|  |  | Autumn 1 |  | Autumn 2 |  | Spring 1 |  | Spring 2 |  | Summer 1 |  | Summer 2 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | N | NF | P | NF | N | NF | N | P | N | NF | N | NF |
|  |  |  |  |  | $\begin{aligned} & \text { 岂 } \\ & \text { a } \\ & \text { U } \\ & \text { U } \end{aligned}$ |  |  | $\begin{aligned} & \text { O} \\ & \text { 건 } \\ & \text { O} \\ & \text { 름 } \end{aligned}$ |  |  |  |  | $\begin{aligned} & \bar{\alpha} \\ & \frac{\alpha}{4} \\ & \stackrel{4}{4} \\ & \text { Z } \end{aligned}$ |
|  | Write sentences by saying out loud what they are going to write about. | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Write sentences by composing a sentence orally before writing it. | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Write sentences by sequencing sentences to form short narratives. | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Write sentences by re-reading what they have written to check that it makes sense. | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Discuss what they have written with the teacher or other pupils. | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | $R$ ead aloud their writing clearly enough to be heard by their peers and the teacher. | Covered via our choral speaking curriculum. |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & 0 \\ & 0 \\ & \\ & 3 \end{aligned}$ | Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. |  |  | $\checkmark$ |  | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ |  |  | $\checkmark$ |
|  | Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). |  | $\checkmark$ |  |  |  | $\checkmark$ |  |  |  |  |  |  |
|  | How the prefix un-changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]. |  | $\checkmark$ |  |  | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  |  | $\checkmark$ |  |
|  | How words can combine to make sentences. | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Joining words and joining clauses using 'and'. | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| $\stackrel{5}{\underset{1}{\mid}}$ | Sequencing sentences to form short narratives. | $\checkmark$ |  |  |  | $\checkmark$ |  | $\checkmark$ |  | $\checkmark$ |  | $\checkmark$ |  |
|  | Separation of words with spaces. | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Capital letters for names and for the personal pronoun 'II'. | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |

