

TEXT			SPaG					
Text Type	Text Structure	Suggested Final Written Outcome	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling Bee	Handwriting
Stories with predictable phrasing	Consolidate Reception list	Write a story about their favourite soft toy	Consolidate Reception list (See Connectives and Sentence Signposts doc.) Introduce: Types of sentences: Statements Questions Exclamations Simple Connectives: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i> Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i> -‘ly’ openers <i>Fortunately,...Unfortunately, Sadly,...</i> Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i> Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i>	Consolidate Reception list Introduce: Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i> Determiners: <i>the a my your an this that his her their some all lots of many more those these</i> Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i> Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i> Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i> Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i> <i>Regular plural noun suffixes –s or –es</i> (e.g. <i>dog, dogs; wish, wishes</i>) Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) <i>How the prefix un– changes the meaning of verbs and adjectives</i> (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)	Consolidate Reception list Introduce: Capital Letters: Capital letter for names Capital letter for the personal pronoun I Full stops Question marks Exclamation marks Speech bubble Bullet points	Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’ Introduce: Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verbs Connective Alliteration Simile – ‘as’	The sounds f, l, s, z, and k spelt ff, ll, ss, zz and ck The n sound spelt before k Division of words into syllables -tch The v sound at the end of words Adding s and es to words Adding the endings ing, ed, er, to verbs when no change is needed to the root word Adding –er and –est to adjectives where no change is needed to the root word Vowel digraphs and trigraphs Words ending with –y New consonant spellings ph and wh Using k for the k sound Adding the prefix un Compound words Common exception words	Collins Primary Focus Handwriting Book B, Book 1A and Book 1B Development of correct pencil grip. Accurate letter formation taught using the 4 letter families: long ladder family – down and off in another direction by the letters v w x y z exemplified by the letters l i j t u y; bouncing letter family – down and retrace upwards exemplified by the letters b h k m n p r; curly caterpillar family – anti-clockwise round exemplified by the letters c a o d e g q f s; zigzag family – horizontal and vertical lines exemplified Development of clear and legible letters. Development of clear ascender and descender letters. Clear spacing between words and letters. Control over letter size and orientation. Correct positioning of letters onto lined paper.
	Traditional Tales – Fairy Tales							
Poems – songs and repetitive poems	Write an extra line Write an extra verse Compose list poems	Read, write and perform free verse in the form of a list poem	Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i>					
Labels captions and lists	Non-fiction: (Refer to Connectives and Sentence Signposts document for Introduction and Endings) Planning tools: text map / washing line Heading Introduction Opening factual statement Middle section(s)	Write labels for sentences for an in class display/ exhibition	Complex sentences: Use of ‘who’ (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i> ‘Run’ - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i> Repetition for description e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i>					
Recount	Simple factual sentences around a them Bullet points for instructions Labelled diagrams Ending Concluding sentence			Write simple first person recounts based on personal experience, using adverbs to aid sequencing				

