

Text type	Poetry – Knock, Knock Open the Door by Michaela Morgan	Non-fiction – Feelings Sentences How do you feel? By Patrick George	Fairy tale – The Three Little Pigs by Mara Alperin	Picture Book – The Disgusting Sandwich by Gareth Edwards and Hannah Shaw
Composition	<p>Write simple phrases and sentences that can be read by others (retrieval from Foundation).</p> <p>Saying out loud what they are going to write about.</p>	<p>Sequence sentences to form a short piece of information writing.</p> <p>Composing a sentence orally before writing.</p>	<p>Write simple phrases and sentences that can be read by others (retrieval from Foundation).</p> <p>Compose sentences orally and in writing.</p>	<p>To learn and remember a narrative which follows a simple pattern.</p> <p>To write sentences in a sequence to form a short narrative.</p>
Grammar	<p>To use clearly defined finger spaces to separate words.</p>	<p>To combine words to form simple sentences.</p> <p>To introduce words beginning with the prefix un-</p>	<p>Combine words to form grammatically accurate sentences.</p> <p>To understand that each sentence has to have a verb, introduced as an action.</p>	<p>To understand that each sentence has to have a noun that does the action.</p>
Punctuation	<p>To use a capital letter for writing their own name in all areas of the curriculum.</p>	<p>Use capital letters for the personal pronoun 'I' which will be at the beginning of each sentence.</p>	<p>Punctuate the end of sentences using full stops, using hand symbols as a way to embed the skill.</p>	<p>Punctuate sentences using capital letters.</p> <p>To continue using full stops at the end of sentences.</p>

Text type	<p><b>Tuesday by David Wiesner</b></p>	<p><b>Don't Spill the Milk by Stephen Davies and Christopher Corr</b></p>	<p><b>What Happens When... by Delphine Chedru</b></p>	<p><b>Instructions - How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley.</b></p>
Composition	<p>Compose sentences orally and in writing from a wordless picture book.</p>	<p>Sequence sentences to form a short narrative, describing a journey.</p>	<p>Composing a question and an answer orally and in writing.</p>	<p>Sequence sentences to form a short instruction text in chronological order.</p> <p>Reread and check writing makes sense.</p>
Grammar	<p>Use basic descriptive language (adjectives to describe nouns).</p> <p>Introduce -ing endings to verbs through the use of progressive verbs.</p>	<p>Combine words to form grammatically accurate sentences (introduce verbs – ed endings)</p> <p>Join words using and.</p>	<p>To write a grammatically accurate question sentence starting with when, where or what.</p> <p>To write an answer which uses the noun from the question in the answer.</p>	<p>Start sentences with verbs to form basic instructions.</p> <p>Join words and clauses using and.</p>
Punctuation	<p>Demarcate many sentences with capital letters and full stops.</p>	<p>Introduce sentences using exclamation marks, noting how and where they are used in the core text.</p> <p>Use capital letters for the name of characters.</p>	<p>Punctuate sentences with question marks.</p> <p>To continue to use capital letters to start sentences and full stops for answers.</p>	<p>Demarcate many sentences with capital letters and end punctuation, choosing whether a full stop, exclamation mark or question mark is needed.</p>

Text type	<p><b>Poetry</b> <b>The Train Ride by June Crebbin Walker</b></p>	<p><b>Picture Book</b> <b>Jack and the Meanstalk by Brian and Rebecca Wildsmith</b></p>	<p><b>Unfortunately by Alan Durant and Simon Rickerty</b></p>	<p><b>Holiday postcards</b></p>
Composition	<p>Choose to write for a variety of purposes and a variety of contexts.</p>	<p>To change elements of a well-known narrative, forming a basic story which is coherent and written for a younger audience.</p>	<p>Sequence sentences to form a short narrative where a character faces a problem which they overcome.</p>	<p>To write to a particular audience to inform them about events.</p> <p>Reread and check writing makes sense.</p>
Grammar	<p>Use basic descriptive language (adjectives to describe nouns)</p>	<p>Combine words to form grammatically accurate sentences Use -ed endings for verbs</p> <p>Use basic descriptive language (adjectives to describe nouns).</p>	<p>Join main clauses using and, recognising that there are now two verbs in the sentence.</p> <p>Use descriptive language to describe characters through the use of adjectives.</p> <p>Revisit the prefix un-.</p>	<p>Join words and clauses using and.</p> <p>To use superlative suffixes -er and -est to make comparisons.</p>
Punctuation	<p>Punctuate sentences with question marks</p>	<p>Use capital letters for names of people and places.</p> <p>Demarcate many sentences with capital letters and end punctuation, choosing whether a full stop, exclamation mark or question mark is needed.</p>	<p>Demarcate sentences with a capital letter and end punctuation (full stops and exclamation marks).</p>	<p>Use capital letters for proper nouns: people's names, places and the personal pronoun I.</p> <p>To select appropriate end punctuation independently.</p>