

Term and Unit	Teaching points	Grammar links
<p>AUTUMN</p> <p>Stories in familiar settings.</p>	<p>Introduce:</p> <p>Planning Tools: Story map / story mountain</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p>	<p>Use terms letter, word and sentence when talking about their writing</p> <p>Leaving spaces between words</p> <p>To recognise capital letters and full stops when reading and name them correctly- using physical punctuation.</p> <p>To recognise that a line of writing is not necessarily the same as a sentence.</p> <p>Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p>Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p>
<p>Non – fiction</p> <p>Writing an invitation and non-chronological reports</p>	<p>Planning Tools: reporting structure</p> <p>Develop factual descriptive language</p>	<p>Use terms letter, word and sentence when talking about their writing</p> <p>To recognise capital letters and full stops when reading and name them correctly- using physical punctuation.</p> <p>Reinforce the use of capitals for names and through their writing</p> <p>Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>Types of sentences: Statements Questions Exclamations</p>
<p>Captions, labels and lists.</p>	<p>Use non- fiction books as a model</p>	<p>Use terms letter, word and sentence when talking about their writing</p> <p>To recognise that a line of writing is not necessarily the same as a sentence.</p> <p>To write simple captions and re read to make sure that they make sense.</p> <p>To write lists including relevant ideas.</p> <p>To label diagrams clearly using presentational devices – arrows- to indicate what is labelled.</p> <p>Embellished simple sentences using adjectives e.g.</p>

		<p><i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p>
Poems that use descriptive language relating to a theme	Planning Tools: Poem structure from the class model	<p>To recognise capital letters and full stops when reading and understand the effect they have when reading aloud- use physical punctuation.</p> <p>Use of ! for emphasis and developing reading voice. Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p> <p>Use of repeating phrases <i>I can hear...</i></p> <p>Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p>Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p>Identifying verbs</p>
Instructions	Planning Tools: Instruction structure, use of headings, makes sure that the opening is a factual statement.	<p>Use of direct language and bullet points</p> <p>Reinforce that sentences can go over a line</p> <p>Use time words to indicate the position of an instruction.</p> <p>Introduce: Types of sentences: Statements Questions Exclamations</p> <p>Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p>
SPRING Traditional Tales	Plan opening around character(s), setting, time of day and type of weather	<p>Reinforce the use of capital letters and full stops for demarcation. Reinforce that a sentence can go over a line length.</p> <p>Simple Connectives: <i>And, or, but, so, because, so that, then, that, while, when, where</i></p> <p>Complex sentences:</p>

		<p>Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p>Introduce speech through use of speech bubbles</p>
Stories with patterned and predictable language from another culture	Further develop understanding of - beginning /middle /end to a story	<p>Use story language when re telling and reinforce the term sentence. Reinforce that a sentence can go over a line length. Begin to use the word <i>and</i> to join words and join sentences Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Complex sentences: Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>Introduce: Prepositions: <i>inside, outside, towards, across, under</i></p>
Non-chronological reports	Headings Introduction Opening factual statement Simple factual sentences around a <i>theme</i> Bullet points for instructions Labelled diagrams	<p>To demarcate sentences and use the term sentence. To use full stops to demarcate sentences and use capital letters for I , names and the beginning of a sentence</p> <p>Introduce: Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: <i>And, or, but , so, because , so that , then, that , while, when, where</i></p> <p>Determiners: <i>the a my your an this that his her their some all lots of many more those these</i></p> <p>Singular/ plural</p>
Recount	Endings and concluding sentences	using a capital letter for names of people, places, the days of the week, and the personal pronoun

		<p>Use of ! for emphasis and developing reading voice.</p> <p>Direct language and use of full stop and capital letter. Re read to make sure that they make sense.</p> <p>Capital letter for the personal pronoun I</p> <p>-‘ly’ openers <i>Fortunately,...Unfortunately, Sadly,...</i></p> <p>‘Run’ - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p>
<p>SUMMER</p> <p>Stories with imaginary settings</p>	<p>Develop understanding - 5 parts to a story:</p> <p>Opening <i>Once upon a time...</i></p> <p>Build-up <i>One day...</i></p> <p>Problem / Dilemma <i>Suddenly,.. / Unfortunately,...</i></p> <p>Resolution <i>Fortunately,...</i></p> <p>Ending <i>Finally,....</i></p>	<p>To reinforce full stops, capitals, ! and ?</p> <p>To use full stops to demarcate sentences and use capital letters for I and the beginning of a sentence</p> <p>Connectives as openers: <i>While...</i> <i>When...</i> <i>Where...</i></p> <p>‘Run’ - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Prepositions: <i>inside, outside, towards, across, under</i></p> <p>Identifying verbs</p>
<p>Stories that use the language of fairy tales</p>	<p>Develop understanding - 5 parts to a story:</p> <p>Opening <i>Once upon a time...</i></p> <p>Build-up <i>One day...</i></p> <p>Problem / Dilemma <i>Suddenly,.. / Unfortunately,...</i></p> <p>Resolution <i>Fortunately,...</i></p> <p>Ending</p>	<p>To reinforce the term sentence and demarcate them correctly.</p> <p>Exclamation marks</p> <p>Question marks</p> <p>Elipses</p> <p>Begin to use the word <i>and</i> to join words and join sentences</p> <p>Connectives as openers: <i>While...</i> <i>When...</i> <i>Where...</i></p> <p>-‘ly’ openers</p>

	<i>Finally,....</i>	<i>Fortunately,...Unfortunately, Sadly,...</i> Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i> Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i>
Glossary, index including alphabetical order.	Use quality non-fiction books as a model. Use terms correctly for their	Alphabetical order using a capital letter for names of people, places, the days of the week, and the personal pronoun To reinforce the term sentence and demarcate them correctly.
Writing a postcard	Focus on the ending and concluding sentences	using a capital letter for names of people, places, the days of the week, and the personal pronoun I To reinforce the term sentence and demarcate them correctly. Repetition for description e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i> Determiners: <i>the a my your an this that his her their some all lots of many more those these</i> Singular/ plural
Poems that use pattern and rhyme.	Planning Tools: Poem structure from the class model	Reinforce the use of capitals for names and I Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i> Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i> Identifying verbs