

Text type	Simple narrative – Sylvia and Bird by Catherine Rayner	Fairy tale – Little Red Riding Hood by Nosy Crow	Character description – Little Red Riding Hood	Non-chronological report – London past and present
Composition	<p>Write sentences that are sequenced to form a short narrative.</p> <p>Speak and say their sentences out loud before writing them down.</p>	<p>Write a simple, coherent narrative based on a familiar fairy tale for a peer to enjoy.</p>	<p>Choose vocabulary which describes a character effectively.</p> <p>Select and learn new vocabulary to apply in their own writing.</p>	<p>Write about real events, recording these simply and clearly.</p> <p>Encapsulate what they want to say, sentence by sentence.</p>
Grammar	<p>To introduce simple sentences as being statements.</p> <p>To use compound sentences, using basic coordinating conjunctions (and - retrieval from Year 1 / introduce but).</p>	<p>To introduce commands and exclamations as sentence types, building on prior learning about exclamation marks from Year 1.</p> <p>Revise learning about nouns from Year 1, progressing to new learning about noun phrases.</p>	<p>Create their own word banks to describe a character.</p> <p>Use adjectives to describe nouns and create simple expanded noun phrases.</p> <p>To write in the present simple tense, understanding that this describes how a character looks and behaves now.</p>	<p>Revise simple past and present tense verbs, understanding that a verb is a doing, having or being word.</p> <p>Introduce main and subordinate clauses, recognising that complex sentences have two verbs.</p> <p>Introduce question sentences to create sections for a non-chronological report.</p>
Punctuation	<p>To use spacing between words that reflects the size of the letters.</p> <p>Punctuate sentences using a capital letter at the start and a full stop at the end. To recognise that there should not be a full stop before the word and.</p>	<p>Punctuate sentences using capital letters, full stops and some exclamation marks.</p> <p>To make sure capital letters are the correct size compared to lower-case letters.</p>	<p>Punctuate sentences using capital letters, full stops and exclamation marks with increasing independence.</p>	<p>To use capital letters at the beginning and full stops at the end of complex sentences.</p> <p>To use a question mark at the end of a question sentence.</p>

Text type	<p><b>A finding story – Augustus and his smile by Catherine Rayner</b></p>	<p><b>Rhyming poetry - A First Poetry Book by Pie Corbett and Gaby Morgan</b></p>	<p><b>Simple narrative – Grandad’s Island by Benji Davies</b></p>	<p><b>Personal letter – Writing an informal letter to Augustus</b></p>
Composition	<p>Write a coherent narrative, which follows the pattern of finding something that has been lost.</p> <p>Create a new character and describe settings in a story.</p>	<p>Learn and remember a poem, noticing the rhyming words and the rhythm it has.</p> <p>Develop a positive attitude towards writing a poem.</p>	<p>Plan and write a complex, coherent narrative about a fictional adventure.</p> <p>Make vocabulary choices to build a picture of an imaginary island in the reader's mind.</p>	<p>Plan and write a personal letter to a well-known character.</p> <p>Proof-read to check and correct some errors in own writing.</p>
Grammar	<p>To use the coordinating conjunctions and, but and or to write compound sentences.</p> <p>To use expanded noun phrases to describe the places that a character visits.</p> <p>To explore and use some irregular past tense verbs, e.g. swam.</p>	<p>Use expanded noun phrases and vocabulary to create an image for the reader.</p> <p>Use powerful verbs to add dramatic interest to a poem.</p>	<p>Identify and use different sentence types (statements, commands, questions and exclamations) to create a story.</p> <p>To choose to use expanded noun phrases when appropriate for the narrative.</p>	<p>Recap main and subordinate clauses, identifying the two verbs in a complex sentence. Use the subordinating conjunctions that, when, if and because.</p> <p>To use the progressive form of verbs in the past tense.</p>
Punctuation	<p>Revise the superlative suffixes –er and –est to make comparisons.</p> <p>To use commas in a list of adjectives in an expanded noun phrase.</p>	<p>To use appropriate punctuation to aid the rhythm and flow of the poem.</p>	<p>Begin to use an apostrophe to show singular possession.</p> <p>Punctuate sentences using capital letters, full stops, question marks or exclamation marks, editing with a teacher.</p>	<p>Begin to use apostrophes for contraction within an informal letter.</p> <p>Punctuate sentences using capital letters, full stops, question marks and exclamation marks, editing own writing to correct missing punctuation.</p>

Text type	Imaginative recount – travelling to space	Picture book – Traction Man by Mini Grey	Alternative fairy tale – Mixed up fairy tales by Hilary Robinson	Instructions - The Slime Book: All You Need to Know to Make the Perfect Slime by DK
Composition	<p>Make simple additions, revisions and corrections to their own writing.</p> <p>Read-aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Re-read to check that their writing makes sense and that verbs are used correctly and consistently, including verbs in the progressive form.</p> <p>Evaluate their writing with their teacher and other pupils.</p>	<p>Plan and write a succinct narrative with a twist on well-known fairy tale.</p> <p>Proof-read with a partner to check for errors in spelling and punctuation.</p>	<p>Write about real events, recording these simply and clearly in a sequence.</p> <p>Proof-read independently to check for errors in spelling, grammar and punctuation.</p>
Grammar	<p>Add specification through the use of expanded noun phrases.</p> <p>To use a variety of past tense verbs, including the simple and progressive forms.</p> <p>Use the suffix -ly to create adverbs, which can be used within their recount.</p>	<p>Use expanded noun phrases to add detailed description and to create humour within a narrative.</p> <p>To use the progressive form of verbs in the present tense.</p>	<p>Write compound and complex sentences, selecting which coordinating or subordinating conjunctions to use.</p> <p>Compare simple past and present tense verbs, using them mostly correctly and consistently in their writing.</p>	<p>To understand and select imperative verbs to write instructions.</p> <p>Identify adverbs ending in the -ly suffix and use these within or at the beginning of sentences.</p> <p>To use a variety of statements and command sentences.</p>
Punctuation	<p>To use commas to create simple lists of equipment or events.</p>	<p>To use accurate punctuation at the end of each sentence, thinking about where exclamation marks would be best suited.</p>	<p>To select the most appropriate punctuation to end each sentence to add effect, such as the use of exclamation marks to show surprise.</p>	<p>To use the punctuation taught at Key Stage 1 mostly correctly, choosing end of sentence punctuation independently.</p>