
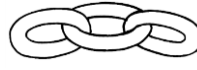





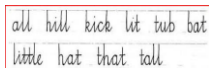



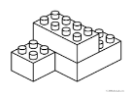



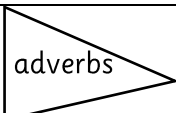






I can write a traditional tale

Planes &amp; Trains

Vocabulary Grammar Punctuation	. ? !	uses tenses I was I am I will	 and but so or	 if when that because who which	Expanded noun phrases lots of people	Capital letters at the beginning of names: and places 					
	, for lists										
	“speech marks”										
Spelling	spelling tricky words the was  said people	spelling first 100 words 	Spelling mostly accurately (Segmenting and spelling many of these words correctly and making phonically plausible attempts at others)	Suffixes - ment, ness, ful, less, ly  	there their they're  check homophones and near homophones	don't can't the cat's name					
		spelling common exception words		Prefix un <table border="1"><tr><td>unhappy</td><td>untrue</td></tr><tr><td>uncertain</td><td>untidy</td></tr><tr><td>untie</td><td>unwell</td></tr><tr><td>undress</td><td>unfinished</td></tr></table>	unhappy		untrue	uncertain	untidy	untie	unwell
unhappy	untrue										
uncertain	untidy										
untie	unwell										
undress	unfinished										
Handwriting	Joined writing 	Correct letter formation – lower case letters abc	Correct letter formation – upper case letters ABC	Spacing between words 		Paragraphs <hr/> <hr/> <hr/> <hr/> <hr/>					
Composition	<ul style="list-style-type: none"><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>			<ul style="list-style-type: none"><li>Begin to use notes and jottings to construct ideas</li><li>Jot down words and ideas linked to themes</li><li>Adopt different styles of writing when writing for different purposes – e.g. using the forms of letter</li><li>Evaluate written work alongside the class teacher</li><li>Identify what has been successful and where improvements are 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>							
Effect on audience	 Character	 setting	 build up	 problem	 solution	 start and ending					
	story start character										
Onomatopoeia	Interesting, varied language:										
Repetitive language: Then I'll huff and I'll puff...	 adverbs for description	simile ... as ... ... like ...	alliteration Crawl like a creepy crawly caterpillar 	Sentence openers e.g. Once upon, Usually, Finally, Carefully	 adjectives physical features, personality						









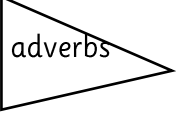


Y2 Cold/Hot Task

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I can write a character description









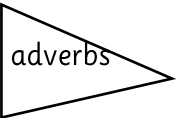


Lorries

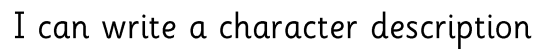
Vocabulary Grammar Punctuation	AaBbCc .	,	uses tenses I was I am I will	 and but so or	 if when that because who which	Expanded noun phrases <i>lots of people</i>
	? !					
Spelling	spelling tricky words the was said people 	spelling first 100 words  spelling common exception words	Spelling mostly accurately (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> <u>tall</u>	Correct letter formation – lower case letters abc	Correct letter formation – upper case letters ABC	Spacing between words 		
Composition	 <ul style="list-style-type: none"><li>Plan writing</li><li>Sequence ideas in a logical <b>order</b></li><li>Proof <b>read work</b>, identifying some simple errors</li><li>Revisit work to <b>correct errors</b> in punctuation – CL and FS</li></ul>		<ul style="list-style-type: none"> <li>Begin to use notes and jottings to construct ideas</li> <li>Dot down words and ideas linked to themes</li> <li>Adopt different styles of writing when writing for different purposes – e.g. using the forms of letter</li> <li>Evaluate written work alongside the class teacher</li> <li>Identify what has been successful and where improvements are needed</li> <li>Take steps to address the areas of improvement with guidance</li> <li>Read what is written and say if it makes sense</li> <li>Identify and modify written work to ensure it makes sense</li> <li>Use time verbs correctly within sustained pieces of writing</li> <li>Ensure that the tenses are used correctly</li> <li>Use word lists to check their spelling</li> <li>Use intonation when sharing work and show an awareness of the readers</li> </ul>			
Effect on audience	adverbs  for description	simile ... as ... ... like ...	alliteration <i>Crawl like a creepy crawly caterpillar</i> 	adjectives  physical features, personality	Interesting sentence openers  <i>Sometimes, Quickly, If, When, Have you...?</i>	





I can write a character description

Cars

Vocabulary Grammar Punctuation	AaBbCc .		uses tenses I was I am I will	 and but so or	 because	Expanded noun phrases <i>lots of people</i>
	!					
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> <u>tall</u>	Correct letter formation – lower case letters abc	Correct letter formation – upper case letters ABC	Spacing between words 		
Composition			<ul style="list-style-type: none"> <li>Begin to use notes and jottings to construct ideas</li> <li>Jot down words and ideas linked to themes</li> <li>Adopt different styles of writing when writing for different purposes – e.g. using the forms of letter</li> <li>Evaluate written work alongside the class teacher</li> <li>Identify what has been successful and where improvements are needed</li> <li>Take steps to address the areas of improvement with guidance</li> <li>Read what is written and say if it makes sense</li> <li>Identify and modify written work to ensure it makes sense</li> <li>Use time verbs correctly within sustained pieces of writing</li> <li>Ensure that the tenses are used correctly</li> <li>Use word lists to check their spelling</li> <li>Use intonation when sharing work and show an awareness of the readers</li> </ul>			
Effect on audience	 adverbs  for description	simile ...as... ...like...	alliteration <i>Crawl like a creepy crawly caterpillar</i> 	 adjectives physical features, personality	Interesting sentence openers  <i>Sometimes, Quickly, If, When, Have you...?</i>	


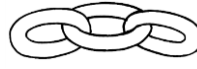





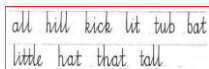

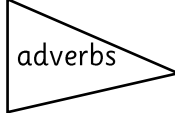

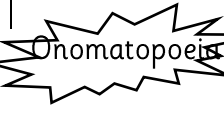



<p>spelling tricky words</p> <p>the was said people</p> 	<p>spelling hf words</p>  <p>and with went time</p>	<p>Segment to spell</p>
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I can write a character description

Trains

Vocabulary Grammar Punctuation	. ? !	uses tenses I was I am I will	 and but so or	 if when that because who which	Expanded noun phrases lots of people	Capital letters at the beginning of names: and places 
	, for lists					
	“speech marks”					
Spelling	spelling tricky words the was  said people	spelling first 100 words 	Spelling mostly accurately (Segmenting and spelling many of these words correctly and making phonically plausible attempts at others)	Suffixes - ment, ness, ful, less, ly 	there their they're  check homophones and near homophones	‘  don't can't the cat's name
		spelling common exception words		Prefix un 		
Handwriting	Joined writing 	Correct letter formation – lower case letters abc	Correct letter formation – upper case letters ABC	Spacing between words 		Paragraphs <hr/> <hr/> <hr/> <hr/> <hr/>
Composition	<ul style="list-style-type: none"><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>			<ul style="list-style-type: none"><li>Begin to use notes and jottings to construct ideas</li><li>Jot down words and ideas linked to themes</li><li>Adopt different styles of writing when writing for different purposes – e.g. using the forms of letter</li><li>Evaluate written work alongside the class teacher</li><li>Identify what has been successful and where improvements are 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>		
	Effect on audience Interesting, varied language:					
 adverbs for description	simile ...as... ...like...	alliteration Crawl like a creepy crawly caterpillar 	 Onomatopoeia	Sentence openers e.g. Once upon, Usually, Finally, Carefully	 adjectives  physical features, personality	