

Reception

Date	Model Text Type	Unit Title	Writing Opportunities The children will:
Autumn 1 - Fiction	A Journey Story	We Are Going on a Bear Hunt	<p><b>Oral Retell</b>            Learn and retell a well-known story.            Use story language.            Recall in sequential order.            Use alliterative sentences.            Identify characters and simple settings.  <b>Must Do's: Writing opportunities</b>            Focus on making marks to represent labels.            Use some recognisable letters.</p>
Autumn 2 – Non-Fiction	Recount	Teddy Hunt	<p><b>Oral Retell</b>            Learn and retell simple recounts based on a real experience.            Use complete sentences in sequence.            Use past tense.            Use some simple time connectives e.g. first, then, after that, finally.  <b>Must Do's: Writing opportunities</b>            Focus on making marks to represent labels.            Use some recognisable letters.</p>
Spring 1 - Fiction	A Journey Story	Pirate Pete and his Black and White Rat	<p><b>Oral Retell</b>            Learn and retell a story.            Use story language.            Recall in sequential order.            Use expressive sentences.</p>



			Identify characters and simple settings. <b>Must Do's-Writing opportunities</b> Label a picture/diagram etc. Re-create story maps. Begin to write captions.
Spring 2 - Fiction	Defeating the Baddie	The Three Little Pigs	<b>Oral Retell</b> Learn and retell a story. Use story language. Recall in sequential order. Use expressive sentences. Identify characters and simple settings. <b>Must Do's -Writing opportunities</b> Label a picture/diagram etc. Re-create story maps. Begin to write captions.
Summer 1 - Fiction	A Journey Story	The Train Ride	<b>Oral Retell</b> Learn and retell a well-known story. Use story language. Recall in sequential order. Use alliterative sentences. Identify characters and simple settings. <b>Must Do's - Writing opportunities</b> Label a picture/diagram. Re-create story maps. Begin to write captions



Summer 2 – Fiction	A Journey Story	Sleepy Bumble Bee	<b>Oral Retell:</b> Learn and retell a well-known story. Use story language. Recall in sequential order. <b>Must Do's – Writing opportunities</b> Label a picture/diagram. Re-create story maps. Begin to write captions.
Summer 2 – Non - Fiction	Instructions (recipe/how to get to)	Rosie's Walk	<b>Making a potion (class activity)</b> Make and label a map to show a process getting the steps in the right order. Use the map to learn and retell instructions with a few simple steps, with appropriate actions emphasising use of language features. Use a title which should explain what is to be done. Use numbers, numerical or time connectives e.g. 1, 2,3; first second; then, next, after that etc. Use short, clear direct sentences (bossy) language. <b>How to get to... (Individual writing)</b> Change the map and combine this with the 'Out and About initiative' to write a set of instructions explaining how to get from school to ...

Year 1

Date	Model Text Type	Unit Title	Writing Opportunities The children will:
Autumn 1 - Fiction	A Journey story	<b>Katie Visits Rushden</b>	<b>Model text</b> - Shortened text from 'Katie visits Rushden'.



			<p><b>Cold write</b> - Children discover some clothes that have been left in the classroom that belong to 'Katie'. They will write who they think has left them using the pronoun 'I'.</p> <p><b>Oral retelling</b> using actions and a story map.</p> <p><b>Hot write</b> - Children to rewrite the journey story of 'Katie Visits Rushden'.</p> <p>Vocabulary, grammar and punctuation focus:        Saying out loud what they are going to write about.        Composing a sentence orally before writing it.        Pronoun 'I'        Capital letter for a name.        Joining words and joining sentences using 'and'.        Saying a sentence aloud before writing.        Holding a pencil correctly and orientation of letters.        Sitting letters on the line and leaving a space between words.        Punctuation - capital letter and a full stop.</p>
Autumn 1 - Poetry	Autumn Poetry	<b>Autumn</b>	<p><b>Model text</b> - A selection of short poems.</p> <p><b>Hot write</b> - Children will write a poem about autumn.</p> <p>Vocabulary, grammar and punctuation focus:        Saying out loud what they are going to write about.        Composing a sentence orally before writing it.        Adjectives        Punctuation - capital letter and a full stop.        Reading back to an adult what has been written.</p>



			<p>Sit at a table and hold a pencil correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Ascenders and descenders.</p> <p>Begin to form capital letters.</p>
Autumn 2 - Fiction	A Journey Story	<b>The Rainbow Fish</b>	<p><b>Model text</b> - Shortened text based on The Rainbow Fish by Marcus Pfister.</p> <p><b>Cold write</b> - Children will watch an adult pretend to be a character from a book swishing around and then dropping some sparkly, colourful scales on the carpet. The children will be encouraged to contribute orally to say who they think the character is and their reason why. The children will write their ideas</p> <p><b>Hot write</b> - Retell a story, with opportunities to innovate by allowing the MC (the Rainbow Fish) to meet different sea creatures along the way.</p> <p>Vocabulary, grammar and punctuation focus:</p> <p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Past tense - swam, met</p> <p>Time adverbials/different sentence starters.</p> <p>Adjectives to describe the other sea creatures.</p> <p>Using the conjunction 'because' to give a reason.</p> <p>Use and apply phonic knowledge to make plausible spelling attempts.</p> <p>Write a sentence that makes sense.</p> <p>Sequencing sentences to form short narratives.</p> <p>Punctuation - capital letter and a full stop.</p> <p>Reading back to an adult what has been written.</p> <p>Sit at a table and hold a pencil correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>



			Ascenders and descenders. Begin to form capital letters.
Autumn 2 - Poetry	Christmas Poetry	<b>Christmas</b>	<p><b>Model text</b> - A selection of short poems.  <b>Hot write</b> - Children will write a poem about Christmas</p> <p>Vocabulary, grammar and punctuation focus:          Saying out loud what they are going to write about.          Composing a sentence orally before writing it.          Adjectives          Punctuation - capital letter and a full stop.          Reading back to an adult what has been written.          Sit at a table and hold a pencil correctly.          Begin to form lower-case letters in the correct direction, starting and finishing in the right place.          Ascenders and descenders.          Begin to form capital letters.</p>
Spring 1 - Fiction	A Rags to Riches Story	<b>Snowflakes</b>	<p><b>Model text</b> - Shortened text based on 'Snowflakes' by Cerrie Burnell.  <b>Cold write</b> - Children find paper snowflakes scattered around the room. Betty and Bill know the snowflakes are something to do with a story but they can not remember what happens. Children will write their own story about the snowflakes.  <b>Hot write</b> - Children will write a story about how MC (Mia) feels at the beginning, feeling lonely, what starts to happen, the problem of leaving home, overcoming fears and an ending of happiness.</p> <p>Vocabulary, grammar and punctuation focus:          Saying out loud what they are going to write about.          Composing a sentence orally before writing it.</p>



		<p>Leave spaces between words</p> <p>Joining words and joining sentences using 'and'.</p> <p>Punctuate sentences with a capital letter and a full stop.</p> <p>Using a capital letter for a name, place or personal pronoun 'I'.</p> <p>Use and apply phonic knowledge to make plausible spelling attempts.</p> <p>Write a sentence that makes sense.</p> <p>Sequencing sentences to form short narratives.</p> <p>Singular and plural - adding -s and -es</p> <p>Adding endings -ing, -ed</p> <p>Reading back to an adult what has been written.</p> <p>Sit at a table and hold a pencil correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Ascenders and descenders.</p> <p>Begin to form capital letters.</p>
Spring 1 – Poetry	Winter Poetry	<p><b>Winter Poetry</b></p> <p><b>Model text</b> - Listen, read and recite by heart the poem 'Snowball' by Shel Silverstein.</p> <p><b>Cold write</b> - Children will write a winter poem.</p> <p><b>Hot write</b> - Children will write a poem about snow.</p> <p>Vocabulary, grammar and punctuation focus:</p> <p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Adjectives.</p> <p>Punctuation - capital letter and a full stop.</p> <p>Joining words and joining sentences using 'and'.</p>



			<p>Reading back to an adult what has been written.</p> <p>Sit at a table and hold a pencil correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Ascenders and descenders.</p> <p>Begin to form capital letters.</p>
Spring 2 – Fiction	Wishing Tale	<b>How Tortoise Got His Shell</b>	<p><b>Model text</b> – Shortened version of 'How Tortoise Got His Shell'</p> <p><b>Cold write</b> – Children will write about a Tortoise.</p> <p><b>Hot write</b> – Children will write about how the Tortoise broke his shell and whether it was worth it in the end.</p> <p>Write about how the MC wants something badly (to be able to fly), but how he had to climb a mountain with a friend.</p> <p>Once this was overcome the MC character got what he wished for, but his friend broke his shell – was it worth it?</p> <p>Vocabulary, grammar and punctuation focus:</p> <p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Leave spaces between words</p> <p>Joining words and joining sentences using 'and' and giving a reason 'because'.</p> <p>Punctuate sentences with a capital letter and a full stop.</p> <p>Using a capital letter for a name, place or personal pronoun 'I'.</p> <p>Use and apply phonic knowledge to make plausible spelling attempts.</p> <p>Write a sentence that makes sense.</p> <p>Sequencing sentences to form short narratives.</p> <p>Suffixes -s and -es.</p> <p>Adding endings -ing, -ed.</p> <p>Tenses, plurals and root words.</p> <p>Question marks '?' and exclamation marks '!'.</p>





			<p>Time adverbials - First, Next, Then, After that, Finally.          Reading back to an adult what has been written.          Sit at a table and hold a pencil correctly.          For lower-case letters in the correct direction, starting and finishing in the right place.          Ascenders and descenders.          Form capital letters.</p>
Spring 2- Poetry	Spring Poetry	<b>Spring</b>	<p><b>Cold write</b> - Children will write a Spring poem.  <b>Hot write</b> - Children will write a Spring shape poem.</p> <p>Vocabulary, grammar and punctuation focus:          Saying out loud what they are going to write about.          Composing a sentence orally before writing it.          Adjectives.          Punctuation - capital letter and a full stop.          Joining words and joining sentences using 'and'.          Reading back to an adult what has been written.          Sit at a table and hold a pencil correctly.          Form lower-case letters in the correct direction, starting and finishing in the right place.          Ascenders and descenders.          Form capital letters.</p>
Summer 1 - Fiction	Defeating the Baddie	<b>Jack and the Beanstalk</b>	<p><b>Model text</b> - Shortened version of Jack and the Beanstalk.  <b>Cold write</b> - Children will find some seeds on the carpet so they will write about why and where the beans have come from.  <b>Hot write</b> - Children will write about what Jack's problem is, who the threat is (giant) and then how he will overcome the threat to defeat the giant so that all is well.</p>



			<p>Vocabulary, grammar and punctuation focus:</p> <p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Leave spaces between words</p> <p>Joining words and joining sentences using 'and' and giving a reason 'because'.</p> <p>Punctuate sentences with a capital letter and a full stop.</p> <p>Using a capital letter for a name, place or personal pronoun 'I'.</p> <p>Use and apply phonic knowledge to make plausible spelling attempts.</p> <p>Write a sentence that makes sense.</p> <p>Sequencing sentences to form short narratives.</p> <p>Adding -s and -es.</p> <p>Adding -er and -est.</p> <p>Adding endings -ing, -ed.</p> <p>Tenses, plurals, suffixes and root words.</p> <p>Question marks '?' and exclamation marks '!'.</p> <p>Time adverbials - First, Next, Then, After that, Finally.</p> <p>Reading back to an adult what has been written.</p> <p>Sit at a table and hold a pencil correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Ascenders and descenders.</p> <p>Form capital letters.</p>
Summer 1 – Non-fiction	Instructions	How to make a Summertime Potion	<p><b>Model text</b> -Share a variety of recipes and instructions.</p> <p><b>Cold write</b> - Children will write instructions on 'How to make a salad' - linked to a DT lesson.</p>



			<p><b>Hot write</b> - Children will write their own instructions to inform someone of the steps to take to make a 'Summertime potion'. Text needs to be organised by <i>First, next, after that, then, so, finally</i>. <i>Numbered list or bullet points</i>. Using bossy words (imperatives), keeping steps/sentences short and easy to follow.</p> <p>Vocabulary, grammar and punctuation focus:          Saying out loud what they are going to write about.          Composing a sentence orally before writing it.          Bossy words.          Numbered, organised list.          Clear and precise.          Exclamation marks '!'.          Time adverbials - First, Next, Then, After that, Finally.          Reading back to an adult what has been written.          Sit at a table and hold a pencil correctly.          Form lower-case letters in the correct direction, starting and finishing in the right place.          Ascenders and descenders.          Form capital letters.</p>
Summer 2 - Fiction	Cumulative Tale	<b>The Gingerbread Man</b>	<p><b>Model text</b> - Shortened version of 'The Gingerbread Man'.  <b>Cold write</b> - Children will write their own story about a Gingerbread man.  <b>Hot write</b> - Children will rewrite the story in a repetitive style.</p> <p>Vocabulary, grammar and punctuation focus:          Saying out loud what they are going to write about.          Composing a sentence orally before writing it.          Leave spaces between words</p>



			<p>Joining words and joining sentences using 'and' and giving a reason 'because'.          Punctuate sentences with a capital letter and a full stop.          Using a capital letter for a name, place or personal pronoun 'I'.          Use and apply phonic knowledge to make plausible spelling attempts.</p> <p>Write a sentence that makes sense.          Sequencing sentences to form short narratives.          Adding -s and -es.          Adding -er and -est.          Adding endings -ing, -ed.          Tenses, plurals, suffixes and root words.          Exclamation marks '!'.          Time adverbials - First, Next, Then, After that, Finally.          Prefix -un.          Reading back to an adult what has been written.          Sit at a table and hold a pencil correctly.          Form lower-case letters in the correct direction, starting and finishing in the right place.          Ascenders and descenders.          Form capital letters.</p>
<p>Summer 2 – Non-Fiction</p>	<p>Instructions</p>	<p><b>How to Catch 'A Gingerbread Man'</b></p>	<p><b>Model text</b> - Read the story 'Burglar Bill' by Janet and Allan Ahlberg.  <b>Cold write</b> - Children will write instructions on 'How to catch a burglar.'  <b>Hot write</b> - Children will write instructions on 'How to catch a Gingerbread Man'          Inform someone of the steps to take to catch a 'Gingerbread Man'. Text needs to be organised by First, next, after that, then, so, finally. Numbered list or bullet points.</p>





			<p>Use bossy words (imperatives) and keep steps/sentences short and easy to follow. Vocabulary, grammar and punctuation focus:</p> <p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Bossy words.</p> <p>Numbered, organised list.</p> <p>Clear and precise.</p> <p>Exclamation marks '!'. Time adverbials - First, Next, Then, After that, Finally.</p> <p>Reading back to an adult what has been written.</p> <p>Sit at a table and hold a pencil correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Ascenders and descenders.</p> <p>Form capital letters.</p>
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Year 2

Date	Text Type	Unit Title	Writing Opportunities The children will:
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Autumn 1 - Fiction	Letter	Meerkat Mail	<p><b>Model text</b> – Letter from Sunny linked to Meerkat Mail by Emily Gravett</p> <p><b>Cold write</b> – Children will receive a luggage label and case from the meerkat. They will write their own letter of reply to him.</p> <p><b>Hot write</b> – Children will write a persuasive letter to Sunny.</p> <p><b>Vocabulary, grammar and punctuation focus:</b>        Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, <b>question marks</b>, commas for lists and apostrophes for contracted forms and the possessive (singular).        Write sentences with different forms: <b>statement</b>, <b>question</b>, exclamation, command.  <b>Write expanded noun phrases to describe and specify [for example, the blue butterfly].</b>        Use the <b>present and past tenses correctly</b> and consistently including the progressive form.        Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p><b>Understand and use the terminology:</b>        noun, noun phrase, <b>statement</b>, <b>question</b>, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.</p>
Autumn 1 – Non-fiction	Information Text	Meerkats	<p><b>Model text</b> – Hedgehog Information Text</p> <p><b>Cold write</b> – Children will write a report about hedgehogs, after discovering a hedgehog jigsaw in a brown envelope.</p> <p><b>Hot write</b> – Children will write a report about meerkats.</p> <p><b>Vocabulary, grammar and punctuation focus:</b>        Learn how to use both familiar and new punctuation correctly <b>including full stops, capital letters</b>, exclamation marks, question marks, <b>commas for lists</b> and apostrophes for contracted forms and the possessive (singular).  <b>Write sentences with different forms: statement</b>, question, exclamation, command.        Write expanded noun phrases to describe and specify [for example, the blue butterfly].        Use the <b>present and past tenses correctly</b> and consistently including the progressive form.</p>



			<p>Use subordination (using <b>when, if, that, or because</b>) and co-ordination (using <b>or, and, or but</b>).</p> <p><b>Understand and use the terminology:</b>        noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.</p>
Autumn 2 - Poetry	Descriptive Poetry	<b>Autumn Poetry</b>	<p><b>Model text</b> – Conkers</p> <p><b>Cold write</b> – After a walk to Hall Park, children will write a poem about autumn.</p> <p><b>Hot write</b> – Children will write an autumn poem.</p> <p><b>Vocabulary, grammar and punctuation focus:</b>        Expanded noun phrases        Commas        Punctuation (<b>capital letters</b>, full stops, question and exclamation marks)</p> <p><b>Understand and use the terminology:</b>        noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.</p>
Autumn 2 – Non-fiction	Recount	<b>The Great Fire of London</b>	<p><b>Model text</b> – Vlad's Recount</p> <p><b>Cold write</b> – Children will write a recount about their own autumn collage.</p> <p><b>Hot write</b> – Children will write a recount of the GFOL.</p> <p><b>Vocabulary, grammar and punctuation focus:</b>        Past tense        Punctuation (<b>capital letters</b>, full stops, question and <b>exclamation marks</b>)        Suffixes, adverbs, verbs        Exclamations        Contractions</p>



			<p>Progressive form of verbs</p> <p><b>Understand and use the terminology:</b>          noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.</p>
Spring 1 - Fiction	Warning Story/Defeating the Baddie	Little Red Riding Hood	<p><b>Model text</b> – LRRH</p> <p><b>Cold write</b> – Children will write their own warning story.          *Use The Tunnel by Anthony Browne.</p> <p><b>Hot write</b> – Children will write their own warning story.</p> <p><b>Vocabulary, grammar and punctuation focus:</b>          Past tense          Punctuation (capital letters, full stops, question and exclamation marks)          Commas to separate items in a list          Subordination (when, if, that, because) and co-ordination (or, and, but)          Expanded noun phrases/adjectives          Verbs, adverbs</p> <p><b>Understand and use the terminology:</b>          noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.</p>
Spring 1 – Non-fiction	Instructions	How to Catch a Dragon	<p><b>Model text</b> – How to Catch a Wolf Instructions</p> <p><b>Cold write</b> – Children write a set of instructions to explain how to catch a wolf.</p> <p><b>Hot write</b> – Children will write a set of instructions explaining how to catch a dragon.</p>





			<p><b>Vocabulary, grammar and punctuation focus:</b>          Commands          Verbs, adverbs          Present tense          Punctuation (capital letters, full stops, question and exclamation marks)          Subordination (when, if, that, because) and co-ordination (or, and, but)</p> <p><b>Understand and use the terminology:</b>          noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.</p>
Spring 2 – Non-fiction	Non - Chronological Report	<b>Florence Nightingale</b>	<p><b>Model text</b> - Florence Nightingale  <b>Cold write</b> – Children will write about SEIS.  <b>Hot write</b> – Children will write non-chronological report about Mary Seacole.</p> <p><b>Vocabulary, grammar and punctuation focus:</b>          Punctuation (capital letters, full stops, question and exclamation marks)          Subordination (when, if, that, because) and co-ordination (or, and, but)          Present tense          Statements          Questions</p> <p><b>Understand and use the terminology:</b>          noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.</p>
Spring 2 - Fiction	Portal Story	<b>Portal Stories</b>	<p><b>Model text</b> - Elf Road  <b>Cold write</b> – Children will write a story about entering another world/setting.</p>



			<p><b>Hot write</b> - Children will write a story about entering another world/setting.</p> <p><b>Vocabulary, grammar and punctuation focus:</b>        Past tense        Punctuation (capital letters, full stops, question and exclamation marks)        Commas to separate items in a list        Subordination (when, if, that, because) and co-ordination (or, and, but)        Expanded noun phrases/adjectives</p> <p><b>Understand and use the terminology:</b>        noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.</p>
<p>Summer 1 – Non-fiction</p>	<p>Information Text</p>	<p><b>How to Care for Pets</b></p>	<p><b>Model text</b> – How to Look After a Rabbit</p> <p><b>Cold write</b> – Children will write about how to look after a dog.</p> <p><b>Hot write</b> – Children will write about how to look after a dog.</p> <p><b>Vocabulary, grammar and punctuation focus:</b>        Present tense        Questions        Commands        Punctuation (capital letters, full stops, question and exclamation marks)        Subordination (when, if, that, because) and co-ordination (or, and, but)</p> <p><b>Understand and use the terminology:</b>        noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.</p>





<p>Summer 1 - Poetry</p>	<p>Riddles</p>	<p><b>Animal Riddles</b></p>	<p><b>Model text</b> – Pet Riddle  <b>Cold write</b> – Children will write a riddle about a pet.            *Share lots of minibeast riddles.  <b>Hot write</b> – Children will write an animal riddle of their own choice.</p> <p><b>Vocabulary, grammar and punctuation focus:</b>            Apostrophe for possession            Expanded noun phrases/adjectives            Subordination (when, if, that, because) and co-ordination (<b>or, and, but</b>)            Punctuation</p> <p><b>Understand and use the terminology:</b>            noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.</p>
<p>Summer 2 – Non-fiction</p> <p>*not taught in 2022 as more time was spent on Elf Road</p>	<p>Recount</p>	<p><b>South End Junior School</b></p>	<p><b>Model text</b> – Stanwick Lakes  <b>Cold write</b> – Children will write a recount of their visit to Stanwick Lakes.  <b>Hot write</b> – Children will write a recount of their visit to SEJS.</p> <p>Vocabulary, grammar and punctuation focus:            Past tense            Subordination (when, if, that, because) and co-ordination (or, and, but)            Verbs, adverbs            Expanded noun phrases/adjectives            Punctuation (capital letters, full stops, question and exclamation marks)            Progressive form of verbs</p>



			<p><b>Understand and use the terminology:</b>          noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.</p>
Summer 2 - Fiction	Descriptive Texts	<b>The Rainforest</b>	<p><b>Model text</b> – Arctic Habitat Description  <b>Cold write</b> – Children will write a description of the Stanwick Lakes habitat.          *Use the Kapok Tree book.  <b>Hot write</b> – Children will write a description of a rainforest.</p> <p><b>Vocabulary, grammar and punctuation focus:</b>          Expanded noun phrases/Adjectives          Punctuation (capital letters, full stops, question and exclamation marks)          Verbs, adverbs</p> <p><b>Understand and use the terminology:</b>          noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.</p>





Talk4Writing



5 – 6 yrs (Year 1)

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b></p> <p><b>Fiction:</b></p> <p><b>Planning Tools:</b> Story map / story mountain (Refer to Story-Type grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding</b> - beginning /middle /end to a story</p> <p><b>Understanding</b> - 5 parts to a story:</p> <p><b>Opening</b> <i>Once upon a time...</i></p> <p><b>Build-up</b> <i>One day...</i></p> <p><b>Problem / Dilemma</b> <i>Suddenly,.../ Unfortunately,...</i></p> <p><b>Resolution</b> <i>Fortunately,...</i></p> <p><b>Ending</b> <i>Finally,....</i></p>	<p><b>Consolidate Reception list</b> (See Connectives and Sentence Signposts doc.)</p> <p><b>Introduce:</b></p> <p><b>Types of sentences:</b> Statements Questions Exclamations</p> <p><b>Simple Connectives:</b> <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i></p> <p><b>Also as openers:</b> <i>While...</i> <i>When...</i> <i>Where...</i></p> <p><b>-‘ly’ openers</b> <i>Fortunately,....Unfortunately,</i> <i>Sadly,...</i></p> <p><b>Simple sentences</b> e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p><b>Embellished simple sentences</b></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions:</b> <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p><b>Determiners:</b> <i>the a my your an this that his her their some all lots of many more those these</i></p> <p><b>Adjectives</b> to describe e.g. <i>The <b>old</b> house...</i> <i>The <b>huge</b> elephant...</i></p> <p><b>Alliteration</b> e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p><b>Similes using as....as...</b> e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p><b>Precise, clear language to give information</b> e.g. <i>First, switch on the red</i></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b> Capital Letters: <b><i>Capital letter for names</i></b></p> <p><b><i>Capital letter for the personal pronoun I</i></b></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p><b>Consolidate:</b></p> <p>Finger spaces</p> <p><b>Letter</b></p> <p><b>Word</b></p> <p><b>Sentence</b></p> <p><b>Full stops</b></p> <p><b>Capital letter</b></p> <p>Simile – ‘like’</p> <p><b>Introduce:</b></p> <p><b>Punctuation</b></p> <p><b>Question mark</b></p> <p><b>Exclamation mark*</b></p> <p>Speech bubble</p> <p>Bullet points</p> <p><b>Singular/ plural</b></p>



Year 1 continued...





<p><b>Non-fiction:</b></p> <p><b>Planning tools:</b> text map / washing line</p> <p><b>Heading</b></p> <p><b>Introduction</b> Opening factual statement</p> <p><b>Middle section(s)</b> Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p><b>Ending</b> Concluding sentence</p>	<p><b>using adjectives</b> e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p><b>Compound sentences</b> using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings <b>and</b> slid down the slide.</i> <i>Spiders can be small <b>or</b> they can be large.</i> <i>Charlie hid <b>but</b> Sally found him.</i> <i>It was raining <b>so</b> they put on their coats.</i></p> <p><b>Complex sentences:</b> <b>Use of 'who' (relative clause)</b> e.g. <i>Once upon a time there was a little old woman <b>who</b> lived in a forest.</i> <i>There are many children <b>who</b> like to eat ice cream.</i></p> <p><b>'Run' - Repetition for rhythm</b> e.g. <i>He walked and he walked and he walked.</i></p> <p><b>Repetition for description</b> e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p><i>button.</i> <i>Next, wait for the green light to flash...</i></p> <p><b>Regular plural noun suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p><b>Suffixes that can be added to verbs</b> (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un-</b> changes the meaning of <b>verbs and adjectives</b> (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>		<p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'</p>
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## 6 – 7 yrs (Year 2)

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Fiction</b> <b>Secure use of planning tools:</b> Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding 5 parts to a story with more complex vocabulary</b></p> <p><b>Opening</b> e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p><b>Build-up</b> e.g. <i>Later that day</i></p> <p><b>Problem / Dilemma</b> e.g. <i>To his amazement</i></p> <p><b>Resolution</b> e.g. <i>As soon as</i></p> <p><b>Ending</b> e.g. <i>Luckily, Fortunately,</i></p> <p><b>Ending</b> should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b> <b>(See Connectives and Sentence Signposts doc.)</b></p> <p><b>Types of sentences:</b> Statements Questions Exclamations Commands</p> <p><b>-'ly' starters</b> e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using:</b> <b>adjectives</b> e.g. <i>The boys peeped inside the dark cave.</i> <b>adverbs</b> e.g. <i>Tom ran quickly down the hill.</i></p> <p><b>Secure use of compound sentences (Coordination)</b> using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination) using:</b> <b>Drop in a relative clause:</b> <b>who/which</b> e.g.</p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Prepositions:</b> <i>behind above along before between after</i></p> <p><b>Alliteration</b> e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p><b>Similes using...like...</b> e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p><b>Two adjectives to describe the noun</b> e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p><b>Adverbs for description</b> e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p><b>Adverbs for information</b> e.g. Lift the pot carefully onto</p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Demarcate sentences:</b> Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p><b>Commas</b> to separate items in a list</p> <p><b>Comma</b> after -ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p><b>Speech bubbles /speech marks for direct speech</b> <b>Implicitly understand how to change from indirect speech to direct speech</b></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark*</b></li> <li>• Speech bubble</li> <li>• Bullet points</li> </ul> <p><b>Singular/ plural</b></p> <p>Adjective Verb Connective Alliteration Simile – 'as' / 'like'</p> <p><b>Introduce:</b></p> <p><b>Apostrophe</b> (contractions and singular possession)</p>



Year 2 continued...





<p><b>Non-Fiction</b></p> <p><b>Introduce:</b>  <b>Secure use of planning tools:</b> Text map / washing line / 'Boxing –up' grid  <b>Introduction:</b>  Heading  Hook to engage reader  Factual statement / definition  Opening question</p> <p><b>Middle section(s)</b>  Group related ideas / facts into sections  Sub headings to introduce sentences /sections  Use of lists – what is needed / lists of steps to be taken  Bullet points for facts  Diagrams  <b>Ending</b>  Make final comment to reader  Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Sam, <b>who</b> was lost, sat down and cried.</p> <p>The Vikings, <b>who</b> came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.</p> <p><b>Additional subordinating conjunctions:</b>  <i>what/while/when/where/ because/ then/so that/ if/to/until</i>  e.g. <b>While</b> the animals were munching breakfast, two visitors arrived  <i>During the Autumn, when</i> the weather is cold, the leaves fall off the trees.</p> <p><b>Use long and short sentences:</b>  Long sentences to add description or information. Use short sentences for emphasis.</p> <p><b>Expanded noun phrases</b>  e.g. <i>lots of people, plenty of food</i></p> <p><b>List of 3 for description</b>  e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>the tray.  The river quickly flooded the town.</p> <p><b>Generalisers for information, e.g.</b>  Most dogs....  Some cats....</p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</p> <p>(A fuller list of <b>suffixes</b> can be found in the spelling appendix.)</p> <p>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></p>	<p><b>Apostrophes to mark contracted forms in spelling</b>  e.g. <i>don't, can't</i>  <b>Apostrophes to mark singular possession</b> e.g. <i>the cat's name</i></p>	<p><b>Commas</b> for description</p> <p><b>'Speech marks'</b></p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p><b>Statement question exclamation Command</b> (Bossy verbs)</p> <p><b>Tense (past, present, future)</b> <b>ie</b> not in bold</p> <p><b>Adjective / noun</b></p> <p><b>Noun phrases</b></p> <p>Generalisers</p> <p><b>Subordinating conjunctions</b></p>
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