|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | B | C | D | E | F |
| Vehicle Texts |
| Anna Hibiscus | Gingerbread manBiscuit Bear | The Everywhere Bear | Stanley Stick | Blue Penguin | The Extraordinary Gardiner |
| Writing Outcome and Writing Purpose |
| Narrative: A Friendship &Animal Theme Purpose: To telland write sentences around thetheme | Narrative A Traditional Tale Theme Purpose: To tell and write sentences around the theme | Narrative Purpose: To tell and write sentences around the them | Narrative Theme Purpose: To tell and write sentences around the theme | Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme | Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme |
| Recount: Animal InformationPurpose: To inform | Information: Poster to find a lost gingerbreadman Purpose: To inform (and describe) | Information: A letter wanting to be a sidekick Purpose: To inform | Instructions: How make a stick into something Purpose: To instruct | Poems: Sea creature poems Purpose: To describe | Instructions: How to grow a garden plant / vegetable Purpose: To instruct |
| Grammar: Word |
| Focus on: •Recognised spoken word can be represented inprint (some children will be emergent mark makers whilstothers may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so | Build on previous units & focus on: •Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling \*Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, wa | Build on previous unit & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling \*Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are | Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling \*Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are | Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling \*Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some | Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling \*Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come |
| Grammar: Sentence |
| Focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing. Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog. Combining words to make labels, captions, lists, phrases and shortSentences (depending on developmental stage) Teacher model use of the Sentence Accuracy Check | Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. I got a gem. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model and support correct use of the Sentence Accuracy Check | Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives •Re-read what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check | Build on previous units & focus on: •Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives •Write short sentences with words with known sound letter correspondences using a capital letter and full stop •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check | Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check | Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Chec |
|  Grammar Text |
| Focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative - opening, build up, problem and ending •Begin to retell familiar stories and texts in their words and / or repetition | Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words. including; Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives. | Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives. | Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, Soon, and Suddenly. •Sequence sentences to form short narratives. | Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then one night, The very next morning and Then. •Sequence sentences to form short written narratives. | Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives. |
| Grammar: Punctuation |
| Focus on: Letter formation Separation of words and spaces | Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I, he | Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops | Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops | Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names | Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names |
| Terminology For Pupils |
| letter, capital letter, word, sentence, full stop, question mark |