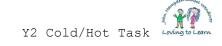




/ I can write a traditional tale

Planes & Trains

Vocabulary Grammar	. ? !	uses tenses			Œ		Expanded	Capital
Punctuation		I was			•		noun phrases lots of	letters at
		I am	and but so	or	if		people	the
		I will			who		people	beginning of
	,				tho			names:
	for lists				beca			and places
	"an a a sh marha"				wh			
	"speech marks"				whi	cn		
Spelling	spelling tricky	spelling first	Spelling		Suffi	xes	there	(
	words	100 words	mostly		- ment,		their	•
	the	○ ¥	accurately	,	ful, le	•	they're	
		5	(Segmenting	9		9	creg re	don't can't
	was		and	۰ (joy	g-ful	check	the cat's
	said		spelling many these words		اکلا		homophones and	name
	people	spelling	correctly an		Pre	fix	near homophones	
	people	common	making		ur	•	•	
		exception	phonically		unhappy	untrue		
		words	plausible		uncertain	untidy		
			attempts at others)		untie	unwell		
Handwriting	Joined writing	Correct letter	Correct lette	r	Spacing b	nfinished		Paragraphs
Traitawriting	Joned Witting	formation —	formation –		wor			raragraphs
		[°] lower case	'upper case)_		
	all hill kick lit tub bat	letters abc	letters		(m	9		
	little hat that tall		ABC		1	,		
Composition	• <u>Plan</u> writing			•	Beain to u	se notes and io	ttings to construct ide	as
Composition	 Sequence ideas 	in a logical <u>order</u>		•	Jot down i	words and idea	s linked to themes	
		ritten and say if it mo , identifying some sim		•		erent styles of <i>v</i> g the forms of l	vriting when writing fo etter	or different purposes
		correct errors in pun		•	Evaluate v	ritten work ald	ongside the class teach	
	and FS	when sharing work ar	ad show an	•	Identify wi needed	hat has been si	iccessful and where im	provements are
	awareness of th	e readers			Take steps		areas of improvemen	
		<u>tenses</u> are used corre to check their spelling					n work to ensure it makes sense thin sustained pieces of writing	
Effect on	- 030 4014 1313	S check their spenting	P P P P P P P P P P P P P P P P P P P			c. os correcting t	sustanteu pieces	A National States
audience		~~~ e			•	$ \dot{\odot} $	7	
dudience	Character	<u></u>				$ \Theta $		~ \
	story start se	etting b	uild up	pro	blem	Solution	start	and ending
~~~~	<u>_c</u> haracter					solutio	on	
nomatopo <del>cia</del>			Interesting					
Repetitive		simile	alliteration		entence o		الماد و الدو	<u></u>
language: Then I'll huff and	adverbs	as	Crawl like a creepy crawly caterpillar		.g. Once up Isually, Find		<b>E</b> adjective	
I'll puff		like	Management.		suαιιy, riin arefully	any,	physical feature	s, personality
, 55	for description				, ,			, 5







### Lorries

Vocabulary Grammar Punctuation	AaBbCc .	<b>)</b> for lists	uses tenses I was I am I will	and but so or	if when that	Expanded noun phrases lots of
	: :				because who which	people
Spelling	spelling tricky words the was said people	spelling first 100 words  Spelling common exception words	Spelling mostly accurately (Segmenting and spelling many of these words correctly and making phonically plausible attempts at others)	Suffixes -ed, -es, -ing, -ly -er -est	Capital letters at the beginning of names: and places	
Handwriting	<u>sit</u> tall	Correct letter formation — lower case letters <b>abc</b>	Correct letter formation — upper case letters <b>ABC</b>	Spacing between words		
Composition	<ul> <li>Begin to use notes and jottings</li> <li>Jot down words and ideas link</li> <li>Adopt different styles of writing using the forms of letter</li> <li>Evaluate written work alongsid</li> <li>Identify what has been success</li> <li>Take steps to address the areas</li> <li>Read what is written and say is</li> <li>Identify and modify written work</li> <li>Identify and modify written work</li> <li>Use time verbs correctly within</li> <li>Ensure that the tenses are used</li> <li>Use word lists to check their sp</li> </ul>				es iting for different pu teacher ere improvements ar vement with guidanc sense re it makes sense	re needed e
Effect on audience	adverbs for description	simile as like	alliteration  Crawl like a creepy crawly caterpillar	physical features, personality	Interesting sopeners  Sometimes, When, Have	entence Quickly, If,





### Cars

Vocabulary Grammar Punctuation	AaBbCc .		uses tenses I was I am I will	and but so or	because	Expanded noun phrases lots of people
Spelling	spelling tricky words the was said people	spelling first 100 words  spelling common exception words	Spelling mostly accurately (Segmenting and spelling many of these words correctly and making phonically plausible attempts at others)	Suffixes -ed, -es, -ing, -ly -er -est	Capital letters at the beginning of names: and places	
Handwriting	<u>sit</u> tall	Correct letter formation — lower case letters <b>abc</b>	Correct letter formation — upper case letters ABC	Spacing between words		
Composition	Plan writing Sequence ideas in a logical order Proof read work, identifying some simple errors Revisit work to correct errors in punctuation — CL and FS		Jot down words Adopt different using the forms Evaluate writter Identify what h Take steps to a Read what is w Identify and mo Use time verbs Ensure that the	otes and jottings to construct of and ideas linked to them styles of writing when writing when writing when work alongside the class as been successful and whold did to the construction and say if it makes so diffy written work to ensure correctly within sustained tenses are used correctly when sharing work and should be the construction of the construction work and should be the construction of the construction when sharing work and should be the construction of the construction o	es ting for different pur teacher ere improvements ar ement with guidance sense te it makes sense pieces of writing	e needed
Effect on audience	adverbs for description	simile as like	alliteration  Crawl like a creepy crawly caterpillar	physical features, personality	Interesting s	entence Quickly, If,



spelling tricky	spelling hf	Segment to
words	words	spell
the	0—≖	
was	and	
said	and	
people	with	
	went	
	time	





### Trains

Vocabulary Grammar Punctuation	. ? !  for lists  "speech marks"	uses tenses I was I am I will	and but so o	r if when that because who which	Expanded noun phrases lots of people	Capital letters at the beginning of names: and places	
Spelling	spelling tricky words the was said people	spelling first 100 words  spelling common exception words	Spelling mostly accurately (Segmenting and spelling many of these words correctly and making phonically plausible attempts at others)		there their they're  check homophones and near homophones	don't can't the cat's name	
Handwriting	Joined writing  all hill kick lit tub bat little hat that tall	Correct letter formation — lower case letters <b>abc</b>	Correct letter formation — upper case letters ABC	Spacing between words		Paragraphs	
Composition	<ul> <li>Plan writing</li> <li>Sequence ideas in a logical order</li> <li>Read what is written and say if it makes sense</li> <li>Proof read work, identifying some simple errors</li> <li>Revisit work to correct errors in punctuation — CL and FS</li> <li>Use intonation when sharing work and show an awareness of the readers</li> <li>Ensure that the tenses are used correctly</li> <li>Use word lists to check their spelling</li> </ul>		nple errors ictuation — CL and show an ectly	<ul> <li>Jot down words and id.</li> <li>Adopt different styles of a control of the forms of the form</li></ul>	<ul> <li>needed</li> <li>Take steps to address the areas of improvement with guidance</li> <li>Identify and modify written work to ensure it makes sense</li> <li>Use time verbs correctly within sustained pieces of writing</li> </ul>		
adverbs for description	as cro	eration	on audience	e Interesting, varied lang Sentence openers e.g. Once upon, Usually, Finally, Carefully	uage:  adjectives  physical features,	personality	