

TEXT			SPaG					Handwriting
Text Type	Text Structure	Suggested Final Written Outcome	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling Bee	
Traditional Tales that come from other cultures	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Fiction</p> <p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away...</i> <i>One cold but bright morning....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	Write witch stories	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>(See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences:</p> <p>Statements Questions Exclamations Commands</p> <p>-‘ly’ starters</p> <p>e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i></p> <p>Adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived <i>During the Autumn, when</i> the weather is cold, the leaves fall off the trees.</p> <p>Use long and short sentences:</p> <p>Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases</p> <p>e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description</p> <p>e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Prepositions:</p> <p><i>behind above along before between after</i></p> <p>Alliteration</p> <p>e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like...</p> <p>e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun</p> <p>e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description</p> <p>e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g.</p> <p>Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives</p> <p>using suffixes such as -ful, -less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Demarcate sentences:</p> <p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after -ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling</p> <p>e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’</p>	<p>The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, l and y</p> <p>The s sound spelt c before e, l and y</p> <p>The n sound spelt kn and (less often) gn at the beginning of words</p> <p>The r sound spelt wr at the beginning of words</p> <p>The l sound spelt -le at the end of words</p> <p>The l sound spelt -el at the end of words</p> <p>Words ending -il</p> <p>The ai sound spelt -y at the end of words</p>	<p>Collins Primary Focus Handwriting Book 2</p> <p>Introduction to 4 basic joins.</p> <p>Development of joined handwriting style.</p> <p>Correct position and size of ascenders and descenders.</p>