



	<b>Word level (transcription)</b>	<p>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly (Phase 1) (KPI)</p> <p>Spell common exception words taught so far (Phase 1) (NC / HAM)</p>	<p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known (Phase 1) (KPI)</p> <p>Spell common exception words taught so far (Phase 1) (NC / HAM)</p>	
	<b>Editing</b>	Re-read to check that writing makes sense e.g. Verb tense (Phase 1) (HAM / NC)	Re-read to check that writing makes sense e.g. Verb tense (Phase 1) (HAM / NC)	
Autumn 2	Learning journeys	<b>Dear Dinosaur</b>	<b>The Girl and the Dinosaur</b>	<b>If I had a Dinosaur</b>
<b>Dinosaurs</b>	<b>Composition</b>	<p>When planning, write down ideas and/or key words, including new vocabulary (Phase 1)</p>	<p>Link related sentences through the use of pronouns and adverbials where appropriate</p> <p>Appropriately sequences ideas (Phase 1) (HAM)</p>	<p>When planning, write down ideas and/or key words, including new vocabulary (Phase 1)</p> <p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence (Phase 1) (KPI)</p>
	<b>Sentence structure</b>	<p>Write Statements (Phase 1) (HAM )</p> <p>Use coordinating conjunctions (or/ and/ but) (Phase 1) (KPI)</p>	<p>Use the present and past tenses correctly and consistently (Phase 1) (KPI)</p> <p>Use coordinating conjunctions (or/ and/ but) (Phase 1) (KPI)</p> <p>Use subordinating conjunctions (because)</p>	Write expanded noun phrases to describe and specify (Phase 1)
	<b>Punctuation &amp; Grammar</b>	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences (Phase 1) (KPI)	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences (Phase 1) (KPI)	Use capital letters, full stops and exclamation marks to demarcate sentences (Phase 1) (KPI)

	<b>Word level (transcription)</b>	<p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known (Phase 1) (KPI)</p> <p>Spell common exception words taught so far (Phase 1) (NC / HAM)</p>	Use -ly to turn adjectives into adverbs - slow / slowly (Phase 1) (KPI)	Spell by learning new ways of spelling phonemes for which one or more spellings are already known (Phase 1) (KPI)
	<b>Editing</b>	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils (Phase 1) (NC)	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils (Phase 1) (NC)	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils (Phase 1) (NC)
Spring 1  <b>Heroes</b>	Learning journeys	<b>Little People Big Dreams Florence Nightingale</b>	<b>George's Marvellous Medicine</b>	<b>Greta and the Giants</b>
	<b>Composition</b>	Use adventurous vocabulary appropriate to task	Use adventurous vocabulary appropriate to task  Link related sentences through the use of pronouns and adverbials where appropriate	Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence (Phase 1) (KPI)
	<b>Sentence structure</b>	<p>Use the present and past tenses correctly and consistently (Phase 1) (KPI)</p> <p>Use subordinating conjunctions (when, if, that, because)</p>	<p>Use subordinating conjunctions (when, if, that, because)</p> <p>Write commands using the imperative form of a verb</p>	Use subordinating conjunctions (when, if, that, because)
	<b>Punctuation &amp; Grammar</b>	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences (Phase 1) (KPI)	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences (Phase 1) (KPI)	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences (Phase 1) (KPI)
	<b>Word level (transcription)</b>	<p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known (Phase 1) (KPI)</p> <p>Spell common exception words taught so far (Phase 1) (NC / HAM)</p>	<p>Use the suffixes -est, in adjectives</p> <p>Add suffixes to spell longer words, including - less to create adjectives</p>	<p>Use the suffixes -er, -est, in adjectives</p> <p>Add suffixes to spell longer words, including -ful, -less to create adjectives</p>

	<b>Editing</b>	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils (Phase 1) (NC)		
Spring 2  <b>The Great Fire of London</b>	Learning journeys	<b>Vlad and the Great Fire of London</b>	<b>Out and About- Fire poem</b>	
	<b>Composition</b>	Use adventurous vocabulary appropriate to task  Use a range of prepositions (behind, before, above, along)	Consider what they are going to write before beginning by planning or saying out loud what he/she is going to write about (Phase 1) (KPI)  Use adventurous vocabulary appropriate to task  Read aloud what they have written with appropriate intonation to make the meaning clear	
	<b>Sentence structure</b>	Use the present and past tenses correctly and consistently (Phase 1) (KPI)  Use subordinating conjunctions (when, if, that, because)		
	<b>Punctuation &amp; Grammar</b>	Use commas to separate items within lists  Use apostrophes to mark singular possession in nouns (Phase 3)	Use capital letters, full stops, and exclamation marks to demarcate sentences (Phase 1) (KPI)	
	<b>Word level (transcription)</b>	Spell by learning new ways of spelling phonemes for which one or more spellings are already known (Phase 1) (KPI)  Spell common exception words taught so far (Phase 1) (NC / HAM)		
	<b>Editing</b>	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils (Phase 1) (NC)		

Summer 1	Learning journeys	<b>Beast Feast</b>	<b>Pattan's Pumpkin</b>	
<b>Let it Grow!</b>	<b>Composition</b>	Use adventurous vocabulary appropriate to task  Link related sentences through the use of pronouns and adverbials where appropriate	Use adventurous vocabulary appropriate to task  Link related sentences through the use of pronouns and adverbials where appropriate	
	<b>Sentence structure</b>	Use subordinating conjunctions (when, if, that, because)  Use sentences with different forms: statement, question, exclamation, command (Phase 3)	Use subordinating conjunctions (when, if, that, because)	
	<b>Punctuation &amp; Grammar</b>	Use capital letters, full stops, and exclamation marks to demarcate sentences (Phase 1) (KPI)  Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase, statement, questions, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma (Phase 3)	Use capital letters, full stops, and exclamation marks to demarcate sentences (Phase 1) (KPI)  Use commas to separate items within lists  Use apostrophes to mark singular possession in nouns (Phase 3)	
	<b>Word level (transcription)</b>	Add suffixes to spell longer words -ment, -ness (Phase 3)	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common	

		<p>Spell more words with contracted forms</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known (Phase 1) (KPI)</p>	<p>exception words and punctuation taught so far (Phase 3) (KPI)</p> <p>Use the suffixes -er, -est, in adjectives</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known (Phase 1) (KPI)</p>	
	<b>Editing</b>	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils (Phase 1) (NC)		
Summer 2	Learning journeys	<b>Giraffes Can't Dance</b>	<b>The Lion Inside</b>	
<b>Africa</b>	<b>Composition</b>	<p>Use adventurous vocabulary appropriate to task</p> <p>Link related sentences through the use of pronouns and adverbials where appropriate</p>	Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence (Phase 1) (KPI)	
	<b>Sentence structure</b>	<p>Use coordinating conjunctions (or/ and/ but) (Phase 1) (KPI)</p> <p>Use subordinating conjunctions (when, if, that, because)</p>		
	<b>Punctuation &amp; Grammar</b>	Use capital letters, full stops, and exclamation marks to demarcate sentences (Phase 1) (KPI)		
	<b>Word level (transcription)</b>	Spell by learning new ways of spelling phonemes for which one or more spellings are already known (Phase 1) (KPI)	Distinguish between homophones and near-homophones	
	<b>Editing</b>	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils (Phase 1) (NC)		