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| **Year A (2020 – 2021) Willow Class** | | |
| Block 1 | Block 2 | Block 3 |
| Toys | Flight | Our Planet |
| **Fiction**  Story on a theme  That Rabbit Belongs to Emily Brown by Cressida Cowell  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Make predictions based on what has been read so far. (Predict what she writes on the notice. Predict what the queen writes in the letter at the end). * Demonstrate understanding of fiction texts by asking who, what, where, when, why and how questions. * Recognise the use of repetitive language with a text (His name is not, Bunnywunny. It’s Stanley). * Sequence and discuss the main events in stories. * Orally retell the story. * Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. * Explain and discuss their understanding, giving opinions and supporting with reasons using the question prompts: What do you think? How do you know? And the response: I think… I know that because... * Make inferences about characters and events using evidence from the text using question prompts, such as: How does he feel? How do you know? And the response: I think he feels… I know this because…   **Vocabulary, Grammar and Punctuation**   * Use punctuation to demarcate simple sentences (capital letters and full stops). * Use coordinating conjunction ‘and’ to join words and clauses. * Use subordination for time by using the subordinating conjunction ‘when’.   **Composition**   * Writing objectives covered every unit – see end of document. * Use past tense for narrative.   **Non-fiction**  Complaint Letter from a crayon.  (The Day the Crayons Quit by Oliver Jeffers).  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.  All objectives learnt through guided reading.   * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Demonstrate understanding of non-fiction texts by asking who, what, where, when, why and how questions. * Explain and discuss their understanding, giving opinions and supporting with reasons using the question prompts: What do you think? How do you know? And the response: I think… I know that because... * Identify how specific information is organised within a letter of complaint e.g. two addresses, Dear, introduction, formal sentence starter, organized into paragraphs, first person, conclusion saying what needs to happen next, yours faithfully.   **Vocabulary, Grammar and Punctuation**   * Select, generate and effectively use nouns. * Use capital letters for proper nouns (mainly names of people) and the personal pronoun I. * Use commas to separate items in a list.   **Composition**   * Writing objectives covered every unit – see end of document. * Use the features of a complaint letter to write to a specific audience with the purpose of complaining. * Use present tense to explain a situation and feelings in a letter of complaint.   **Poetry**  Tongue Twisters  A poem about toys using alliteration.  e.g. What’s in the toy box?  A big, bouncy ball,  A delightful, dainty doll,  A load of lovely lego,  And two tame, toy tigers.  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Enjoy and recite rhymes and poems by heart. * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Demonstrate understanding of poetry by answering who, what, where, when, why and how questions. * Identify and explain alliteration.   **Vocabulary, Grammar and Punctuation**   * Identify, select, generate and effectively use adjectives.   **Composition**   * Writing objectives covered every unit – see end of document. * Use capital letters for the start of lines of poetry.   **Performing**   * Read aloud their writing audibly to adults and peers. | **Fiction**  Stories from other cultures  A Folktale from Brazil  The Dancing Turtle by Pleasant DeSpain  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Make predictions based on what has been read so far – prediction right at the end of the book about whether the man will catch the turtle again. * Sequence and discuss the main events in stories. * Orally retell the story. * Demonstrate understanding of fiction texts by answering who, what, where, when, why and how questions. * Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. * Explain and discuss their understanding, giving opinions and supporting with reasons using the question prompts: What do you think? How do you know? And the response: I think… I know that because... * Make inferences about characters and events using evidence from the text using question prompts, such as: How does he feel? How do you know? And the response: I think he feels… I know this because…   **Vocabulary, Grammar and Punctuation**   * Use the coordinating conjunction ‘and’ to link words and clauses. * Identify and use question sentences and question marks. * Identify and use command sentences.   **Composition**   * Writing objectives covered every unit – see end of document. * Use the features of a story from another culture to write to a specific audience with the purpose of entertaining. * Use past tense for narrative.   **Non-fiction**  Recount: Biography  *(I am Amelia Earhart by Brad Meltzer)*  *Supplementary text:* [*https://www.lottie.com/blogs/strong-women/amelia-earhart-biography-for-kids*](https://www.lottie.com/blogs/strong-women/amelia-earhart-biography-for-kids)  *(Cross curricular write – Biography of the Wright Brothers?)*  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.  All objectives learnt through guided reading   * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Demonstrate understanding of non-fiction texts by asking who, what, where, when, why and how questions. * Explain and discuss their understanding, giving opinions and supporting with reasons using the question prompts: What do you think? How do you know? And the response: I think… I know that because... * Identify how specific information is organised within a biography e.g. starts with a question, summarise of main events in intro, past tense, third person, key events included   **Vocabulary, Grammar and Punctuation**   * Use capital letters for proper nouns e.g. Pacific Ocean, Atlantic Ocean, Europe, * Identify and use statement sentences. * Identify and use exclamation sentences. ‘What a remarkable woman she was!’ (must include a verb). What an incredible journey she had! How excited she was to be going on her first flight!   **Composition**   * Writing objectives covered every unit – see end of document. * Make simple notes from non-fiction texts, e.g. highlighting and noting key words. * Use the features of a biography to write to a specific audience with the purpose of recounting events. * Use past tense for a recount.   **Poetry**  Narrative Poems  *(Emma Jayne’s Aeroplane by Katie Haworth)*  *Write a new verse for Rio.*  *Example of the Bejing verse:*  *Up ahead is something bright,*  *It’s a city’s shining lights.*  *The World Trade Centre sparkles bright,*  *The palace glows with twinkling lights.*  *On the Great Wall a dragon sings,*  *She wants the plane to give her wings!*  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Demonstrate understanding of fiction texts by answering who, what, where, when, why and how questions. * Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. * Make inferences about characters and events using evidence from the text using question prompts, such as: How does he feel? How do you know? And the response: I think he feels… I know this because…   **Vocabulary, Grammar and Punctuation**   * Use apostrophes for singular possession. *A city’s shining lights.*   **Composition**   * Writing objectives covered every unit – see end of document. * Use capital letters for the start of lines of poetry. * Use present tense in a poem.   **Performing**   * Read aloud their writing with intonation to make the meaning clear. | **Fiction**  Story on a theme  Boris goes camping  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading * Make predictions based on what has been read so far. * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Demonstrate understanding of fiction texts by asking and answering who, what, where, when, why and how questions. * Sequence and discuss the main events in stories. * Orally retell the story. * Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. * Explain and discuss their understanding, giving opinions and supporting with reasons using the question prompts: What do you think? How do you know? And the response: I think… I know that because... * Make inferences about characters and events using evidence from the text using question prompts, such as: How does he feel? How do you know? And the response: I think he feels… I know this because…   **Vocabulary, Grammar and Punctuation**   * Use the coordinating conjunction ‘but’ to link words and clauses. * Use apostrophes for contracted forms e.g. let’s, won’t, wasn’t, don’t, it’s. * Identify and use exclamation marks.   **Composition**   * Writing objectives covered every unit – see end of document. * Use past tense for narrative.   **Non- Fiction**  Instructions for making bear biscuits?  (Cross Curricular write – instructions for making a salad pot.)  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.  All objectives learnt through guided reading   * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Demonstrate understanding of non-fiction texts by asking who, what, where, when, why and how questions. * Explain and discuss their understanding, giving opinions and supporting with reasons using the question prompts: What do you think? How do you know? And the response: I think… I know that because…   Identify how specific information is organised within instructions e.g. title How to…, list of ingredients, numbers instructions, written in order, short and clear, verbs, diagrams.  **Vocabulary, Grammar and Punctuation**   * Identify and use command sentences. * Identify, generate, select and effectively use verbs. * Identify, generate, select and effectively use adverbs ( e.g. next, firstly, carefully, quickly, then.) understanding that adjectives can be turned into adverbs by adding the suffix ly but that not all adverbs end in ly!   **Composition**   * Writing objectives covered every unit – see end of document. * Use present tense for instructions.   **Poetry**  Traditional Rhymes  Here We Go Round the Mulberry Bush  (Performance Only. No Written Outcome)  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Enjoy and recite rhymes and poems by heart. * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Demonstrate understanding of poetry by answering who, what, where, when, why and how questions. * Recognise the use of repetitive language within a poem.   **Performing**   * Recite a traditional rhyme using appropriate intonation. |

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| **Year B (2021 – 2022) Oak Class** | | |
| Block 1 | Block 2 | Block 3 |
| Great Fire of London | Healthy Me | Holcombe |
| **Fiction**  (Repetitive Pattern Stories)  The Highway Rat by Julia Donaldson  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Make predictions based on what has been read so far. * Demonstrate understanding of fiction texts by asking who, what, where, when, why and how questions. * Recognise the use of repetitive language with a text But I am the rat of the highway and this/these…belong to me. * Sequence and discuss the main events in stories. * Orally retell the story. * Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. * Explain and discuss their understanding, giving opinions and supporting with reasons using the question prompts: What do you think? How do you know? And the response: I think… I know that because… * Make inferences about characters and events using evidence from the text using question prompts, such as: How does he feel? How do you know? And the response: I think he feels… I know this because…   **Vocabulary, Grammar and Punctuation**   * Select, generate and effectively use nouns. * Select, generate and effectively use adjectives. * Identify, generate and effectively use noun phrases.   **Composition**   * Writing objectives covered every unit – see end of document. * Use the features of a repetitive pattern story to write to a specific audience with the purpose of entertaining.   **Non-Fiction**  DO THIS UNIT FIRST  (Due to the grammar)  *Dirty Rats? by Darrin Lunde*  Non-Chronological Report about rats.  Cross curricular write: non-chronological report about the Great Fire of London.  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Demonstrate understanding of non-fiction texts by asking who, what, where, when, why and how questions. * Explain and discuss their understanding, giving opinions and supporting with reasons using the question prompts: What do you think? How do you know? And the response: I think… I know that because… * Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams   **Vocabulary, Grammar and Punctuation**   * Use punctuation to demarcate simple sentences (capital letters and full stops). * Use the coordinating conjunction ‘and’ to link words and clauses. * Use the coordinating conjunction ‘but’ to link words and clauses.   **Composition**   * Writing objectives covered every unit – see end of document. * Make simple notes from non-fiction texts, e.g. highlighting and noting key words. * Use present tense for a non-chronological report. * Use the features of a non-chronological report to write to a specific audience with the purpose of informing.   **Poetry**  London’s Burning  Ladybird, Ladybird by Mother Goose  (Performance only. No Written Outcome.)  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Learn and recite a range of poems using appropriate intonation. * Enjoy and recite rhymes and poems by heart. * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases.   **Performing**   * Read aloud their writing audibly to adults and peers. | **Fiction**  (Classic Story)  The Enormous Turnip by Katie Daynes  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Make predictions based on what has been read so far – prediction e.g. who was at the door? What will Daddy say when he gets home? * Sequence and discuss the main events in stories. * Orally retell the story. * Demonstrate understanding of fiction texts by answering who, what, where, when, why and how questions. * Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. * Explain and discuss their understanding, giving opinions and supporting with reasons using the question prompts: What do you think? How do you know? And the response: I think… I know that because... * Make inferences about characters and events using evidence from the text using question prompts, such as: How does he feel? How do you know? And the response: I think he feels… I know this because…   **Vocabulary, Grammar and Punctuation**   * Use apostrophes for singular possession e.g. Daddy’s beer, Sophie’s Daddy. * Use apostrophes for contracted forms eg don’t, can’t * Identify, generate, select and effectively use verbs.   **Composition**   * Writing objectives covered every unit – see end of document.   **Non-Fiction**  Recount - Scaffold write – Parents coming for tea.  Independent write – an animal of their choice who came to tea.  Assessed write animal came to tea.  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Demonstrate understanding of non-fiction texts by asking who, what, were, when, why and how questions. * Explain and discuss their understanding, giving opinions and supporting with reasons using the question prompts: What do you think? How do you know? And the response: I think… I know that because... * Identify how specific information is organised within a recount e.g. opening statement When? Who? What? Where?, time conjunctions, past tense, powerful verbs, first person, conclusion.   **Vocabulary, Grammar and Punctuation**   * Identify, generate, select and effectively use adverbs ( e.g. carefully, quickly, then.) understanding that adjectives can be turned into adverbs by adding the suffix ly but that not all adverbs end in ly! * Use the subordinating conjunction ‘when’ and ‘because’ to join clauses. * Identify, generate and select compound words. E.g. sheepdog, catnap, backdoor   **Composition**  Writing objectives covered every unit – see end of document.   * Use past tense for a recount. * Use the features of a recount to write to a specific audience with the purpose of informing.   **Poetry**  A Kenning for The Tiger Who Came to Tea  (Assessed write for the puppet who came to tea at school).  Cross Curricular – a kenning for Nye Bevan or Florence Nightingale.  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Learn and recite a range of poems using appropriate intonation. * Enjoy and recite rhymes and poems by heart. * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases.   **Vocabulary, Grammar and Punctuation**   * Add the suffix er to create nouns.   Eater, guzzler, drinker  **Composition**   * Writing objectives covered every unit – see end of document. * Use capital letters for the start of lines of poetry.   **Performing**   * Read aloud their writing with intonation to make the meaning clear. | **Fiction**  (Stories with familiar settings)  Mossop’s Last Chance  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Make predictions based on what has been read so far. * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Demonstrate understanding of fiction texts by asking and answering who, what, where, when, why and how questions. * Sequence and discuss the main events in stories. * Orally retell the story. * Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. * Explain and discuss their understanding, giving opinions and supporting with reasons using the question prompts: What do you think? How do you know? And the response: I think… I know that because... * Make inferences about characters and events using evidence from the text using question prompts, such as: How does he feel? How do you know? And the response: I think he feels… I know that because…   **Vocabulary, Grammar and Punctuation**   * Use the subordinating conjunction ‘if’. * Use the subordinating conjunction ‘that’. * Identify and use question sentences and punctuate with a question mark.   **Composition**   * Writing objectives covered every unit – see end of document.   **Non-Fiction**  Persuasive Poster advertising Mudpuddle Farm  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Demonstrate understanding of non-fiction texts by asking who, what, where, when, why and how questions. * Explain and discuss their understanding, giving opinions and supporting with reasons using the question prompts: What do you think? How do you know? And the response: I think… I know that because... * Identify how specific information is organised within a persuasive poster e.g. present tesne, beigns with question, exaggeration/flattery, clear presentation, temporal conjunctions (before, until, at once, now), catchy names/slogan. * Identify and explain alliteration.   **Vocabulary, Grammar and Punctuation**   * Use commas to separate items in a list. * Use the subordinating conjunction ‘if’ to join clauses. * Use the coordinating conjunction ‘or’ to join words or clauses.   **Composition**   * Writing objectives covered every unit – see end of document. * Make simple notes from non-fiction texts, e.g. highlighting and noting key words. * Use the features of a persuasive poster to write to a specific audience with the purpose of persuading. * Use present tense for a persuasive poster.   **Poetry**  What the Ladybird Heard by Julia Donaldson  **Reading**  Within each lesson, practise previous learning by answering questions which follow the objectives in blue.   * All objectives learnt through guided reading. * Learn and recite a range of poems using appropriate intonation. * Enjoy and recite rhymes and poems by heart. * Introduce and discuss words within the context of the text, linking new meaning to known vocabulary. * Introduce, discuss and collect favourite words and phrases. * Identify and explain onomatopoeia.   **Composition**   * Writing objectives covered every unit – see end of document. * Use capital letters for the start of lines of poetry. * Use a poetic device: onomatopoeia.   **Performing**   * Read aloud their writing audibly to adults and peers. * Read aloud their writing with intonation to make the meaning clear. |

**Reading objectives covered every unit**

* Listen, discuss and express views about a range of texts beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.

**Writing objectives covered every unit**

**Planning gathering part**

* Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.
* Orally plan and rehearse ideas.
* Sequence ideas and events in narrative.
* Sequence ideas and events in non-fiction.
* Use familiar plots for structuring the opening, middle and end of their stories.

**Drafting and Writing**

* Leave spaces between words. (Year 2 focus on appropriate sized space between words and gaps for apostrophes).
* Say out loud what they are going to write about.
* Compose a sentence/line of poetry orally before writing it.
* Reread every sentence/line of poetry to check it makes sense.
* Develop a positive attitude to writing.
* Develop stamina for writing in order to write at length.
* Write about real and fictional events.
* Write simple poems based on models.

**Evaluating and Editing**

* Discuss their writing with adults and peers.
* Edit and improve own writing in relation to audience and purpose.
* Evaluate their writing with adults and peers.
* Proofread to check for errors in spelling, grammar and punctuation.
* Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.

**Performing**

* Read aloud their writing audibly to adults and peers.
* Read aloud their writing with intonation to make the meaning clear.

**Reading Objectives covered through guided reading.**

* Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
* Re-read books to build up fluency and confidence in word reading.
* Read frequently encountered words quickly and accurately without overt sounding and blending.
* Make personal reading choices and explain reasons for choices.
* Use tone and intonation when reading aloud.
* Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.
* Participate in discussion about what is read to them, taking turns and listening to what others say.
* Agree rules for effective discussions.
* Make contributions in group discussion.
* Consider other points of view.
* Listen and respond to contributions from others.
* Read all the words in the sentence accurately so that their understanding of what they read is not hindered by imprecise decoding.
* Use morphology to work out the meaning of unfamiliar words.
* Read common exception words, noting tricky parts.
* Apply phonic knowledge and skills as the route to decode words.
* Respond speedily with the correct sound to grapheme for the 44 phonemes.
* Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow.
* Read accurately by blending sounds in unfamiliar words.
* Read words containing –s, -es, -ing, -ed, -er, -est endings.
* Split two and three syllable words into the separate syllables to support blending for reading.
* Read words with contractions e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter.

**Demonstrate active reading strategies:**

* making connections – link what they read or hear read to their own experiences (text to self)
* summarising
* predicting,
* identifying new words,
* asking questions,
* activating prior knowledge (metacognition)
* visualizing,
* synthesizing,
* marking the text
* checking that what they have read makes sense to them and self-correct.

**Cross-curricular reading**

The Great Fire by Sue Cowling from A First Poetry Book by Pie Corbett and Gaby Morgan

*The Great Fire of London Poem by Paul Perro*

[*http://www.history-for-kids.com/great-fire-of-london.html*](http://www.history-for-kids.com/great-fire-of-london.html)

*(Vlad and The Great Fire of London by Kate Cunningham)*

*The Baker’s Boy and the Great Fire of London.*

**Objectives taught through class assemblies, performances etc.**

* Read aloud their writing audibly to adults and peers.
* Read aloud their writing with intonation to make the meaning clear.

**Vocabulary, Grammar and Punctuation Objectives taught through guided writing sessions.**

* Make singular nouns plural using s and es.
* Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper.
* Add the prefix ‘un’ to verbs and adjectives to change the meaning e.g. untie, unkind.

**Word Reading Objectives taught through spelling sessions/phonics**

* Make singular nouns plural using s and es.
* Add suffixes to verbs where no spelling change is needed to the root word e.g. help, helper, helped.
* Read words containing common suffixes including: -s, –ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y, -en.
* Read common exception words, noting tricky parts.

**Class reads must include Cinderella and a range of other traditional fairy tales. The formulaic language used in fairy stories must be emphasised.**

**Year 2 Vocabulary, grammar and punctuation Objectives to ensure Year 2 children are evidencing**

**Gaps can be taught during guided writing sessions.**

* Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).
* Use sentences with different forms: statement, question, command, exclamation.
* Secure the use of full stops, capital letters, exclamation marks and question marks.
* Use commas to separate items in a list.
* Use apostrophes for contracted forms e.g. don’t, can’t, wouldn’t, you’re, I’ll.
* Use apostrophes for singular possession in nouns, e.g. the girl’s name.
* Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.
* Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.
* Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn’t rain on sports day.
* Select, generate and effectively use verbs.
* Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress. □ Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports.
* Use present tense for non-chronological reports and persuasive adverts.
* Select, generate and effectively use nouns.
* Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker
* Create compound words using nouns, e.g. whiteboard and football.
* Select, generate and effectively use adjectives.
* Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).
* Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless.
* Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest.
* Select, generate and effectively use adverbs.
* Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully.

