

	Year 1																																																					
	Spoken Language Throughout Y1		Pupils should be taught to ask relevant questions to extend their understanding and knowledge. Pupils should be taught to use relevant strategies to build their vocabulary. Pupils should be taught to articulate and justify answers, arguments and opinions. Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Pupils should be taught to speak audibly and fluently with an increasing command of Standard English. Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates. Pupils should be taught to gain, maintain and monitor the interest of the listener(s). Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others. Pupils should be taught to select and use appropriate registers for effective communication.																																																			
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Term 1	Where the wild things are Narrative	Liste ning and atten tion	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back and forth exchanges with their teachers and peers.	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Beginning or end of narrative signalled, e.g. one day.</td><td>Simple sentences, starting with a pronoun and a verb, e.g. He went home.</td><td>Year 1 ambitious vocabulary used</td><td><u>Noun</u> What a noun is. Regular plural nouns with ‘er’.</td><td>Use spaces to separate words.</td></tr><tr><td>Ideas grouped together for similarity.</td><td>Simple connectives are used to construct simple sentences, e.g. and, but, then, so.</td><td>Range of size adjectives used, e.g. big, small</td><td><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to root. Simple past tense ‘ed’.</td><td>Begin to use full stops.</td></tr><tr><td>Attempts at third person writing. e.g. The wolf was hiding.</td><td></td><td>Range of colour adjectives used, e.g. red, blue</td><td><u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to the root word.</td><td>Begin to use exclamation marks.</td></tr><tr><td>Written in the appropriate tense, (mainly consistent) e.g. Goldilocks was... Jack is...</td><td></td><td>Range of emotion words used, e.g. sad, angry, cross</td><td><u>Connectives/conjunctions</u> Join words and sentences using and/then.</td><td>Capital letters for the start of sentence, names, personal pronouns.</td></tr><tr><td></td><td></td><td></td><td>Pronouns: I, she, he, they Conjunctions: and, but, then, or, this</td><td><u>Tense</u> Simple past tense ‘ed’.</td><td>Read words with contractions.</td></tr><tr><td></td><td></td><td></td><td>Prepositions: up, down, in, into, out, to, onto</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>Time connectives: first, then, next</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>Once upon a time, one day, happily ever after</td><td></td><td></td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Beginning or end of narrative signalled, e.g. one day.	Simple sentences, starting with a pronoun and a verb, e.g. He went home.	Year 1 ambitious vocabulary used	<u>Noun</u> What a noun is. Regular plural nouns with ‘er’.	Use spaces to separate words.	Ideas grouped together for similarity.	Simple connectives are used to construct simple sentences, e.g. and, but, then, so.	Range of size adjectives used, e.g. big, small	<u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to root. Simple past tense ‘ed’.	Begin to use full stops.	Attempts at third person writing. e.g. The wolf was hiding.		Range of colour adjectives used, e.g. red, blue	<u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to the root word.	Begin to use exclamation marks.	Written in the appropriate tense, (mainly consistent) e.g. Goldilocks was... Jack is...		Range of emotion words used, e.g. sad, angry, cross	<u>Connectives/conjunctions</u> Join words and sentences using and/then.	Capital letters for the start of sentence, names, personal pronouns.				Pronouns: I, she, he, they Conjunctions: and, but, then, or, this	<u>Tense</u> Simple past tense ‘ed’.	Read words with contractions.				Prepositions: up, down, in, into, out, to, onto						Time connectives: first, then, next						Once upon a time, one day, happily ever after			
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	<div><div><u>Different ways to construct sentences</u> Constructing a simple sentence<ul style="list-style-type: none">I combine words to make sentences.I can use capital letters to begin my sentences.I can use full stops to end my sentences.I use capital letters for names (proper nouns).</div><div><ul style="list-style-type: none">I use capital letters for the personal pronoun (I).I sequence sentences.Co-ordination and subordination<ul style="list-style-type: none">I join words using the conjunction <i>and</i>.</div><div>Sentence types<ul style="list-style-type: none">I can use question marks to end my sentences.I can use exclamation marks to end my sentences.I can use capital letters to begin my sentences.I can use full stops to end my sentences.</div><div>Must haves...<ul style="list-style-type: none">I use capital letters for the personal pronoun (I).I join clauses using the conjunction <i>and</i>.I use capital letters for names (proper nouns).</div></div>																																											
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Term 2	Little Red Riding Hood by Lari Don Narrative (traditional Tale)	Writi ng comp ositio n	Pupils should be taught to write sentences by saying out loud what they are going to write about. Pupils should be taught to write sentences by composing a sentence orally before writing it. Pupils should be taught to write sentences by sequencing sentences to form short narratives. Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Beginning or end of narrative signalled, e.g. one day.</td><td>Simple sentences, starting with a pronoun and a verb, e.g. He went home.</td><td>Year 1 ambitious vocabulary used Range of size adjectives used, e.g. big, small</td><td><u>Noun</u> What a noun is. Regular plural nouns with ‘er’.</td><td>Use spaces to separate words.</td></tr><tr><td>Ideas grouped together for similarity.</td><td>Simple connectives are used to construct simple sentences, e.g. and, but, then, so.</td><td>Range of colour adjectives used, e.g. red, blue</td><td><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to root. Simple past tense ‘ed’.</td><td>Begin to use full stops.</td></tr><tr><td>Attempts at third person writing. e.g. The wolf was hiding.</td><td></td><td>Range of emotion words used, e.g. sad, angry, cross</td><td><u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to the root word.</td><td>Begin to use exclamation marks.</td></tr><tr><td>Written in the appropriate tense, (mainly consistent) e.g. Goldilocks was... Jack is...</td><td></td><td>Pronouns: I, she, he, they Conjunctions: and, but, then, or, this</td><td><u>Connectives/conjunctions</u> Join words and sentences using and/then.</td><td>Capital letters for the start of sentence, names, personal pronouns.</td></tr><tr><td></td><td></td><td>Prepositions: up, down, in, into, out, to, onto</td><td><u>Tense</u> Simple past tense ‘ed’.</td><td>Read words with contractions.</td></tr><tr><td></td><td></td><td>Time connectives: first, then, next</td><td></td><td></td></tr><tr><td></td><td></td><td>Once upon a time, one day, happily ever after</td><td></td><td></td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Beginning or end of narrative signalled, e.g. one day.	Simple sentences, starting with a pronoun and a verb, e.g. He went home.	Year 1 ambitious vocabulary used Range of size adjectives used, e.g. big, small	<u>Noun</u> What a noun is. Regular plural nouns with ‘er’.	Use spaces to separate words.	Ideas grouped together for similarity.	Simple connectives are used to construct simple sentences, e.g. and, but, then, so.	Range of colour adjectives used, e.g. red, blue	<u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to root. Simple past tense ‘ed’.	Begin to use full stops.	Attempts at third person writing. e.g. The wolf was hiding.		Range of emotion words used, e.g. sad, angry, cross	<u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to the root word.	Begin to use exclamation marks.	Written in the appropriate tense, (mainly consistent) e.g. Goldilocks was... Jack is...		Pronouns: I, she, he, they Conjunctions: and, but, then, or, this	<u>Connectives/conjunctions</u> Join words and sentences using and/then.	Capital letters for the start of sentence, names, personal pronouns.			Prepositions: up, down, in, into, out, to, onto	<u>Tense</u> Simple past tense ‘ed’.	Read words with contractions.			Time connectives: first, then, next					Once upon a time, one day, happily ever after		
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	Our Trip To The Woods Non-fiction (Recount)	Writi ng comp ositio n	Pupils should be taught to write sentences by saying out loud what they are going to write about. Pupils should be taught to write sentences by composing a sentence orally before writing it. Pupils should be taught to write sentences by sequencing sentences to form short narratives. Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Ideas grouped together in time sequence.</td><td>Simple connectives are used to construct simple sentences, e.g. and, but, then, so.</td><td>First... Next... After... Finally...</td><td><u>Noun</u> What a noun is. Regular plural nouns with ‘er’.</td><td>Use spaces to separate words.</td></tr><tr><td>Written in first person.</td><td></td><td>The best part was... The worst part was... I liked... I didn’t like...</td><td><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to the root. Simple past tense ‘ed’.</td><td>Begin to use full stops.</td></tr><tr><td>Written in the past tense.</td><td></td><td></td><td><u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to root word.</td><td>Begin to use exclamation marks.</td></tr><tr><td>Focused on individual or group participants, e.g. I, we.</td><td></td><td></td><td><u>Connectives/conjunctions</u> Join words and sentences using and/then.</td><td>Capital letters for the start of sentence, names, personal pronouns.</td></tr><tr><td></td><td></td><td></td><td><u>Tense</u> Simple past tense ‘ed’.</td><td>Read words with contractions.</td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Ideas grouped together in time sequence.	Simple connectives are used to construct simple sentences, e.g. and, but, then, so.	First... Next... After... Finally...	<u>Noun</u> What a noun is. Regular plural nouns with ‘er’.	Use spaces to separate words.	Written in first person.		The best part was... The worst part was... I liked... I didn’t like...	<u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to the root. Simple past tense ‘ed’.	Begin to use full stops.	Written in the past tense.			<u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to root word.	Begin to use exclamation marks.	Focused on individual or group participants, e.g. I, we.			<u>Connectives/conjunctions</u> Join words and sentences using and/then.	Capital letters for the start of sentence, names, personal pronouns.				<u>Tense</u> Simple past tense ‘ed’.	Read words with contractions.										
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	Word / sente nce / text	How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]. How words can combine to make sentences. Joining words and joining clauses using ‘and’																																										
	Punc tuati on	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’.																																										
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			Autumn Assessment Points
			<ul style="list-style-type: none"> spell words containing each of the 40+ phonemes already taught naming the letters of the alphabet in order write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 saying out loud what they are going to write about composing a sentence orally before writing it discuss what they have written with the teacher or other pupils leaving spaces between words joining words and joining clauses using and

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Term 3	The Way Back Home by Oliver Jeffers Narrative (Science fiction)	Writ ng comp ositio n	Pupils should be taught to write sentences by saying out loud what they are going to write about. Pupils should be taught to write sentences by composing a sentence orally before writing it. Pupils should be taught to write sentences by sequencing sentences to form short narratives. Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Beginning or end of narrative signalled, e.g. one day.</td><td>Simple sentences, starting with a pronoun and a verb, e.g. He went home.</td><td>Year 1 ambitious vocabulary used</td><td><u>Noun</u> What a noun is. Regular plural nouns with ‘er’.</td><td>Use spaces to separate words.</td></tr><tr><td>Ideas grouped together for similarity.</td><td>Simple connectives are used to construct simple sentences, e.g. and, but, then, so.</td><td>Range of size adjectives used, e.g. big, small</td><td><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to root. Simple past tense ‘ed’.</td><td>Begin to use full stops.</td></tr><tr><td>Attempts at third person writing. e.g. The wolf was hiding.</td><td></td><td>Range of colour adjectives used, e.g. red, blue</td><td><u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to the root word.</td><td>Begin to use exclamation marks.</td></tr><tr><td>Written in the appropriate tense, (mainly consistent) e.g. Goldilocks was... Jack is...</td><td></td><td>Range of emotion words used, e.g. sad, angry, cross</td><td><u>Connectives/conjunctions</u> Join words and sentences using and/then.</td><td>Capital letters for the start of sentence, names, personal pronouns.</td></tr><tr><td></td><td></td><td>Pronouns: I, she, he, they Conjunctions: and, but, then, or, this</td><td><u>Tense</u> Simple past tense ‘ed’.</td><td>Read words with contractions.</td></tr><tr><td></td><td></td><td>Prepositions: up, down, in, into, out, to, onto</td><td></td><td></td></tr><tr><td></td><td></td><td>Time connectives: first, then, next</td><td></td><td></td></tr><tr><td></td><td></td><td>Once upon a time, one day, happily ever after</td><td></td><td></td></tr></table>		Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Beginning or end of narrative signalled, e.g. one day.	Simple sentences, starting with a pronoun and a verb, e.g. He went home.	Year 1 ambitious vocabulary used	<u>Noun</u> What a noun is. Regular plural nouns with ‘er’.	Use spaces to separate words.	Ideas grouped together for similarity.	Simple connectives are used to construct simple sentences, e.g. and, but, then, so.	Range of size adjectives used, e.g. big, small	<u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to root. Simple past tense ‘ed’.	Begin to use full stops.	Attempts at third person writing. e.g. The wolf was hiding.		Range of colour adjectives used, e.g. red, blue	<u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to the root word.	Begin to use exclamation marks.	Written in the appropriate tense, (mainly consistent) e.g. Goldilocks was... Jack is...		Range of emotion words used, e.g. sad, angry, cross	<u>Connectives/conjunctions</u> Join words and sentences using and/then.	Capital letters for the start of sentence, names, personal pronouns.			Pronouns: I, she, he, they Conjunctions: and, but, then, or, this	<u>Tense</u> Simple past tense ‘ed’.	Read words with contractions.			Prepositions: up, down, in, into, out, to, onto					Time connectives: first, then, next					Once upon a time, one day, happily ever after		
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Year 1																			
	Text / Genre			Year 1 Objectives		Genre Progression													
Term 4	The Queen's Hat by Steve Antony Narrative (Adventure) Continuation of plot – visit to school	Writ ng comp ositio n	Pupils should be taught to write sentences by saying out loud what they are going to write about. Pupils should be taught to write sentences by composing a sentence orally before writing it. Pupils should be taught to write sentences by sequencing sentences to form short narratives. Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard		<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Beginning or end of narrative signalled, e.g. one day. Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense, (mainly consistent) e.g. Goldilocks was... Jack is...</td><td>Simple sentences, starting with a pronoun and a verb, e.g. He went home. Simple connectives are used to construct simple sentences, e.g. and, but, then, so.</td><td>Year 1 ambitious vocabulary used Range of size adjectives used, e.g. big, small Range of colour adjectives used, e.g. red, blue Range of emotion words used, e.g. sad, angry, cross Pronouns: I, she, he, they Conjunctions: and, but, then, or, this Prepositions: up, down, in, into, out, to, onto Time connectives: first, then, next Once upon a time, one day, happily ever after</td><td><u>Noun</u> What a noun is. Regular plural nouns with ‘er’. <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to root. Simple past tense ‘ed’. <u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to the root word. <u>Connectives/conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense ‘ed’.</td><td>Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Capital letters for the start of sentence, names, personal pronouns. Read words with contractions.</td></tr></table>					Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Beginning or end of narrative signalled, e.g. one day. Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense, (mainly consistent) e.g. Goldilocks was... Jack is...	Simple sentences, starting with a pronoun and a verb, e.g. He went home. Simple connectives are used to construct simple sentences, e.g. and, but, then, so.	Year 1 ambitious vocabulary used Range of size adjectives used, e.g. big, small Range of colour adjectives used, e.g. red, blue Range of emotion words used, e.g. sad, angry, cross Pronouns: I, she, he, they Conjunctions: and, but, then, or, this Prepositions: up, down, in, into, out, to, onto Time connectives: first, then, next Once upon a time, one day, happily ever after	<u>Noun</u> What a noun is. Regular plural nouns with ‘er’. <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to root. Simple past tense ‘ed’. <u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to the root word. <u>Connectives/conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense ‘ed’.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Capital letters for the start of sentence, names, personal pronouns. Read words with contractions.
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			<u>Cohesion</u> <ul style="list-style-type: none">I sequence sentences to form stories and recounts.I can identify the past tense in my writing and the writing of others.I can identify the present tense in my writing and the writing of others. <i>Must haves...</i> <ul style="list-style-type: none">I can identify the past tense in my writing and the writing of others. I can identify the present tense in my writing and the writing of others.																
	Spring Assessment Points																		

			<ul style="list-style-type: none">• common exception words• the days of the week• using letter names to distinguish between alternative spellings of the same sound• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs• using –ing, –ed, where no change is needed in the spelling of root words [for example, helping, helped]• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these• sequencing sentences to form short narratives• read aloud their writing clearly enough to be heard by their peers and the teacher• 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’																													
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Term 5	Toys from the Past by Sally Hewitt Non-Fiction (Report)	Writ ing comp ositio n	Pupils should be taught to write sentences by saying out loud what they are going to write about. Pupils should be taught to write sentences by composing a sentence orally before writing it. Pupils should be taught to write sentences by sequencing sentences to form short narratives. Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Ideas grouped together in time sequence.</td><td rowspan="3">Simple connectives are used to construct simple sentences, e.g. and, but, then, so.</td><td>First...</td><td><u>Noun</u> What a noun is. Regular plural nouns with ‘er’.</td><td>Use spaces to separate words.</td></tr><tr><td>Written in first person.</td><td>Next...</td><td rowspan="3"><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to the root. Simple past tense ‘ed’.</td><td>Begin to use full stops.</td></tr><tr><td>Written in the past tense.</td><td>After...</td><td>Begin to use exclamation marks.</td></tr><tr><td rowspan="3">Focused on individual or group participants, e.g. I, we.</td><td>Finally...</td><td><u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to root word.</td><td>Capital letters for the start of sentence, names, personal pronouns.</td></tr><tr><td>The best part was...</td><td><u>Connectives/conjunctions</u> Join words and sentences using and/then.</td><td rowspan="3">Read words with contractions.</td></tr><tr><td>The worst part was...</td><td><u>Tense</u> Simple past tense ‘ed’.</td></tr><tr><td>I liked...</td></tr><tr><td>I didn’t like...</td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Ideas grouped together in time sequence.	Simple connectives are used to construct simple sentences, e.g. and, but, then, so.	First...	<u>Noun</u> What a noun is. Regular plural nouns with ‘er’.	Use spaces to separate words.	Written in first person.	Next...	<u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to the root. Simple past tense ‘ed’.	Begin to use full stops.	Written in the past tense.	After...	Begin to use exclamation marks.	Focused on individual or group participants, e.g. I, we.	Finally...	<u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to root word.	Capital letters for the start of sentence, names, personal pronouns.	The best part was...	<u>Connectives/conjunctions</u> Join words and sentences using and/then.	Read words with contractions.	The worst part was...	<u>Tense</u> Simple past tense ‘ed’.	I liked...	I didn’t like...
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		Ideas grouped together in time sequence.	Simple connectives are used to construct simple sentences, e.g. and, but, then, so.		First...	<u>Noun</u> What a noun is. Regular plural nouns with ‘er’.	Use spaces to separate words.																									
	Written in first person.	Next...			<u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to the root. Simple past tense ‘ed’.	Begin to use full stops.																										
Written in the past tense.	After...	Begin to use exclamation marks.																														
Focused on individual or group participants, e.g. I, we.	Finally...	<u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to root word.	Capital letters for the start of sentence, names, personal pronouns.																													
	The best part was...	<u>Connectives/conjunctions</u> Join words and sentences using and/then.	Read words with contractions.																													
	The worst part was...	<u>Tense</u> Simple past tense ‘ed’.																														
I liked...																																
I didn’t like...																																
	Word / sente nce / text	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] How words can combine to make sentences. Joining words and joining clauses using ‘and’																														
	Punc tuati on	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’.																														
	When I am By Myself by Eloise Greenfield (Rhyming poetry)	Writ ing comp ositio n	Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher																													
		Word / sente nce / text	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.																													
		Punc tuati on	Separation of words with spaces. Capital letters for names and for the personal pronoun ‘I’.																													

	Grammar Focus		
			<u>Nouns and noun phrases</u> <ul style="list-style-type: none">I identify nouns within sentences.I identify adjectives within sentences.I carefully choose adjectives to describe my nouns.I add –s or –es to make my noun plural <i>Must haves...</i> <ul style="list-style-type: none">I identify nouns within sentences. I add –s or –es to make my noun plural.
	Year 1		
	Text / Genre		Year 1 Objectives
Term 6	On Safari Non-fiction (Travel journal)	Writing composition	Pupils should be taught to write sentences by saying out loud what they are going to write about. Pupils should be taught to write sentences by composing a sentence orally before writing it. Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher
		Word / sentence / text	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. How words can combine to make sentences. Joining words and joining clauses using ‘and’.
		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’.
	Seasons Non-fiction (information text)	Writing composition	Pupils should be taught to write sentences by saying out loud what they are going to write about. Pupils should be taught to write sentences by composing a sentence orally before writing it. Pupils should be taught to write sentences by sequencing sentences to form short narratives. Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher
		Word / sentence / text	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. How words can combine to make sentences. Joining words and joining clauses using ‘and’.
		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’.
	Grammar Focus		
			<u>Verbs</u> <ul style="list-style-type: none">I identify verbs within sentences -including (being/having/doing)

			<ul style="list-style-type: none">• I add suffixes –ing, -ed, -er to verbs.• I add the prefix un- to change the meaning of verbs and adjectives. <p><i>Must have...</i></p> <p>I identify verbs within sentences – including (being/having/doing)</p>
			Summer Assessment Points
			<ul style="list-style-type: none">• using the prefix un–• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]• apply simple spelling rules and guidance, as listed in English Appendix 1• re-reading what they have written to check that it makes sense• learning the grammar for year 1 in English Appendix 2• use the grammatical terminology in English Appendix 2 in discussing their writing.