

TEXT			SPaG					Handwriting
Text Type	Text Structure	Suggested Final Written Outcome	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling Bee	
Traditional Tales	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b></p> <p><b>Fiction:</b></p> <p><b>Planning Tools:</b> Story map / story mountain (Refer to Story-Type grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding</b> - beginning /middle /end to a story</p> <p><b>Understanding</b> - 5 parts to a story:</p>	<p>Write a story based on a traditional tale using adjectives and compound sentences</p>	<p><b>Consolidate Reception list (See Connectives and Sentence Signposts doc.)</b></p> <p><b>Introduce:</b></p> <p><b>Types of sentences:</b> Statements Questions Exclamations</p> <p><b>Simple Connectives:</b> <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></p> <p><b>Also as openers:</b> <i>While...</i> <i>When...</i> <i>Where...</i></p> <p><b>-‘ly’ openers</b> <i>Fortunately,...Unfortunately, Sadly,...</i></p> <p><b>Simple sentences</b> e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p><b>Embellished simple sentences using adjectives</b> e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions:</b> <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p><b>Determiners:</b> <i>the a my your an this that his her their some all lots of many more those these</i></p> <p><b>Adjectives</b> to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p><b>Alliteration</b> e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p><b>Similes using as....as...</b> e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p><b>Precise, clear language to give information</b> e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p><b>Regular plural noun suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p><b>Suffixes that can be added to verbs</b> (e.g. <i>helping, helped, helper</i>)</p> <p><b>How the prefix un– changes the meaning of verbs and adjectives</b> (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b> Capital Letters: <b>Capital letter for names</b></p> <p><b>Capital letter for the personal pronoun I</b></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p><b>Consolidate:</b></p> <p><b>Finger spaces</b></p> <p><b>Letter</b></p> <p><b>Word</b></p> <p><b>Sentence</b></p> <p><b>Full stops</b></p> <p><b>Capital letter</b></p> <p>Simile – ‘like’</p> <p><b>Introduce:</b></p> <p><b>Punctuation</b></p> <p><b>Question mark</b></p> <p><b>Exclamation mark</b></p> <p>Speech bubble</p> <p>Bullet points</p> <p><b>Singular/ plural</b></p> <p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – ‘as’</p>	<p>The sounds f, l, s, z, and k spelt ff, ll, ss, zz and ck</p> <p>The n sound spelt before k</p> <p>Division of words into syllables</p> <p>-tch</p> <p>The v sound at the end of words</p> <p>Adding s and es to words</p> <p>Adding the endings ing, ed, er, to verbs when no change is needed to the root word</p> <p>Adding –er and –est to adjectives where no change is needed to the root word</p> <p>Vowel digraphs and trigraphs</p> <p>Words ending with –y</p> <p>New consonant spellings ph and wh</p> <p>Using k for the k sound</p> <p>Adding the prefix un</p> <p>Compound words</p> <p>Common exception words</p>	<p><b>Collins Primary Focus Handwriting Book B, Book 1A and Book 1B</b></p> <p>Development of correct pencil grip.</p> <p>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</p> <p>Development of clear and legible letters.</p> <p>Development of clear ascender and descender letters.</p> <p>Clear spacing between words and letters.</p> <p>Control over letter size and orientation.</p> <p>Correct positioning of letters onto lined paper.</p>
Poems about nature	<p>Read, discuss and recite poems</p>	<p>Read, learn then write own haiku</p>	<p><b>Compound sentences</b> 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></p> <p><b>Complex sentences:</b> <b>Use of ‘who’ (relative clause)</b> 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></p> <p><b>‘Run’ – Repetition for rhythm</b> e.g. <i>He walked and he walked and he walked.</i></p> <p><b>Repetition for description</b> e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p><b>Compound sentences</b> 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></p> <p><b>Complex sentences:</b> <b>Use of ‘who’ (relative clause)</b> 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></p> <p><b>‘Run’ – Repetition for rhythm</b> e.g. <i>He walked and he walked and he walked.</i></p> <p><b>Repetition for description</b> e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>	<p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – ‘as’</p>	<p>Vowel digraphs and trigraphs</p> <p>Words ending with –y</p> <p>New consonant spellings ph and wh</p> <p>Using k for the k sound</p> <p>Adding the prefix un</p> <p>Compound words</p> <p>Common exception words</p>	<p>Development of clear ascender and descender letters.</p> <p>Clear spacing between words and letters.</p> <p>Control over letter size and orientation.</p> <p>Correct positioning of letters onto lined paper.</p>
Information Texts	<p><b>Non-fiction:</b> <b>(Refer to Connectives and Sentence Signposts document for Introduction and Endings)</b></p> <p><b>Planning tools:</b> text map / washing line</p> <p><b>Heading</b></p> <p><b>Introduction</b> Opening factual statement</p> <p><b>Middle section(s)</b> Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p><b>Ending</b> Concluding sentence</p>	<p>Write their own pages for a group book</p>	<p><b>Compound sentences</b> 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></p> <p><b>Complex sentences:</b> <b>Use of ‘who’ (relative clause)</b> 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></p> <p><b>‘Run’ – Repetition for rhythm</b> e.g. <i>He walked and he walked and he walked.</i></p> <p><b>Repetition for description</b> e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p><b>Compound sentences</b> 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></p> <p><b>Complex sentences:</b> <b>Use of ‘who’ (relative clause)</b> 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></p> <p><b>‘Run’ – Repetition for rhythm</b> e.g. <i>He walked and he walked and he walked.</i></p> <p><b>Repetition for description</b> e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>	<p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – ‘as’</p>	<p>Vowel digraphs and trigraphs</p> <p>Words ending with –y</p> <p>New consonant spellings ph and wh</p> <p>Using k for the k sound</p> <p>Adding the prefix un</p> <p>Compound words</p> <p>Common exception words</p>	<p>Development of clear ascender and descender letters.</p> <p>Clear spacing between words and letters.</p> <p>Control over letter size and orientation.</p> <p>Correct positioning of letters onto lined paper.</p>

