I can write a traditional tale Planes & Trains

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Vocabulary**  **Grammar**  **Punctuation** | . ? ! | | uses tenses  I was  I am  I will | | Image result for clipart link  and but so or | | Image result for clipart link  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  Image result for suffixes | | 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  **C:\Users\steve\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1VNYHNFM\FingerPointingDown[1].gif** | |  | | Paragraphs |
| **Composition** | * **Plan** writing * Sequence ideas in a logical **order** * **Read** what is written and say if it makes **sense** * Proof read work, identifying some simple errors * Revisit work to **correct errors in punctuation** – CL and FS * Use **intonation** when sharing work and show an awareness of the readers * Ensure that the **tenses** are used correctly * Use **word lists** to check their **spelling** | | | | | * *Begin to use notes and jottings to construct ideas* * *Jot down words and ideas linked to themes* * *Adopt different styles of writing when writing for different purposes – e.g. using the forms of letter* * *Evaluate written work alongside the class teacher* * *Identify what has been successful and where improvements are needed* * *Take steps to address the areas of improvement with guidance* * *Identify and modify written work to ensure it makes sense* * *Use time verbs correctly within sustained pieces of writing* | | | | | |
| **Effect on audience** | Image result for tales toolkit#  story start character | setting | | build up | | problem | | solution | | start and ending | |
| Onomatopoeia | Interesting, varied language: | | | | | | | | | | |
| Repetitive language:  *Then I’ll huff and I’ll puff…* | adverbs  for description | | simile  …as…  …like… | | alliterationRelated image | | **Sentence openers**  e.g. Once upon, *Usually, Finally, Carefully* | | adjectives  physical features, personality | | |
|  | | |

 I can write a character description Lorries

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Vocabulary**  **Grammar**  **Punctuation** | AaBbCc . | | ,  for lists | uses tenses  I was  I am  I will | Image result for clipart link  and but so or | Image result for clipart link  if  when  that  because  who  which | *Expanded noun phrases*  *lots of people* |
| ? ! | |
| **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  -ed, -es, -ing,  -ly  -er -est | Capital letters at the beginning of names:  and places |  |
| spelling common exception words |
| **Handwriting** | **sit**  **tall** | | Correct letter formation – lower case letters **abc** | Correct letter formation – upper case letters **ABC** | Spacing between words  **C:\Users\steve\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1VNYHNFM\FingerPointingDown[1].gif** |  |  |
| **Composition** |  | C:\Users\steve\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YY1BUB6U\blank-book-illustration[1].jpg | | * *Begin to use notes and jottings to construct ideas* * *Jot down words and ideas linked to themes* * *Adopt different styles of writing when writing for different purposes – e.g. using the forms of letter* * *Evaluate written work alongside the class teacher* * *Identify what has been successful and where improvements are needed* * *Take steps to address the areas of improvement with guidance* * *Read what is written and say if it makes sense* * *Identify and modify written work to ensure it makes sense* * *Use time verbs correctly within sustained pieces of writing* * *Ensure that the tenses are used correctly* * *Use word lists to check their spelling* * *Use intonation when sharing work and show an awareness of the readers* | | | |
| * **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 | | |
| **Effect on audience** | adverbs  for description | | simile  …as…  …like… | alliterationRelated image | adjectives  physical features, personality | Interesting sentence openers  *Sometimes, Quickly, If, When, Have you…?* | |

 I can write a character description Cars

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Vocabulary**  **Grammar**  **Punctuation** | AaBbCc . | |  | uses tenses  I was  I am  I will | Image result for clipart link  and but so or | Image result for clipart link  because | *Expanded noun phrases*  *lots of people* |
| ! | |
| **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  -ed, -es, -ing,  -ly  -er -est | Capital letters at the beginning of names:  and places |  |
| spelling common exception words |
| **Handwriting** | **sit**  **tall** | | Correct letter formation – lower case letters **abc** | Correct letter formation – upper case letters **ABC** | Spacing between words  **C:\Users\steve\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1VNYHNFM\FingerPointingDown[1].gif** |  |  |
| **Composition** |  | C:\Users\steve\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YY1BUB6U\blank-book-illustration[1].jpg | | * *Begin to use notes and jottings to construct ideas* * *Jot down words and ideas linked to themes* * *Adopt different styles of writing when writing for different purposes – e.g. using the forms of letter* * *Evaluate written work alongside the class teacher* * *Identify what has been successful and where improvements are needed* * *Take steps to address the areas of improvement with guidance* * *Read what is written and say if it makes sense* * *Identify and modify written work to ensure it makes sense* * *Use time verbs correctly within sustained pieces of writing* * *Ensure that the tenses are used correctly* * *Use word lists to check their spelling* * *Use intonation when sharing work and show an awareness of the readers* | | | |
| * **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 | | |
| **Effect on audience** | adverbs  for description | | simile  …as…  …like… | alliterationRelated image | adjectives  physical features, personality | Interesting sentence openers  *Sometimes, Quickly, If, When, Have you…?* | |

 I can write a character description

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **C:\Users\steve\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1VNYHNFM\FingerPointingDown[1].gif** | **AaBbCc** | **.** | **C:\Users\steve\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YY1BUB6U\blank-book-illustration[1].jpg** | **sit** |

|  |  |  |
| --- | --- | --- |
| spelling tricky words  the  was  said  people | spelling hf words    and  with  went  time | Segment to spell |

I can write a character description Trains

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Vocabulary**  **Grammar**  **Punctuation** | . ? ! | | uses tenses  I was  I am  I will | | Image result for clipart link  and but so or | | | Image result for clipart link  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  Image result for suffixes | | 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  **C:\Users\steve\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1VNYHNFM\FingerPointingDown[1].gif** | |  | Paragraphs |
| **Composition** | * **Plan** writing * Sequence ideas in a logical **order** * **Read** what is written and say if it makes **sense** * Proof read work, identifying some simple errors * Revisit work to **correct errors in punctuation** – CL and FS * Use **intonation** when sharing work and show an awareness of the readers * Ensure that the **tenses** are used correctly * Use **word lists** to check their **spelling** | | | | | * *Begin to use notes and jottings to construct ideas* * *Jot down words and ideas linked to themes* * *Adopt different styles of writing when writing for different purposes – e.g. using the forms of letter* * *Evaluate written work alongside the class teacher* * *Identify what has been successful and where improvements are needed* * *Take steps to address the areas of improvement with guidance* * *Identify and modify written work to ensure it makes sense* * *Use time verbs correctly within sustained pieces of writing* | | | | | |
|  | **Effect on audience** Interesting, varied language: | | | | | | | | | | |
| adverbs  for description | simile  …as…  …like… | alliterationRelated image | | Onomatopoeia | | | **Sentence openers**  e.g. Once upon, *Usually, Finally, Carefully* | | adjectives  physical features, personality | | |