction texts Tigers! Learn about Tigers for Children - Bing video  <i>Simple phrases Verbs, adjectives</i> 1 week Poetry: BEwARE by James Carter BEwARE! Centre for Literacy in Primary Education (clpe.org.uk)  Poetry for performance	3/4 weeks Text: Katie in London by James Mayher  2 weeks Text: selection of riddles, non-fiction texts about London and its landmarks <i>Present tense, vocab generation, adjectives, sentence construction, use of ?</i>  	2 weeks Poetry: Seaside poems  <i>Rhythm and rhyme</i> 2wks	4 weeks Text: The Secret of Black Rock by Joe Todd Stanton  <i>expanded noun phrase, similes, suffixes (-ed -ly -er) Conjunctions (and because which), simple repetition: deeper & deeper, use of ... ! capitalisation for effect, Story construction beginning-problem - middle-resolution - end</i>	3 weeks Text: Funnybones by Alan & Janet Ahlberg  <i>repetition, vocabulary improvement - synonyms/descriptive phrases, story structure, sentence types ! ?, past tense, onomatopoeia</i>	3 weeks Texts: National History Museum, Dinosaur roar! Series : roar, boo, munch, stomp ??  <i>suffixes -er -ed -ing) past tense, expanded noun phrases using alliteration,</i>	3.5 weeks Text: Uno's garden by Graeme Base  <i>suffixes -er -ed -ing) past tense, expanded noun phrases using alliteration,</i>	3.5 weeks Text: The journey home by Prann Preston Gannon  National Geographic Kids readers: Polar Bears by Laura Marsh  <i>Stimulus for writing opportunities - polar bear, climate change, structure of NF, technical vocabulary, facts Global awareness - current issues</i>	Completely independent write for transition to Yr2 3 sessions Video: Catch it! https://www.youtube.com/watch?v=88D6e_GrIM  <i>vocab generation, and story construction beginning-problem - middle-resolution-end</i>	
Appendix 2 coverage <i>new recapped</i>	Build sentences CL FSt FSp ! Form short narrative -er suffix	Pronoun I Build sentences CL FSt FSp ! Form short narrative	Pronoun I Joining using 'and' Verbs Build sentences CL FSt FSp ! Joining using 'and' Form short narrative	Pronoun I Use of ? Suffix -er -ing Build sentences CL FSt FSp ! Joining using 'and'	Suffix -ed Build sentences CL FSt FSp ! ? Joining using 'and'	Suffix -ed Build sentences CL FSt FSp ! ? Joining using 'and'	Plurals -es -s Build sentences CL FSt FSp ! ? CL for 'I' Joining using 'and' Pronoun 'I' Suffix -ed (past tense) Build sentences	CL FSt FSp ! ? CL for 'I' Joining using 'and' Form short narrative Pronoun 'I' Suffix -ed (past tense)	Class and individual AFL to provide targeted support (skills to revisit)		Independent Application of skills taught		
Additional skills covered	Simple adjectives for description	Simple adjectives for description	Adjectives for description Conjunction 'and' Story menu to aide planning	Tiger poetry - verses, lines	Story map of original story as basis for structure of own version - sections to be innovated clearly identified and amended to create the plan for the story	Commas in a list Similes	Poetry styles Language choice and the impact on the reader Similes	Expanded noun phrases Conjunctions 'but' 'because'	Story menu to aide planning Adjectives for description Conjunctions 'but' 'because'	Story menu to aide planning and story structure Adjectives for description	Past tense Alliteration Adjectives for description Conjunction 'but' 'because'	Story map of original story as basis for structure of own version Writing in 1 st person	Class story map to aide recount and as basis for structure of own version Story menu to aide planning
Independent outcomes	<i>Scaffolded writes</i> *Retell the story - 6 picture backwards 's', scaffold/shared write pictures 1-4, independent write pictures 5&6	<i>Scaffolded writes</i> *Retell the end of the LRH - 6 picture backwards 's', scaffold/shared write pictures 1-4, independent write pictures 5&6 *Hens non-fiction booklet	*Write additional pages for Tiger! Eg Cat in the snow/Tiger hunting in the arctic, Cat on a fence/Tiger crossing a fallen tree over a river *Write own version of 'Tiger Trail' - 'Glenfield Trail', take photos using school grounds	*Create own BEwARE style poem for Tiger/cat	*Retell section of story, then innovate own section of the story (change landmarks she visits)	*Create a riddle for a London landmark	*Seaside themed poems	*Recount in role as Erin - backwards 's', scaffold/shared write opening to story, indep retell middle-end	*Create a 'scare' for the Skeletons to play - e.g. Funnybones at school and scares Mrs Stamper when they sneak down to get a headteachers award! ...write the middle and end for short story. (use story menu to aide planning - use illustrations from other Funnybones texts to support)	Innovate own Dinosaur adventure story (middle & end) based around the texts shared	Create your own creature, label using adjectives for detail - then create a page for your animal to insert into the text.	Fact file about Polar Bears (start point: Image of PB on ice from Journey Home. Help! The polar bear is desperate. The people in the town have made it painfully clear that he's not welcome there. His ice is melting, and the land rangers have set aside for him is dangerously low on prey. Where can he go? What type of animals are Polar Bears? What type of habitat do Polar Bears need?) Retell the story from the point of view of one of the animals - write in 1 st person	Select from: retelling Or Innovated version of the story - change animals and item being 'fought' over.
Word of the week	AFL led	AFL led	AFL led	AFL led	AFL led	AFL led	AFL led	AFL led	AFL led	AFL led	AFL led	AFL led	AFL led

<p>En2/1 SPOKEN LANGUAGE (common across KS1 & KS2)</p> <p>En2/1a listen and respond appropriately to adults and their peers.</p> <p>En2/1b ask relevant questions to extend their understanding and knowledge.</p> <p>En2/1c use relevant strategies to build their vocabulary.</p> <p>En2/1d articulate and justify answers, arguments and opinions.</p> <p>En2/1e give well-structured descriptions, explanations & and narratives for different purposes, including for expressing feelings.</p> <p>En2/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>En2/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>En2/1h speak audibly and fluently with an increasing command of Standard English.</p> <p>En2/1i participate in discussions, presentations, performances, roleplay/improvisations and debates.</p> <p>En2/1j gain, maintain and monitor the interest of the listener(s).</p> <p>En2/1k consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>En2/1l select and use appropriate registers for effective communication.</p>	<p>READING</p> <p>En2/2.1 Word Reading</p> <p>En2/2.1a continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>En2/2.1b read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>En2/2.1c read accurately words of two or more syllables that contain the same graphemes as above</p> <p>En2/2.1d read words containing common suffixes</p> <p>En2/2.1e read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p> <p>En2/2.1f read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>En2/2.1g read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>En2/2.1h reread these books to build up their fluency and confidence in word reading.</p>	<p>En2/2.2 Comprehension</p> <p>En2/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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. <p>En2/2.2b understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher. - checking that the text makes sense to them as they read, and correcting inaccurate reading. - making inferences on the basis of what is being said and done. - answering and asking questions. - predicting what might happen on the basis of what has been read so far. <p>En2/2.2c 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.</p>	
<p>WRITING</p> <p>En2/3.1 Spelling</p> <p>En2/3.1a spell by:</p> <ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. - learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. - learning to spell common exception words. - learning to spell more words with contracted forms. - learning the possessive apostrophe (singular), e.g. <i>the girl's book</i>. - distinguishing between homophones and near-homophones. <p>En2/3.1b add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>En2/3.1c apply spelling rules and guidelines, as listed in English Appendix 1.</p> <p>En2/3.1d write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>En2/3.2 Handwriting and Presentation</p> <p>En2/3.2a form lower-case letters of the correct size relative to one another.</p> <p>En2/3.2b 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.</p> <p>En2/3.2c write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>En2/3.2d use spacing between words that reflects the size of the letters.</p>	<p>En2/3.3 Composition</p> <p>En2/3.3a Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional). - writing about real events. - writing poetry. - writing for different purposes. <p>En2/3.3b Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about. - writing down ideas and/or key words, including new vocabulary. - encapsulating what they want to say, sentence by sentence. <p>En2/3.3c make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils. - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. - proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). <p>En2/3.3d read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>En2/3.4 Vocabulary, grammar & punctuation</p> <p>En2/3.4a develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> - learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). <p>En2/3.4b Learn how to use:</p> <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command. - expanded noun phrases to describe and specify (e.g. <i>the blue butterfly</i>). - the present and past tenses correctly and consistently including the progressive form. - subordination (using when, if, that, or because) and co-ordination (using or, and, or but). - learning the grammar for Year 2 in Appendix 2. - some features of written Standard English. <p>En2/3.4c use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	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, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

KS1 CEW to spell:

a after again any are ask bath be beautiful because behind both break
 busy be child children class climb clothes cold come could do door
 even every everybody eye fast father find floor friend full go gold grass
 great half has he here his hold hour house I improve is kind last love
 many me mind money most move Mr Mrs my no of old once once
 only out parents pass past path plant people poor pretty prove said
 say school she should so some steam sugar the there they to today
 told was water we were where who whole wild would you your

Yr 2	Autumn 1 Dungeons and Dragons	Autumn 2 Fire!	Spring 1 Reduce, reuse, recycle...robots	Spring 2 All aboard!	Summer 1 Time Machine	Summer 2 If you go down to the woods today...				
<p>Stimulus</p> <p>Key feature(s) modelled in stimulus/stimulus lends itself to</p>	<p>Text: Zog, Zog and the flying doctors</p>  <p>adjectives, sentence types, punctuation, rhyme,</p> <p>Mini write 1 Acrostic poems: Florence Nightingale and Mary Seacole</p>	<p>Texts: George's dragon at the Fire Station by Claire Freedman</p>  <p>sentence types, verbs, past tenses, adjectives,</p> <p>Visitor: Open Box Theatre</p> <p>Pe: BBC Time to move sessions https://www.bbc.co.uk/teach/school-radio/dance-ks1-time-to-move-the-great-fire-of-london-index/zmjtt39</p> <p>Mini write 1 Texts: Selection of fire poems: a-b rhyme, acrostic, shape, Pie Corbett quick poem – linked to Great Fire of Glenfield <i>features of poems: lines, verses, rhyme, rhyming couplets, word types e.g. adjectives, verbs, adverbs, onomatopoeia, similes, use of thoughts/feelings/experiences/imagination</i></p>	<p>Texts: The Robot and the Bluebird by David Lucas</p>  <p>conjunctions, expanded noun phrase, past tense, suffixes <i>ing, est, ed, sentence length for impact.</i></p> <p>Video clip: Man Ami le Robot</p>  <p>https://vimeo.com/15731659 silent animation – vocab generation adjectives, verbs, adverbs, thoughts, feelings!, and text/story construction Beg-problem1-solution1-problem2-solution2-end</p> <p>Visitor: https://junkjodie.com/ Recycled art and storytelling TBC</p>	<p>Text: The Sea Monster by Chris Wormell</p>  <p>Selection of Sea Poems vocabulary expansion, conjunctions, sentence length for impact, suffixes (<i>ing, ed, ly</i>), past tense. Apostrophe for contraction <i>he'd isn't, there's!</i></p> <p>Mini write Shark information leaflet – reading for research with NF texts and extracts inc 'Shark lady' by Jess Keating, National Geographic kids: Sharks <i>Nonfiction, headings, subheadings, labelled diagrams, factual sentences</i></p>	<p>Video clip: Soar https://www.youtube.com/watch?v=UULaseGrk1c&t=3s</p>  <p>silent animation – vocab generation, and text/story construction</p> <p>Texts: The Adventures of the Egg Box Dragon by Richard Adams</p>  <p>Magpie's Treasure by Kate Slater</p>  <p>expanded noun phrases</p>	<p>Texts: Hector and the Big, Bad Knight by Alex T Smith</p>  <p>Mike the Knight and: the invisible monster, the wizard's treasure, the mighty shield, Quests from 'Illustrated tales of King Arthur' by Sarah Courtauld</p> <p>Film: Mike the Knight – Journey to dragon mountain & Mike's bravest mission.</p> <p>Pe: BBC Let's move session: https://www.bbc.co.uk/programmes/b03gk9j6</p> <p>story structure, conjunctions, language choice for purpose</p>	<p>Texts: The Lost happy endings by Carole Ann Duffy</p>  <p>purpose of vocabulary selection, sentence length and structure for impact, similes, metaphors</p>			
<p>Appendix 2 coverage new recapped</p>	<p style="text-align: center;">Independent Application of skills taught</p>									
	<p>Conjunctions – coordinating and subordination Sentence types and appropriate punctuation Suffix <i>-ing -ly</i></p> <p>Adverbs Expanded noun phrase Past tense Conjunctions CL FS ! ? ,</p>	<p>Past tense <i>-ing -ly</i> suffix Expanded noun phrase Conjunctions Commands CL FS ! ? , Sentence types</p>	<p>Apostrophe for possession Suffixes <i>-ly -ness -er -ment -ful -less -est</i> Adverbs Expanded noun phrase Past tense Conjunctions CL FS ! ? , Sentence types</p>	<p>Apostrophe for possession Adverbs Expanded noun phrase Past tense Conjunctions CL FS ! ? , Sentence types</p>	<p><i>Review and apply Au/2&Sp1 skills</i> Suffixes <i>-ly -ness -er -ment -ful -less -est</i> Apostrophe for possession Adverbs Expanded noun phrase Past tense Conjunctions CL FS ! ? , Sentence types</p>	<p>Apostrophe for contraction & possession Suffixes <i>-ly -ness -er -ment -ful -less -est</i> Apostrophe for possession Adverbs Expanded noun phrase Past tense Conjunctions CL FS ! ? , Sentence types</p>	<p>Independent application of Appendix 2 skills</p>	<p>Independent application of Appendix 2 skills</p>	<p>Independent application of Appendix 2 skills</p>	
<p>Additional skills covered</p>	<p>Features of instructions – ordinal language, imperative verbs</p>	<p>Onomatopoeia Colour thesaurus Synonyms Dialogue " "</p>	<p>Captions Labels-diagrams Glossary</p>	<p>Use of a story menu to aide planning a story</p>	<p>Features of a diary Use of 'I' for 1st person Use of a story menu to aide planning a story</p>	<p>Use of 'I' for 1st person</p>	<p>Repetition Onomatopoeia Synonyms Colour thesaurus Dialogue " "</p>	<p>Features of a letter</p>	<p>Repetition <i>use extract from Text: George and the Dragon by Chris Wormell</i> Colour thesaurus</p>	<p>Power and purpose of description and powerful vocabulary Alliteration Similes Metaphors</p>
<p>Independent outcomes</p>	<p>Star of the week information (Zog description) Thank you letter to Flying Doctors in role as Mermaid, Lion or unicorn. Instructions to make medicine for the King. Thank you/apology letter in role as the King.</p>	<p>Innovate own ending to the story – use story menu to aide</p>	<p>Fact File about GFL Fire poem <i>linked to DT/History burning of 1666 houses</i></p>	<p>Letter in role Own version – use of a story menu to aide</p>	<p>Diary entry in role Angler Fish warning/information poster Innovated version – use of a story menu to aide</p>	<p>Character/setting description Letter from the Boy to the Old Man Retell in role from a different view point</p>	<p>Job advert Instructions for putting a star in the sky Choose from: diary entry in role, recount narrative,</p>	<p>Descriptive paragraph to insert into text – EBD coming to life Letter in role Poem (Magpie's nest) Magpie's diary entry</p>	<p>Own quest – innovated from story structure of Hector and BBK</p>	<p>Create own unhappy/different ending to a traditional tale Descriptive paragraph to accompany illustration of Jub meeting the Witch Write Jub's 'happy ending' for this story.</p>