Year	Autumn	Autumn	Spring	Spring	Summer	Summer
1	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	Handwriting will be taught	Recount	Poem Row your boat	Story writing (Talk for Writing)	Instructions	Story Writing and Talk for writing
	explicitly for the first 2 weeks	The Hungry Caterpillar	Vocabulary, Grammar and Punctuation	The Sheep and The Goat	Planting	Cat, Bramble and Heron
	of this half term and then will	Vocabulary, Grammar and Punctuation	I can use simple sentence structures.	Vocabulary, Grammar and	Vocabulary, Grammar and Punctuation	Vocabulary, Grammar and Punctuation
	continue weekly.	I can use simple sentence structures. I can use capital letters for names, places, the	I can use finger spaces.	Punctuation I can use simple sentence structures.	I can use simple sentence structures. I can use the joining word (conjunction)	I can use simple sentence structures. I can use finger spaces.
		days of the week and the personal pronoun 'I'.	I can use adjectives.	I can use finger spaces.	'and' to link ideas and sentences.	I can use full stops to end sentences.
	Character description	I can use finger spaces.	I can use full stops to end sentences.	I can use full stops to end sentences.	I can begin to form simple compound	I can use the joining word (conjunction)
	Little Red Riding Hood	I can use full stops to end sentences.		I can use the joining word	sentences.	'and' to link ideas and sentences.
	Vocabulary, grammar and	Planning, Writing and editing	Planning, Writing and Editing	(conjunction) 'and' to link ideas and	I can use finger spaces.	I can begin to form simple compound
	punctuation I can use simple sentence structures.	I can say out loud what I am going to write about.	I can say out loud what I am going to write about.	sentences.	I can use full stops to end sentences.	sentences.
	I can use finger spaces.	I can compose a sentence orally before writing it.	I can compose a sentence orally before writing it.	I can begin to form simple compound	I can begin to use question marks and	Planning, Writing and Editing
	I can use full stops to end	I can reread my writing to check that it makes	I can sequence sentences to form short narratives.	sentences.	exclamation marks.	I can say out loud what they are going
	sentences.	sense and to independently begin to make	I can reread my writing to check that it makes	Planning, Writing and Editing	Planning, Writing and Editing	to write about.
	Planning, Writing and editing	changes.	sense and to independently begin to make	I can say out loud what I am going to	I can say out loud what I am going to	I can compose a sentence orally before
<u></u>	I can say out loud what I am going	Audience, Purpose and Structure	changes. I can read my writing aloud clearly enough to be	write about.	write about.	writing it
. <u>:</u>	to write about.	I can use a number of simple features of different	heard by my peers and the teacher.	I can compose a sentence orally	I can compose a sentence orally before	I can sequence sentences to form short
ssion	I can compose a sentence orally	text types and to make relevant choices about subject matter and appropriate vocabulary	Audience, Purpose and Structure	before writing it I can sequence sentences to form	writing it. I can discuss what I have written with	narratives. I can reread their writing to check that
a)	before writing it	choices.	I can use a number of simple features of different	short narratives.	my teacher or other pupils.	it makes sense and to independently
gr	I can reread my writing to check		text types and to make relevant choices about	I can reread my writing to check that	I can reread my writing to check that it	begin to make changes.
0	that it makes sense and to	Explanation text	subject matter and appropriate vocabulary	it makes sense and to independently	makes sense and to independently begin	Audience, Purpose and Structure
Pr	independently begin to make	The Body	choices.	begin to make changes.	to make changes.	I can use a number of simple features of
a l	changes. Audience, Purpose and Structure	Vocabulary, Grammar and Punctuation	I can start to engage readers by using adjectives to	Audience, Purpose and Structure	Audience, Purpose and Structure	different text types and to make
Ŭ	I can use a number of simple	I can use simple sentence structures.	describe.	I can use a number of simple features	I can use a number of simple features of	relevant choices about subject matter
Audien	features of different text types and	I can begin to form simple compound sentences.		of different text types and to make	different text types and to make	and appropriate vocabulary choices.
<u>e</u> .	to make relevant choices about	I can use finger spaces.	Non-Chronological Report	relevant choices about subject matter	relevant choices about subject matter	I can start to engage readers by using
힐	subject matter and appropriate	I can use full stops to end sentences.	Transport	and appropriate vocabulary choices.	and appropriate vocabulary choices.	adjectives to describe.
7	vocabulary choices.	Planning, Writing and Editing	Vocabulary, Grammar and Punctuation	I can start to engage readers by using		
		I can say out loud what I am going to write about.	I can use simple sentence structures.	adjectives to describe.	Fact file about the Animals	Letter Writing
જ		I can compose a sentence orally before writing it.	I can use the joining word (conjunction) 'and' to link ideas and sentences.	Recount	Peter Rabbit	The Sea Saw
a)	Story Writing (Talk For Writing)	I can reread my writing to check that it makes	I can begin to form simple compound sentences.	Farm trip	Vocabulary, Grammar and Punctuation	Vocabulary, Grammar and Punctuation
SC	Little Red Riding Hood	sense and to independently begin to make	I can use capital letters for names, places, the	Vocabulary, Grammar and	I can use simple sentence structures. I can use the joining word (conjunction)	I can use simple sentence structures.
urpo	Vocabulary, Grammar and	changes. Audience, Purpose and Structure	days of the week and the personal pronoun 'I'.	Punctuation	'and' to link ideas and sentences.	I can use the joining word (conjunction) 'and' to link ideas and sentences.
	Punctuation .	I can use a number of simple features of different	I can use finger spaces.	I can use simple sentence structures.	I can begin to form simple compound	I can begin to form simple compound
P	I can use simple sentence	text types and to make relevant choices about	I can use full stops to end sentences.	I can use the joining word	sentences.	sentences.
	structures. I can use finger spaces.	subject matter and appropriate vocabulary	Planning, Writing and Editing	(conjunction) 'and' to link ideas and	I can use finger spaces.	I can use capital letters for names,
ar	I can use full stops to end	choices.	I can say out loud what I am going to write about.	sentences.	I can use adjectives.	places, the days of the week and the
Ĕ	sentences		I can compose a sentence orally before writing it.	I can use capital letters for names,	I can use full stops to end sentences.	personal pronoun 'l'.
	Planning, Writing and Editing	Poem	I can sequence sentences to form short narratives.	places, the days of the week and the	Planning, Writing and Editing	I can use finger spaces.
		40 1	I can reread my writing to check that it makes	personal pronoun 'I'.	I can say out loud what I am going to	I can use adjectives
2	I can say out loud what I am going	12 days of Christmas (Elf's pocket)			write about.	I can use full stops to end sentences.
ramm	I can say out loud what I am going to write about.	Vocabulary, Grammar and Punctuation	sense and to independently begin to make	I can use finger spaces.		· ·
Gran			changes.	I can use full stops to end sentences.	I can compose a sentence orally before	I can begin to use question marks and
9	to write about. I can compose a sentence orally before writing it	Vocabulary, Grammar and Punctuation I can use simple sentence structures. I can use finger spaces.	changes. <u>Audience, Purpose and Structure</u>	I can use full stops to end sentences.	I can compose a sentence orally before writing it.	I can begin to use question marks and exclamation marks.
8	to write about. I can compose a sentence orally before writing it I can reread my writing to check	Vocabulary, Grammar and Punctuation I can use simple sentence structures. I can use finger spaces. I can us adjectives	changes. <u>Audience, Purpose and Structure</u> I can use a number of simple features of different	I can use full stops to end sentences. Planning, Writing and editing	I can compose a sentence orally before writing it. I can sequence sentences to form short	I can begin to use question marks and exclamation marks. Planning, Writing and Editing
8	to write about. I can compose a sentence orally before writing it I can reread my writing to check that it makes sense and to	Vocabulary, Grammar and Punctuation I can use simple sentence structures. I can use finger spaces. I can us adjectives I can use full stops to end sentences.	changes. <u>Audience, Purpose and Structure</u> I can use a number of simple features of different text types and to make relevant choices about	I can use full stops to end sentences. Planning, Writing and editing I can say out loud what they are going	I can compose a sentence orally before writing it. I can sequence sentences to form short narratives.	I can begin to use question marks and exclamation marks. Planning, Writing and Editing I can say out loud what I am going to
8	to write about. I can compose a sentence orally before writing it I can reread my writing to check that it makes sense and to independently begin to make	Vocabulary, Grammar and Punctuation I can use simple sentence structures. I can use finger spaces. I can us adjectives I can use full stops to end sentences. Planning, Writing and Editing	changes. <u>Audience, Purpose and Structure</u> I can use a number of simple features of different	I can use full stops to end sentences. Planning, Writing and editing I can say out loud what they are going to write about.	I can compose a sentence orally before writing it. I can sequence sentences to form short narratives. I can discuss what I have written with	I can begin to use question marks and exclamation marks. Planning, Writing and Editing I can say out loud what I am going to write about.
8	to write about. I can compose a sentence orally before writing it I can reread my writing to check that it makes sense and to independently begin to make changes.	Vocabulary, Grammar and Punctuation I can use simple sentence structures. I can use finger spaces. I can us adjectives I can use full stops to end sentences. Planning, Writing and Editing I can say out loud what I am going to write about.	changes. Audience, Purpose and Structure I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary	I can use full stops to end sentences. Planning, Writing and editing I can say out loud what they are going	I can compose a sentence orally before writing it. I can sequence sentences to form short narratives. I can discuss what I have written with my teacher or other pupils.	I can begin to use question marks and exclamation marks. Planning, Writing and Editing I can say out loud what I am going to write about. I can compose a sentence orally before
8	to write about. I can compose a sentence orally before writing it I can reread my writing to check that it makes sense and to independently begin to make changes. Audience, Purpose and Structure	Vocabulary, Grammar and Punctuation I can use simple sentence structures. I can use finger spaces. I can us adjectives I can use full stops to end sentences. Planning, Writing and Editing I can say out loud what I am going to write about. I can compose a sentence orally before writing it.	changes. Audience, Purpose and Structure I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary	I can use full stops to end sentences. Planning, Writing and editing I can say out loud what they are going to write about. I can compose a sentence orally	I can compose a sentence orally before writing it. I can sequence sentences to form short narratives. I can discuss what I have written with	I can begin to use question marks and exclamation marks. Planning, Writing and Editing I can say out loud what I am going to write about.
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subject matter and appropriate vocabulary	relevant choices about subject matter	I can use a number of simple features of
choices.	and appropriate vocabulary choices.	different text types and to make
I can start to engage readers by using adjectives	I can start to engage readers by using	relevant choices about subject matter
to describe.	adjectives to describe.	and appropriate vocabulary choices.
		I can start to engage readers by using
		adjectives to describe.

Planning, Writing and Editing	 I can say out loud what I am going to write about. I can compose a sentence orally before writing it. I can sequence sentences to form short narratives. I can discuss what they have written with the teacher or other pupils. I can reread their writing to check that it makes sense and to independently begin to make changes. I can read their writing aloud clearly enough to be heard by their peers and the teacher.
Handwriting	 I can write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. I can sit correctly at a table, holding a pencil comfortably and correctly. I can form digits 0-9. I can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.