

no I can't stand this."       To retell the story of Snow White.       sequences of events, illustrating the text.       imperative verbs, precise language commands.         Reading       Identify predictable and repeated phrases.       Recall basic features of stories.       Recall basic features of fairy stories.       Read recounts and begin to recognise generic structure, e.g., ordered sequence of events, after, when.       Read recounts and begin to recognise generic structure, e.g., ordered sequence of events, after, when.       Read recounts and begin to recognise generic structure, e.g., ordered sequence of events, after, when.         •       Automatic recognition of high frequency words taught so far.       Retrieve basic information about a character using pictures and simple language.       Read sentences taking account of simple punctuation e.g., full stops.       Write sentences taking account of simple punctuation e.g., full stops.       Write sentences to match pictures, or sequences of pictures, illustrating and event.       Write sentences to match pictures, or sequences of pictures, or sequences of pictures, and full stops.       Write sentences sometimes demarcated with full stops.       Write sentences sometimes demarcated with full stops.       Write sentences swith capital letters for the begin ing of sentences and names.       Write sentences with capital letters and full stops.       Write sentences with capital letters and full stops.         0       Use phase 2,3,4 phonic knowledge to write words in ways bat match their spoken sounds, some being spelt correctly and others being phonetically plausible.       Write sentences taking account of simple punctuation e.g., full stops.			YEAR 1							
Genre         Narrative Retell a simple story with predictable phrases. e.g., repetition of key phrases ("Dh no I can't stand this."         Narrative Tell a basic three-part story about a central character.         Recount – Science (Visit to the Botanic Gardens)         Unit semple instructions about sequences of events, illustrating the text.           To retell the main events of Daddy Bear's night.         To retell the story of Snow White.         To retell the story of Snow White.         Write sentences to match pictures, or sequences of events, illustrating the text.         To recount the events of a visit to the Botanic Gardens as part of Y1 science topic.         Write instructions to make a fr contral character using pictures and simple language.           Reading         Identify predictable and repeated phrases.         Recall basic features of stories.         Recall basic features of fairy stories. Retrieve basic information about a character using pictures and simple language.         Read recounts and begin to recognise events, use of words like first, next, after, when.         Read and follow simple instruction order.           •         Use phase 2,3.4 phonic knowledge to read.         Recall basic base area divers to read words that have not been learnt.         Begin to divide words into syllables to read.         Begin to divide words into syllables to read.         Write sentences to match pictures, or sequences of pictures, illustrating and went.         Write sentences to match pictures, or sequences of pictures, illustrating and event.         Write simple instructions in order sequences of pictures, illustrating and event.           •         Use predictable and	AUTUMN TERM									
Retell a simple story with predictable phrases e.g., repetition of key phrases 'Oh no I can't stand this.'' To retell the main events of Daddy Bear's night.       Tell a basic three-part story about a central character. To retell the story of Snow White. To retell the story of Snow White. To retell the story of Snow White. To recount the events of a visit to the Botanic Gardens as part of Y1 science topic. To write instructions to make a fri cocktail for the eifs' party Reading       Write sentences to match pictures, or sequences of events, illustrating the text. To recount the events of a visit to the Botanic Gardens as part of Y1 science topic.       Write instructions to make a fri cocktail for the eifs' party Read and follow simple instruction cocktail for the eifs' party Read and follow simple instruction order.         Reading       Identify predictable and repeated phrases. Recall basic features of stories. Recall basic features of stories. Recall basic features of stories. Retrieve basic information about a character using pictures and simple language.       Read and follow simple instruction events, use of words like first, next, after, when.       Read and follow simple instruction order.         • Automatic recognition of high frequency words taught so far. • Use phase 2,3,4 phonic knowledge to read words in ways which match their spoken sounds. • Makes phonetically plausible storead.       Write sentences to match pictures, or sequences of pictures, illustrating and event. Use predictable and repeated phrases in own writing drawn from reading and role play.       Describe a character using simple adjectives. • Objectives and the sparte words with spaces. • Begin to separate words with spaces.	Novel / Texts	Peace At Last	Snow White	Real Life Event	Linked to DT Project					
phrases e.g., repetition of key phrases 'Oh no I can't stand this.''       central character. To reteil the story of Snow White.       Write sentences to match pictures, or sequences of events, illustrating the text. To recount the events of a visit to the Botanic Gardens as part of Y1 science took.       something they know well includin imperative verbs, precise language commands.         Reading phrases. Recall basic features of stories.       Recall basic features of fairy stories. Phrases. Recall basic features of stories.       Recall basic features of fairy stories. Retrieve basic information about a character using pictures and simple language.       Read recounts and begin to recognise generic structure, e.g., ordered sequence of events, use of words like first, next, after, when.       Read and follow simple instruction order.         • Automatic recognition of high frequency • Automatic recognition of high frequency words taught so far. • Use phase 2,3,4 phonic knowledge to read words in ways which match their spoken sounds. • Makes phonetically plausible attempts to read words and sha have not been learnt. • Discuss word meanings, linking new meanings to those already known.       Write sentences to match pictures, or sequences of pictures, illustrating and event.       Write sentences to match pictures, or sequences of pictures, illustrating and event.       Write sentences on match pictures, or sequences of pictures, illustrating and event.       Write sentences with capital letters and full stops.         Write sentences sometimes demarcated with full stops.       Begin to separate words with spaces. Begin to separate words with spaces. Begin to separate words with spaces. Play.       Begin to use capital letters for the beginning of sentences and names.       Write	Genre	Narrative	Narrative	Recount – Science (Visit to the Botanic	Instructions					
no I can't stand this.''       To retell the story of Snow White.       sequences of events, illustrating the text.       imperative verbs, precise languag commands.         To retell the main events of Daddy Bear's night.       To retell the story of Snow White.       To recount the events of a visit to the Botanic Gardens as part of Y1 science topic.       To write instructions to make a fra cocktail for the elfs' party         Reading       Identify predictable and repeated phrases.       Recall basic features of stories.       Recall basic features of fairy stories.       Read recounts and begin to recognise generic structure, e.g., ordered sequence of events, use of words like first, next, after, when.       Read and follow simple instruction order.         • Automatic recognition of high frequency words taught so far.       • Use phase 2,3,4 phonic knowledge to read words in ways which match their spoken sounds.       • Makes phonetically plausible sto read.       • Read and follow simple instruction or sequences of events, use of words like first, next, after, when.       Write sentences taking account of simple punctuation e.g., full stops.       • Check that the text makes sense as they read it.       • Write sentences to match pictures, or sequences of pictures, or sequences of pictures, illustrating and event.       Write sentences words with spaces.       Write sentences with capital letter for the pronoun 'f'       Write sentences with capital letters for the beginning of sentences and names.       Write sentences with capital letters and full stops.       See in ouse capital letters for the beginning of sentences and names.       Write sentences with capital letters and full stops.			Tell a basic three-part story about a	Gardens)	Write simple instructions about					
To retell the main events of Daddy Bear's night.       To retell the story of Snow White.       To recount the events of a visit to the Botanic Gardens as part of Y1 science topic.       To mands.         Reading       Identify predictable and repeated phrases.       Recall basic features of fairy stories.       Read recounts and begin to recognise generic structure, e.g., ordered sequence of events, use of words like first, next, after, when.       Read and follow simple instruction order.         • Automatic recognition of high frequency words taught so far.       Use phase 2,3,4 phonic knowledge to read words in ways which match their spoken sounds.       Read sentences taking account of simple punctuation e.g., full stops.       Write sentences taking account of simple punctuation e.g., full stops.         Writing       Use predictable and repeated phrases.       Describe a character using simple adjectives.       Write sentences sometimes demarcated with full stops.       Write sentences sometimes demarcated with full stops.         Writing       Use predictable and repeated phrases.       Describe a character using simple adjectives.       Write sentences with capital letter for the pronoun 1'       Write sentences sometimes demarcated with full stops.         Writing       Use phase 2,3,4 phonic knowledge to verds in ways that match their spoken sounds.       Write sentences with capital letter for the pronoun 1'       Write sentences sometimes demarcated with full stops.         Use predictable and repeated phrases.       Begin to use capital letters for the beginning of sentences and names.       Write sentences wit			central character.		something they know well including					
To retell the main events of Daddy Bear's night.To account the events of a visit to the Batanic Gardens as part of Y1 science topic.To write instructions to make a fr cocktail for the elfs' partyReadingIdentify predictable and repeated phrases. Recall basic features of stories.Recall basic features of fairy stories. Retrieve basic information about a character using pictures and simple language.Read recounts and begin to recognise generic structure, e.g., ordered sequence of events, use of words like first, next, after, when.Read and follow simple instruction order.• Automatic recognition of high frequency words taught so far. Use phase 2.3,4 phonic knowledge to read words in ways which match their spoken sequences of pictures, and simple in the sentences taking account of simple punctuation e.g., full stops. • Check that the text makes sense as they read it. • Discuss word meanings, linking new meanings to those already known.Write sentences to match pictures, or sequences of pictures, illustrating and event. Use capital letters for the play.Write sentences to match pictures, or sequences of pictures, illustrating and event. Use capital letters for the pronoun '1' Write sentences sometimes demarcated with full stops.Write sentences with capital letters and full stops.Write sentences with capital letters and full stops.Write sentences with capital letters or sequences of pictures, illustrating and event. Use capital letters for the pronoun '1' Write sentences sometimes demarcated with full stops.Write sentences with capital letters and full stops.Write sentences with capital letters and full stops.Frammar• Use phase 2.3,4 phonic knowledge to vrite words in ways that match their spo		no I can't stand this."		sequences of events, illustrating the text.	imperative verbs, precise language and					
night.       Botanic Gardens as part of Y1 science topic.       To write instructions to make a fm         Reading       Identify predictable and repeated phrases.       Recall basic features of fairy stories.       Read recounts and begin to recognise generic structure, e.g., ordered sequence of events, use of words like first, next, after, when.       Read and follow simple instruction of events, use of words like first, next, after, when.       Read and follow simple instruction of events, use of words like first, next, after, when.       Read and follow simple instruction of events, use of words like first, next, after, when.       Read and follow simple instruction of events, use of words like first, next, after, when.       Read and follow simple instruction of events, use of words like first, next, after, when.       Read and follow simple instruction of events, use of words like first, next, after, when.       Read and follow simple instruction of events, use of words like first, next, after, when.       Read and follow simple instruction of events, use of words like first, next, after, when.       Read set to event words with simple instructions in order of events, use of words like first, next, after, when.       Read set to event words with simple instructions in order of events, use of words it to split be to read words in ways which match their spoken sounds.       Read set to event words with split be to read words in ways which match their spoken sounds.         Writing       Use predictable and repeated phrases in over of scribe a character using simple adjectives.       Write sentences sometimes demarcated with full stops.       Write sentences sometimes demarcated with full stops.         Begin to separate words with s			To retell the story of Snow White.		commands.					
Reading       Identify predictable and repeated phrases. Recall basic features of stories.       Recall basic features of fairy stories. Retrieve basic information about a character using pictures and simple language.       Read recounts and begin to recognise generic structure, e.g., ordered sequence of when.       Read and follow simple instruction order.         •       Automatic recognition of high frequency words taught so far. •       •       Nute phase 2,3,4 phonic knowledge to read words in ways which match their spoken sounds. •       •       Nute sphase 2,3,4 phonic knowledge to read words that have not been learnt. •       •       Begin to divide words into syllables to read. •       •       Write sentences taking account of simple punctuation e.g., full stops. •       •       Write sentences to match pictures, or sequences of pictures, or sequences of pictures, illustrating and event. •       Write sentences to match pictures, or sequences of pictures, or sequences of pictures, illustrating and event. •       Write sentences to match pictures, or sequences of pictures, illustrating and event. •       Write sentences to match pictures, or sequences of pictures, illustrating and event. •       Write sentences with capital letter for the pronoun 'I'       Write simple instructions in order sequences of pictures, with capital letters for the pronoun 'I'         Write sentences sometimes demarcated with full stops. •       •       Write sentences and names.       Write sentences with capital letters and full stops.       Segin to segarate words with spaces. •       •       Use phase 2,3,4 phonic knowledge to write words in ways that match their spoken sounds, some being spelt correctly and oth				-						
Reading       Identify predictable and repeated phrases.       Recall basic features of fairy stories.       Read recounts and begin to recognise generic structure, e.g., ordered sequence of events, use of words like first, next, after, when.       Read and follow simple instruction order.         • Automatic recognition of high frequency words taughts of ar.       • Use phase 2,3,4 phonic knowledge to read words in ways which match their spoken sounds.       Read sentences taking account of simple punctuation e.g., full stops.       Read sentences taking account of simple punctuation e.g., full stops.       Write sentences to match pictures, or sequences of pictures, or sequences of pictures, illustrating and event.       Write sentences to match pictures, or sequences of pictures, or sequences of pictures, illustrating and event.       Write sentences to match pictures, or sequences of pictures, illustrating and event.       Write sentences with capital letters and full stops.         Writing       Use predictable and repeated phrases in own writing drawn from reading and role play.       Describe a character using simple adjectives.       Write sentences sometimes demarcated with full stops.       Write sentences sometimes demarcated with full stops.       Write sentences with capital letters and full stops.       Write sentences sometimes demarcated with full stops.         Write sentences sometimes demarcated with full stops.       Begin to use capital letters for the beginning of sentences and names.       Write sentences with capital letters and full stops.       Write sentences with capital letters and full stops.         Write sentences sometimes demarcated with full stops.       Begi		night.		Botanic Gardens as part of Y1 science topic.						
phrases.       Recall basic features of stories.       Retrieve basic information about a character using pictures and simple language.       generic structure, e.g., ordered sequence of events, use of words like first, next, after, when.       order.         •       Automatic recognition of high frequency words taught so far.       •       Use phase 2,3,4 phonic knowledge to read words in ways which match their spoken sounds.       •       •         •       Makes phonetically plausible attempts to read words that have not been learnt.       •       •       •         •       Begin to divide words into syllables to read.       •       •       •         •       Read sentences taking account of simple punctuation e.g., full stops.       •       •       •         •       Discuss word meanings, linking new meanings to those already known.       •       Write sentences to match pictures, or sequences of pictures, illustrating and eyent.       •         Writing       Use predictable and repeated phrases.       •       Write sentences sometimes demarcated with full stops.       •       Write sentences words with spaces.       Write sentences and names.       Write sentences with capital letters and full stops.       Some imperative verbs.         Write sentences sometimes demarcated       with full stops.       •       Use capital letter for the pronoun '1'       Write sentences with capital letters and full stops.         Write sentences sometimes demarcate	Deading	Identify predictable and repeated	Decall basis features of fairy staries	Dood recounts and basis to recognice						
Recall basic features of stories.       Retrieve basic information about a character using pictures and simple language.       events, use of words like first, next, after, when.         • Automatic recognition of high frequency words taught so far.       • Use phase 2,3,4 phonic knowledge to read words in ways which match their spoken sounds.       • Makes phonetically plausible attempts to read words in ways which match their spoken sounds.         • Makes phonetically plausible attempts to read words that have not been learnt.       • Begin to divide words into syllables to read.         • Read sentences taking account of simple punctuation e.g., full stops.       • Check that the text makes sense as they read it.         • Discuss word meanings, linking new meanings to those already known.       Write sentences to match pictures, or sequences of pictures, illustrating and event.       Write sentences to match pictures, or sequences of pictures, illustrating and event.         Begin to separate words with spaces.       Begin to use capital letters for the beginning of sentences and names.       Use capital letters and full stops.       Use capital letters and full stops.         Write sentences sometimes demarcated with full stops.       Begin to use capital letters for the beginning of sentences and names.       Use paintal letters and full stops.       Use capital letters and full stops.         Write sentences sometimes demarcated with full stops.       Begin to use capital letters for the beginning of sentences and names.       Use prevent.       Use prevent.       Use prevent.       Use prevent.       Use prevent. <td>Reduing</td> <td></td> <td>Recall basic reactives of fairy stories.</td> <td><b>U U</b></td> <td></td>	Reduing		Recall basic reactives of fairy stories.	<b>U U</b>						
Grammar       character using pictures and simple language.       when.         • Automatic recognition of high frequency words taught so far.       • Automatic recognition of high frequency words taught so far.         • Use phase 2,3,4 phonic knowledge to read words in ways which match their spoken sounds.       • Makes phonetically plausible attempts to read words that have not been learnt.         • Begin to divide words into syllables to read.       • Read sentences taking account of simple punctuation e.g., full stops.         • Check that the text makes sense as they read it.       • Discuss word meanings, linking new meanings to those already known.         Use predictable and repeated phrases in own writing drawn from reading and role play.       Describe a character using simple adjectives.       Write sentences sometimes demarcated with full stops.       Write sentences sometimes demarcated with full stops.       Write sentences sometimes demarcated with full stops.       Write sentences with capital letters and full stops.         Write sentences sometimes demarcated       Write sentences and names.       Write sentences with capital letters and full stops.       Write sentences with capital letters and full stops.         Begin to use phase 2,3,4 phonic knowledge to write words in ways that match their spoken sounds, some being spelt correctly and others being phonetically plausible.       Write sentences sounds, some being spelt correctly and others being phonetically plausible.		•	Retrieve basic information about a							
Ianguage.       Ianguage.         • Automatic recognition of high frequency words taught so far.       Use phase 2,3,4 phonic knowledge to read words in ways which match their spoken sounds.         • Makes phonetically plausible attempts to read words that have not been learnt.       Begin to divide words into syllables to read.         • Read sentences taking account of simple punctuation e.g., full stops.       • Check that the text makes sense as they read it.         • Discuss word meanings, linking new meanings to those already known.       Use predictable and repeated phrases in own writing drawn from reading and role play.       Describe a character using simple adjectives.       Write sentences to match pictures, or sequences of pictures, illustrating and event.       Write simple instructions in order sequences with capital letters and full stops.         Begin to separate words with spaces.       Begin to use capital letters for the beginning of sentences and names.       Write sentences with capital letters and full stops.       Write sentences sometimes demarcated with full stops.         Write sentences sometimes demarcated with full stops.       Begin to use capital letters for the beginning of sentences and names.       Write sentences with capital letters and full stops.         Grammar       • Use phase 2,3,4 phonic knowledge to write words in ways that match their spoken sounds, some being spelt correctly and others being phonetically plausible.		Recail basic reatures of stories.								
<ul> <li>Automatic recognition of high frequency words taught so far.</li> <li>Use phase 2,3,4 phonic knowledge to read words in ways which match their spoken sounds.</li> <li>Makes phonetically plausible attempts to read words that have not been learnt.</li> <li>Begin to divide words into syllables to read.</li> <li>Read sentences taking account of simple punctuation e.g., full stops.</li> <li>Check that the text makes sense as they read it.</li> <li>Discuss word meanings, linking new meanings to those already known.</li> <li>Writing</li> <li>Use predictable and repeated phrases in own writing drawn from reading and role play.</li> <li>Begin to separate words with spaces.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Begin to separate words with spaces.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Use phase 2,3,4 phonic knowledge to write words in ways that match their spoken sounds, some being spelt correctly and others being phonetically plausible.</li> </ul>				when.						
<ul> <li>Use phase 2,3,4 phonic knowledge to read words in ways which match their spoken sounds.</li> <li>Makes phonetically plausible attempts to read words that have not been learnt.</li> <li>Begin to divide words into syllables to read.</li> <li>Read sentences taking account of simple punctuation e.g., full stops.</li> <li>Check that the text makes sense as they read it.</li> <li>Discuss word meanings, linking new meanings to those already known.</li> <li>Writing</li> <li>Use predictable and repeated phrases in own writing drawn from reading and role play.</li> <li>Begin to separate words with spaces.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Begin to use capital letters for the beginning of sentences and names.</li> <li>Write sentences sometimes demarcated to write words in ways that match their spoken sounds, some being spelt correctly and others being phonetically plausible.</li> </ul>										
<ul> <li>Makes phonetically plausible attempts to read words that have not been learnt.</li> <li>Begin to divide words into syllables to read.</li> <li>Read sentences taking account of simple punctuation e.g., full stops.</li> <li>Check that the text makes sense as they read it.</li> <li>Discuss word meanings, linking new meanings to those already known.</li> <li>Writing</li> <li>Use predictable and repeated phrases in own writing drawn from reading and role play.</li> <li>Begin to separate words with spaces.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Begin to use capital letters for the beginning of sentences and names.</li> <li>Write sentences with capital letters and full stops.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Write sentences to write words in ways that match their spoken sounds, some being spelt correctly and others being phonetically plausible.</li> </ul>										
<ul> <li>Begin to divide words into syllables to read.</li> <li>Read sentences taking account of simple punctuation e.g., full stops.</li> <li>Check that the text makes sense as they read it.</li> <li>Discuss word meanings, linking new meanings to those already known.</li> <li>Writing</li> <li>Use predictable and repeated phrases in own writing drawn from reading and role play.</li> <li>Begin to separate words with spaces.</li> <li>Begin to separate words with spaces.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Use phase 2,3,4 phonic knowledge to write words in ways that match their spoken sounds, some being spelt correctly and others being phonetically plausible.</li> </ul>										
<ul> <li>Read sentences taking account of simple punctuation e.g., full stops.</li> <li>Check that the text makes sense as they read it.</li> <li>Discuss word meanings, linking new meanings to those already known.</li> <li>Use predictable and repeated phrases in own writing drawn from reading and role play.</li> <li>Begin to separate words with spaces.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Use phase 2,3,4 phonic knowledge to write words in ways that match their spoken sounds, some being spelt correctly and others being phonetically plausible.</li> </ul>										
<ul> <li>Check that the text makes sense as they read it.</li> <li>Discuss word meanings, linking new meanings to those already known.</li> <li>Writing</li> <li>Use predictable and repeated phrases in own writing drawn from reading and role play.</li> <li>Begin to separate words with spaces.</li> <li>Write sentences sometimes demarcated with full stops.</li> <li>Begin to separate words with spaces.</li> <li>Write sentences sometimes demarcated with full stops.</li> </ul>										
• Discuss word meanings, linking new meanings to those already known.         Writing       Use predictable and repeated phrases in own writing drawn from reading and role play.       Describe a character using simple adjectives.       Write sentences of pictures, illustrating and emarcated with full stops.       Write sentences sometimes demarcated admarked with full stops.       Write sentences with capital letters for the beginning of sentences and names.       Write sentences with capital letters and full stops.       Write sentences with capital letters and full stops.         Grammar       • Use phase 2,3,4 phonic knowledge to write words in ways that match their spoken sounds, some being spelt correctly and others being phonetically plausible.										
own writing drawn from reading and role play.       adjectives.       sequences of pictures, illustrating and event.       some imperative verbs.         Begin to separate words with spaces.       Begin to use capital letters for the beginning of sentences and names.       Write sentences with capital letters and full stops.       some imperative verbs.         Grammar       • Use phase 2,3,4 phonic knowledge to write words in ways that match their spoken sounds, some being spelt correctly and others being phonetically plausible.       some imperative verbs.										
play.       Write sentences sometimes demarcated with full stops.       event.         Begin to separate words with spaces.       Begin to use capital letters for the beginning of sentences and names.       Use capital letter for the pronoun 'l' Write sentences with capital letters and full stops.         Write sentences sometimes demarcated with full stops.       Write words in ways that match their spoken sounds, some being spelt correctly and others being phonetically plausible.	Writing	Use predictable and repeated phrases in	Describe a character using simple	Write sentences to match pictures, or	Write simple instructions in order with					
Grammar <ul> <li></li></ul>		own writing drawn from reading and role	adjectives.	sequences of pictures, illustrating and	some imperative verbs.					
Begin to separate words with spaces.       Begin to use capital letters for the beginning of sentences and names.       Write sentences with capital letters and full stops.         Write sentences sometimes demarcated with full stops.       Use phase 2,3,4 phonic knowledge to write words in ways that match their spoker sounds, some being spelt correctly and others being phonetically plausible.		play.	Write sentences sometimes							
Grammar       beginning of sentences and names.       stops.       stops.         0       Use phase 2,3,4 phonic knowledge to write words in ways that match their spoken sounds, some being spelt correctly and others being phonetically plausible.			•							
Write sentences sometimes demarcated with full stops.       Write sentences sometimes demarcated with full stops.         Grammar       Use phase 2,3,4 phonic knowledge to write words in ways that match their spoken sounds, some being spelt correctly and others being phonetically plausible.		Begin to separate words with spaces.		Write sentences with capital letters and full						
with full stops.       with full stops.         Grammar       • Use phase 2,3,4 phonic knowledge to write words in ways that match their spoken sounds, some being spelt correctly and others being phonetically plausible.			beginning of sentences and names.	stops.						
Grammar • Use phase 2,3,4 phonic knowledge to write words in ways that match their spoken sounds, some being spelt correctly and others being phonetically plausible.										
	Grammar									
Vocabulary  • Makes phonetically plausible attempts to spell words that have not been learnt.	Vocabulary									
Punctuation • Form many lower-case letters in the correct direction, starting and finishing in the right place.	•									



Spelling	ay words (may I play)	igh words (fly high)	oo words (poo at the zoo)	ar words (start the car)	air words (that's not fair)	ou words (shout it out)
	ee words (what can you see)	ow words (blow the snow)	oo words (look at a book)	or words (shut the door)	ir words (whirl and twirl)	oy words (toy for a boy)
Handwriting	Long ladder family lower case litujy	One armed robot family lower case r n m h b p k	Curly caterpillar family lower case coaesuf dg	Zigzag monster family lower case v w x z	Long ladder family upper and lower case	Curly caterpillar family upper and lower case
	Long ladder family upper case	One armed robot upper case	Curly caterpillar upper case	Zigzag monster upper case	One armed robot family upper and lower case	Zigzag monster family upper and lower case
Final Writing	Audience: Child		Audience: Child	Audience: Child		Audience: Child
Task	Purpose: Entertain		Purpose: Inform	Purpose: Entertain		Purpose: Instruct