

TEXT			SPaG					Handwriting
Text Type	Text Structure	Suggested Final Written Outcome	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling Bee	
Stories in familiar settings	<p><b>Consolidate Year 1 list</b>  <b>Introduce:</b></p> <p><b>Fiction</b>  <b>Secure use of planning tools:</b> Story map / story mountain / story grids/ 'Boxing-up' grid                      (Refer to Story Types grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding 5 parts to a story with more complex vocabulary</b></p> <p><b>Opening</b> e.g.  <i>In a land far away....</i>  <i>One cold but bright morning.....</i></p>	Plan a story about an animal that lives in their house under the stairs	<p><b>Consolidate Year 1 list</b>  <b>Introduce:</b>                      (See Connectives and Sentence Signposts doc.)</p> <p><b>Types of sentences:</b>                      Statements                      Questions                      Exclamations                      Commands</p> <p><b>-‘ly’ starters</b>                      e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p>	<p><b>Consolidate Year 1 list</b>  <b>Introduce:</b></p> <p><b>Prepositions:</b>  <i>behind above along before between after</i></p> <p><b>Alliteration</b>                      e.g. <i>wicked witch</i>  <i>slimy slugs</i></p> <p><b>Similes using...like...</b>                      e.g.  <i>... like sizzling sausages</i>  <i>...hot like a fire</i></p>	<p><b>Consolidate Year 1 list</b>  <b>Introduce:</b></p> <p><b>Demarcate sentences:</b>                      Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p><b>Commas</b> to separate items in a list</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Finger spaces</li> <li>Letter</li> <li>Word</li> <li>Sentence</li> <li>Full stops</li> <li>Capital letter</li> <li>Question mark</li> <li>Exclamation mark</li> <li>Speech bubble</li> <li>Bullet points</li> </ul>	<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><b>Collins Primary Focus Handwriting Book 2</b></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>
	Traditional Tales		<p><b>Build-up</b> e.g.  <i>Later that day</i>  <b>Problem / Dilemma</b> e.g.  <i>To his amazement</i>  <b>Resolution</b> e.g.  <i>As soon as</i>  <b>Ending</b> e.g.  <i>Luckily, Fortunately,</i></p> <p><b>Ending</b> should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	Write a fable including dialogue	<p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using:</b>  <b>adjectives</b> e.g. <i>The boys peeped inside the dark cave.</i>  <b>adverbs</b> e.g. <i>Tom ran quickly down the hill.</i></p> <p><b>Secure use of compound sentences (Coordination)</b> using connectives:  <i>and/ or / but / so</i>                      (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination) using:</b>  <b>Drop in a relative clause:</b>  <b>who/which</b> e.g.                      Sam, <b>who</b> was lost, sat down and cried.</p> <p>The Vikings, <b>who</b> came from Scandinavia, invaded Scotland.</p>	<p><b>Two adjectives to describe the noun</b>                      e.g.  <i>The scary, old woman...</i>  <i>Squirrels have long, bushy tails.</i></p> <p><b>Adverbs for description</b>                      e.g.  <i>Snow fell gently and covered the cottage in the wood.</i></p> <p><b>Adverbs for information</b> e.g.                      Lift the pot carefully onto the tray.                      The river quickly flooded the town.</p> <p><b>Generalisers for information, e.g.</b>                      Most dogs....                      Some cats....</p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</p> <p>(A fuller list of <b>suffixes</b> can be found in the spelling appendix.)</p> <p>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></p>		
Traditional Poems	<p>Read and learn ‘The Owl and the Pussycat’</p> <p>Explore limericks</p>	With support write a new limerick	<p><b>Complex sentences (Subordination) using:</b>  <b>Drop in a relative clause:</b>  <b>who/which</b> e.g.                      Sam, <b>who</b> was lost, sat down and cried.</p> <p>The Vikings, <b>who</b> came from Scandinavia, invaded Scotland.</p>	<p><b>Adverbs for information</b> e.g.                      Lift the pot carefully onto the tray.                      The river quickly flooded the town.</p> <p><b>Generalisers for information, e.g.</b>                      Most dogs....                      Some cats....</p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</p> <p>(A fuller list of <b>suffixes</b> can be found in the spelling appendix.)</p> <p>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></p>	<p><b>Comma</b> after –ly opener                      e.g.  <i>Fortunately,....Slowly,....</i></p> <p><b>Speech bubbles /speech marks for direct speech</b></p> <p><b>Apostrophes to mark contracted forms in spelling</b>                      e.g. <i>don’t, can’t</i>  <b>Apostrophes to mark singular possession</b> e.g.  <i>the cat’s name</i></p>	<p><b>Introduce:</b></p> <p><b>Apostrophe (contractions and singular possession)</b></p> <p><b>Commas</b> for description</p> <p><b>‘Speech marks’</b></p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p><b>Statement question exclamation Command</b> (Bossy verbs)</p> <p><b>Tense (past, present, future) ie</b> not in bold</p> <p><b>Adjective / noun</b></p> <p><b>Noun phrases</b></p> <p>Generalisers</p>	<p>Adding es to nouns and verbs ending –y</p> <p>Adding ed, ing, er and est to a root word ending in –y with a consonant</p> <p>Adding ed, ing, er and est to a root word ending in –e with a consonant before it</p> <p>Adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Spelt before l and ll</p> <p>Spelt o</p> <p>Spelt ey</p> <p>Sound spelt a after a w and qu</p> <p>Sound spelt or after a w</p> <p>Sound spelt ar after w</p> <p>Sound spelt as s</p> <p>Suffixes –ment, -ness, -ful, -less and -ly</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in -tion</p> <p>Homophones and near homophones</p> <p>Common exceptions</p>	
Postcards and letters	<p><b>Non-Fiction</b>                      (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p><b>Introduce:</b>  <b>Secure use of planning tools:</b> Text map / washing line / ‘Boxing – up’ grid  <b>Introduction:</b>                      Heading                      Hook to engage reader                      Factual statement / definition                      Opening question</p> <p><b>Middle section(s)</b>                      Group related ideas / facts into sections                      Sub headings to introduce sentences /sections                      Use of lists – what is needed / lists of steps to be taken                      Bullet points for facts                      Diagrams</p> <p><b>Ending</b>                      Make final comment to reader                      Extra tips! / Did-you-know? facts / True or false?                      The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	Create an illustrated letter describing an amazing adventure	<p>The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.</p> <p><b>Additional subordinating conjunctions:</b>  <i>what/while/when/where/ because/ then/so that/ if/to/until</i>                      e.g. <i>While the animals were munching breakfast, two visitors arrived</i>  <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p><b>Use long and short sentences:</b>                      Long sentences to add description or information. Use short sentences for emphasis.</p> <p><b>Expanded noun phrases</b>                      e.g. <i>lots of people, plenty of food</i></p> <p><b>List of 3 for description</b>                      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>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</p> <p>(A fuller list of <b>suffixes</b> can be found in the spelling appendix.)</p> <p>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></p>	<p><b>Comma</b> after –ly opener                      e.g.  <i>Fortunately,....Slowly,....</i></p> <p><b>Speech bubbles /speech marks for direct speech</b></p> <p><b>Apostrophes to mark contracted forms in spelling</b>                      e.g. <i>don’t, can’t</i>  <b>Apostrophes to mark singular possession</b> e.g.  <i>the cat’s name</i></p>	<p><b>Introduce:</b></p> <p><b>Apostrophe (contractions and singular possession)</b></p> <p><b>Commas</b> for description</p> <p><b>‘Speech marks’</b></p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p><b>Statement question exclamation Command</b> (Bossy verbs)</p> <p><b>Tense (past, present, future) ie</b> not in bold</p> <p><b>Adjective / noun</b></p> <p><b>Noun phrases</b></p> <p>Generalisers</p>	<p>Adding es to nouns and verbs ending –y</p> <p>Adding ed, ing, er and est to a root word ending in –y with a consonant</p> <p>Adding ed, ing, er and est to a root word ending in –e with a consonant before it</p> <p>Adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Spelt before l and ll</p> <p>Spelt o</p> <p>Spelt ey</p> <p>Sound spelt a after a w and qu</p> <p>Sound spelt or after a w</p> <p>Sound spelt ar after w</p> <p>Sound spelt as s</p> <p>Suffixes –ment, -ness, -ful, -less and -ly</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in -tion</p> <p>Homophones and near homophones</p> <p>Common exceptions</p>	