![C:\Users\steve\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\5YYG79T5\smiley-face[1].jpg]()I can write a traditional tale Planes & Trains

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Vocabulary****Grammar****Punctuation** | . ? !  | uses tensesI wasI amI will | Image result for clipart linkand but so or | Image result for clipart linkifwhenthatbecausewhowhich | Expanded noun phrases **lots of people** | Capital letters at the beginning of names:and places |
| ,for lists |
| “speech marks” |
| **Spelling** | spelling tricky wordsthewas* said

people | spelling first 100 words | Spelling mostly accurately (Segmenting andspelling many of these words correctly and making phonically plausible attempts at others) | Suffixes- ment, ness, ful, less, lyImage result for suffixes | theretheirthey’re**check homophones and near homophones**  | ‘don’t can’tthe 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…* |  adverbsfor description | simile…as……like… | alliterationRelated image | **Sentence openers**e.g. Once upon, *Usually, Finally, Carefully* |   adjectives physical features, personality |
|  |

![C:\Users\steve\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\5YYG79T5\smiley-face[1].jpg]() I can write a character description Lorries

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| **Vocabulary****Grammar****Punctuation** | AaBbCc . | ,for lists | uses tensesI wasI amI will | Image result for clipart linkand but so or | Image result for clipart linkifwhenthatbecausewhowhich | *Expanded noun phrases**lots of people* |
| ? !  |
| **Spelling** | spelling tricky wordsthewassaidpeople | 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*
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* 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** |  adverbsfor description | simile…as……like… | alliterationRelated image |   adjectivesphysical features, personality | Interesting sentence openers*Sometimes, Quickly, If, When, Have you…?* |

![C:\Users\steve\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\5YYG79T5\smiley-face[1].jpg]() I can write a character description Cars

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| --- | --- | --- | --- | --- | --- | --- |
| **Vocabulary****Grammar****Punctuation** | AaBbCc . |  | uses tensesI wasI amI will | Image result for clipart linkand but so or | Image result for clipart linkbecause | *Expanded noun phrases**lots of people* |
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![C:\Users\steve\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\5YYG79T5\smiley-face[1].jpg]() I can write a character description

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|  | **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 wordsthewassaidpeople | spelling hf wordsandwithwenttime | Segment to spell |

![C:\Users\steve\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\5YYG79T5\smiley-face[1].jpg]()I can write a character description Trains

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