



Writing at Dinnington First School

English Texts						
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Nursery	Nursery Rhymes and 'Top Ten'	Leaf Trouble How do you feel? Mixed Elmo can...	Kipper's Snowy Day Hooray for Fish Barry, the fish with fingers. Rainbow Fish My friend the whale The Snail and the Whale Ten Little Pirates Treasure of Pirate Frank	If I were the Easter Bunny Farmer Duck The Pig got Stuck Big Pig Learn about Pigs (N.F) Freddie's Farm On the Farm (N.F) The Little Red Hen Chick to Hen (N.F)	Jack and the Beanstalk Jasper's Beanstalk Jim and the Beanstalk The Gingerbread Man The Gingerbread Girl Goldilocks & the 3 Bears Goldilocks and the One Bear The Enormous Turnip	Aaaaaargghh Spider! The Very Busy Spider Snail Trail Tadpoles and Frogs (N.F.) The Trouble with Tadpoles The Teeny Weeny Tadpole Are you a Ladybird? What the Ladybird Heard The Lazy Ladybird
Reception	-Funny Bones -Smelly Bill -Polar Bear Polar Bear, what can you hear? -Selection of non-fiction books about The Senses -The Gruffalo.	-We're Going on a Bear Hunt -Ruby's Worry -Tyrannosaurus Drip -Selection of non-fiction books about dinosaurs -Where the Wild Things Are	-Slowly, Slowly, said the Sloth -Polar Opposites -Lost and Found -Monkey Puzzle -Puffin Peter	-Sam's Sandwich -Handa's Surprise -Selection of non-fiction books about healthy eating	-The Three Billy Goats Gruff -The Three Billy Goats Fluff -The Three Little Pigs and the Big Bad Wolf -The Three Little Wolves and the Big Bad Pig -The Worst Princess	-The Bad-Tempered Ladybird -The Very Hungry Caterpillar -Mad about Minibeasts -The Crunching Munching Caterpillar



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					-Selection of Traditional Tales	-Selection of non-fiction books about mini beasts
Year 1	<p>Rapunzel</p> <p>Audience: Reception Purpose: To make the reader excited Form: Traditional Tale</p> <p>Writing Targets I can begin the write a simple sentence using finger spaces, full stops and capital letters. I can say out loud what I am going to write about. I can compose a sentences before writing it.</p>	<p>The Way Back Home</p> <p>Audience: Mrs Ash Purpose: To explore new worlds. Form: Science Fiction Tale</p> <p>Writing Targets I can use precise verbs. I can use emotional adjectives. I can use capital letters for names.</p>	<p>The Queen's Hat</p> <p>Audience: Royal Family Fans Purpose: To entertain. Form: Quest Tale</p> <p>Writing Targets I can use 'and' to join sentences. I can use adjectives to describe a setting. I can sequence using time connectives.</p>	<p>Traction Man</p> <p>Audience: Diary Purpose: To recount events. Form: Letter</p> <p>Writing Targets I can use capital letters for names. I can use character speech. I can use 'ed' for past tense.</p> <p>Dinnington Dazzling Theme Park</p> <p>Audience: The public. Purpose: To persuade the reader. Form: Leaflet</p> <p>Writing Targets I can use adjectives to persuade.</p>	<p>On Safari</p> <p>Audience: Holiday Makers Purpose: To inform the reader. Form: Travel Journal</p> <p>Writing Targets I can use subheadings. I can use similes. I can use question marks.</p>	<p>SPAG Basics</p>



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				I can use a question mark and an exclamation mark. I can use the –est suffix.		
Year 2	<p>The Crows Tale</p> <p>Audience: Children Purpose: To give a message. Form: Fable</p> <p>Writing targets Use capital letters and full stops when writing. Use well-chosen adjectives. Use exciting verbs. Use similes. Use conjunctions to join our sentences together.</p>	<p>The Great Fire Of London</p> <p>Audience: Myself. Purpose: To recount and event. Form: Diary.</p> <p>Writing Targets Use exclamation marks. Use onomatopoeia. Use time adverbials. Use capital letters and full stops.</p>	<p>The Day The Crayons Quit</p> <p>Audience: The crayons. Purpose: To explore new worlds. Form: Persuasive Letter</p> <p>Writing Targets Use contractions Use alliteration Use a rhetorical question</p>	<p>The Owl Who Is Afraid Of The Dark</p> <p>Audience: Children who are scared of the dark. Purpose: To have new experiences. Form: Journey Tale</p> <p>Writing Targets Use speech marks Use strong descriptive feelings. Use conjunctions in complex sentences.</p>	<p>Perilous Pirates</p> <p>Audience: The public. Purpose: To inform the reader. Form: non-chronological report.</p> <p>Writing Targets Use headings. Use fact questions. Use -ing verbs. Use alliteration.</p>	SPAG Basics
Year 3	<p>The Secret Of Black Rock</p> <p>Audience: Y3 Purpose: To give the reader suspense and action. Form: Journey Tale</p>	<p>Stone Age Boy</p> <p>Audience: History Fans Purpose: To experience different time periods.</p>	<p>The Iron Man</p> <p>Audience: Robot Fans Purpose: To entertain Form: Science Fiction Tale</p>	<p>Climate Action</p> <p>Audience: The public. Purpose: To inform the reader. Form: Magazine Article.</p>	<p>Theseus and the minotaur</p> <p>Audience: Fans of Monsters. Purpose: To learn a lesson. Form: Greek Myths</p>	SPAG Basics



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Year 4	<p>Writing Targets I can use capital letters and full stops correctly. I can bring my writing to life with adjectives and similes. I can use conjunctions to extend my writing and make my writing more detailed.</p>	<p>Form: Time-Slip Story</p> <p>Writing Targets I can use similes and noun phrases to add interest to my writing. I can use the rule of three to create imagery and add excitement. I can use time adverbials to tell us when an action happened.</p>	<p>Writing Targets I can use similes and metaphors. I can use fronted adverbials. I can use noun phrases. I can use personification to help connect the reader to the story.</p>	<p>Writing Targets I can use conjunctions to extend my ideas. I can use commas in a list. I can use expanded noun phrases to make my writing more interesting. I can use rhetorical questions to make a point.</p>	<p>Writing Targets I can use time adverbials to explain how. Where or when something happened. I can use prepositional phrases. I can use adjectives to make my writing interesting. I can use inverted commas correctly when using speech.</p>	
	<p>The Whale</p> <p>Audience: Adventure Enthusiasts Purpose: To encourage imagination. Form: Quest Tale.</p> <p>Writing Targets All of my sentences have a capital letter and end with the correct punctuation.</p>	<p>Invite The Author</p> <p>Audience: Authors Purpose: To persuade the reader. Form: Persuasive Letter</p> <p>Writing targets I can use the correct punctuation, particularly capital letters and full stops.</p>	<p>Princess And The Pea</p> <p>Audience: Reception Children Purpose: To teach a moral or idea. Form: Traditional Tale</p> <p>Writing Targets I can use the Fred Finger Spelling technique to check my spelling and correct any mistakes.</p>	<p>Wizards Of Once</p> <p>Audience: The public. Purpose: To inform the reader. Form: Newspaper Report</p> <p>Writing Targets I can include features of a newspaper such as a catchy headline, puns and the 5 Ws.</p>	<p>The Christmas Truce</p> <p>Audience: Historical Fanatics Purpose: To inform the reader about event from the past. Form: Descriptive Historical Recount</p> <p>Writing Targets I can use punctuation, including commas, speech marks, and</p>	SPAG Basics



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	<p>I can start my sentences in different ways, e.g, -ing words, fronted adverbials and expanded noun phrases.</p> <p>I can vary the length of my sentences for effect.</p> <p>I can make language choices that are interesting and varied.</p>	<p>I can use persuasive techniques to convince others to support my point of view.</p> <p>I can write in paragraphs to organise my ideas clearly and make my writing easier to understand.</p>	<p>I can use sentences in different forms such as statement, questions, exclamations and commands.</p> <p>I can use a range of punctuation including inverted commas to punctuate direct thought and speech.</p>	<p>I can constantly write in the past tense.</p> <p>I can include reported speech that is correctly punctuated and begin to apply non-standard English to show difference between characters personality.</p>	<p>apostrophes, in my writing. I can use powerful adjectives and adverbs to create a vivid description of a setting and characters.</p> <p>I can describe the key events of the Christmas Truce using clear and detailed sentences.</p> <p>I can write a diary entry from the perspective of a soldier, showing thought and emotions.</p>	
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Writing at Dinnington First School

Oracy and Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
<p>Sentence stems:</p> <p>I like...</p> <p>I don't like...</p> <p>One day...</p> <p>Next...</p> <p>Finally...</p> <p>I think...because...</p> <p>I predict that...</p>	<p>Sentence stems:</p> <p>I like/ don't like... because...</p> <p>I think...happened...</p> <p>I feel that...</p> <p>Next time I...</p> <p>First, next....</p> <p>I agree/disagree ... because...</p> <p>I like the part where...</p>	<p>Sentence stems:</p> <p>I think...because...</p> <p>They are similar/different because...</p> <p>I know this because...</p> <p>I found...</p> <p>It was interesting because... I remember that...</p>	<p>Sentence stems:</p> <p>An argument for/against is...</p> <p>I understand, however...</p> <p>It appears to be...</p> <p>I enjoyed it because...</p> <p>Maybe next time you could try...</p> <p>My opinion is...</p> <p>Building on...</p> <p>I remember that...</p>	<p>Sentence stems:</p> <p>An argument for/against is...</p> <p>I understand, however...</p> <p>It appears to be...</p> <p>I understand that depending on...</p> <p>I understand your point of view, however...</p> <p>You could improve this work by...</p> <p>It was successful because...</p> <p>Due to the fact that...</p> <p>Due to...</p> <p>Subsequently...</p>
<p>Vocabulary:</p> <p>Character, event, page, rhyme, story, tale, labels, lists, invitations, captions, letters, instructions, fact file, information.</p> <p>Word, letter, sound, sentence, rhyme, full stop, capital letter,</p> <p>Being exposed to new and familiar vocabulary to develop understanding of</p>	<p>Vocabulary:</p> <p>Author, fiction, non-fiction, rhyme, story, recount, poem, Poetry, fantasy, traditional, recount.</p> <p>Capital letter, full stop, question mark, comma, exclamation mark, punctuation, letter, word, plural, singular.</p> <p>Use relevant strategies to build their vocabulary.</p>	<p>Vocabulary:</p> <p>Plot, illustrator, simile, alliteration, narrator, chapter, poem, poetry, reports, non-chronological, fiction, non-fiction, illustrator.</p> <p>Compound, noun, verb, adverb, apostrophe, comma, root word, conjunction, contraction, suffix, prefix, noun phrase,</p>	<p>Vocabulary:</p> <p>Myth, legend, fable, script, scene, act, narrative, hook, dialogue, play, hero, villain, first person, chronological, non-chronological.</p> <p>Preposition, conjunction, clause, subordinate clause, determiner, prefix, direct speech, tense, paragraph, consonant, consonant letter, vowel, vowel letter, inverted</p>	<p>Vocabulary:</p> <p>Persuasive, metaphor, onomatopoeia, point of view, resolution.</p> <p>Adverbial, pronoun, determiner, possessive pronoun.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing</p>



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<p>general vocabulary, e.g. “the container” is also the “bottle”, paving the way for synonyms.</p> <p>Develop and learn new words through the vehicle of adult-child interaction; commentary and adding new language.</p> <p>Learning new words and their semantic links to other words. Word knowledge developing in the following order:</p> <ul style="list-style-type: none"> -the word -the function -the topic -associated words (from same topic) -the location -parts -concept/description 	<p>Articulate, justify answers, arguments and opinions.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>question, command, statement, exclamation.</p> <p>Use relevant strategies to build their vocabulary. Articulate, justify answers, arguments and opinions.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>commas, speech marks, word family.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (English Appendix 2)</p>	<p>understanding through intonation, tone, volume and action Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p>
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Writing at Dinnington First School

Phonics, Decoding and Spelling

EYFS	Year 1	Year 2	Year 3	Year 4
<p>To use their phonic knowledge in ways which match their spoken sounds.</p> <p>To write some irregular common words. (Following Read Write inc. Scheme)</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly, others are phonetically plausible.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonetically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance.</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, knight/night).</p> <p>To apply further Y2 spelling rules and guidance.</p> <p>To spell most Y1 and Y2 common exception words correctly.</p> <p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less,</p>	<p>To spell words with the 'ei' sound spelt 'ei', 'eigh' or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the 'l' sound spelt 'y', in a position other than the end of words (e.g. mystery, gym).</p> <p>To spell words with a 'k' sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the 'g' sound spelt 'glue' and the 'k' sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a 'sh' sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short 'u' sound spelt with 'ou' (e.g.</p>	<p>To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician,</p>



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	<p>To spell all Y1 common exception words correctly.</p> <p>To spell days of the week correctly.</p> <p>To spell simple compound words (e.g. football).</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p> <p>To name letters of the alphabet in order</p> <p>To form plural nouns using the suffix -s or -es.</p> <p>To add suffixes to verbs where there is no change in the spelling of the root word --ed, -er, -ing.</p> <p>How the suffix -un changes the meaning of verbs and adjectives</p>	<p>-ly.</p> <p>To spell more words with contracted forms, e.g. can't, don't, didn't, hasn't, couldn't, it's, i'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book.)</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both single-syllable and multisyllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings.)</p>	<p>young, touch, double, trouble, country).</p> <p>To spell words ending with the 'zher' sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the 'cher' sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p> <p>To spell many of the Y3/Y4 statutory spelling words correctly.</p> <p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to</p>	<p>electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p> <p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p> <p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in</p>
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		<p>To spell compound nouns e.g. superman, whiteboard</p> <p>To add the suffixes -er and -est to adjectives to form comparatives and superlatives</p>	<p>words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p> <p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>To spell most words with the prefixes -super, -anti, -auto, -sub, -inter correctly</p>	<p>'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p> <p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p> <p>To spell words with the suffixes -sure, -ture, -cher</p>
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Writing Transcription

EYFS	Year 1	Year 2	Year 3	Year 4
<p>To show good control and coordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>Use RWI letter formation when ready.</p> <p>To write simple sentences which can be read by themselves and others.</p> <p>To use finger spaces.</p>	<p>To write lowercase and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to write handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters.</p> <p>To form lowercase letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To write the full date and underline on each peach of work (short date in maths).</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To always start at the margin and leave a line between paragraphs</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>



Writing at Dinnington First School

<u>Writing Composition</u>				
EYFS	Year 1	Year 2	Year 3	Year 4
<p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>To say aloud what they are going to write, orally composing the sentence.</p> <p>To reread their writing to check that it makes sense and to begin to make changes.</p>	<p>To say aloud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives. Use a story map.</p> <p>Use 5 part story plan: opening, build up, problem, resolution, ending.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>To write about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Use story maps and mountains.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing. Use story mountains, maps and 'boxing up' of texts.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Use story mountains, maps and 'boxing up' of texts.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> <p>To write a range of narratives and non-fiction pieces using a consistent and</p>



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	<p>To use adjectives to describe.</p> <p>To use a number of simple features of different text types to make relevant choices about subject matter and appropriately vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>Headings and Sub-headings</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>
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Grammar and Punctuation				
EYFS	Year 1	Year 2	Year 3	Year 4
<p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting the correct picture.</p> <p>To begin to use capital letters to start sentences and full stops to end them.</p> <p>To use finger spaces.</p>	<p>To use simple sentence structures.</p> <p>To use the joining word (conjunction) 'and' to link ideas and simple sentences.</p> <p>To begin to form simple compound sentences.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p> <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p> <p>To use (or/and/but) and (when/if/that/because) to connect 2 main clauses.</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To use the full range of punctuation taught at KS1 mostly correctly, including:</p> <p>-capital letters, full stops, question marks and exclamation marks.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>To use the full range of punctuation from previous year groups.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid</p>

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		<p>-commas to separate lists, apostrophes to mark singular possession and contractions.</p> <p>To use the present and past progressive tense (verb ending in -ing) e.g. I am reading, I was reading</p>	<p>To punctuate direct speech accurately, including the use of inverted commas.</p> <p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p> <p>To understand the term 'noun' including 'abstract noun'.</p>	<p>cohesion and avoid repetition, e.g. he, she, they, it.</p> <p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p> <p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p> <p>To use fronted adverbials</p> <p>To place a comma after the fronted adverbial</p>
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