**Year 1**

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|  | **Aut 1** | **Aut 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Author study Text** |  |  |  |  |  |  |
| **Sentence obj** | How **words** can combine to make **sentences** Joining words and joining clauses using and  Punctuation Separation of words with spaces | | | | | |
| **Text obj** | Text Sequencing **sentences** to form short narratives | | | | | |
| **Punctuation obj** | Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** I | | | | | |
| **Text type** | Narrative | Non-chronological report  **Poetry** | Narrative | Persuasion  **Poetry** | Narrative | Recount  **Poetry** |
| **Writing outcome**  **NC Reference / STAT KPI**  Write sentences by: sequencing sentences to form short narratives; re-reading what they have written to check that it makes se | Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events. | Find out about a subject by listening and following text as information books are read, watching a video.  Contribute to a discussion on the subject as information is assembled and the teacher writes the information.  Assemble information on a subject in own experience, (e.g.) food, pets.  Write a simple non-chronological report by writing sentences to describe aspects of the subject. | Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events. | Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it.  Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective. | Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events. | Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’ *first, next, after, when.*  ; listen to other’s recounts and ask relevant questions.  Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. |
| **Writing opportunities** | Captions  Character profile  Sequenced sentences | Sentences about a familiar subject | Captions  Character profile  Sequenced sentences | Write an advert / poster | Captions  Character profile  Sequenced sentences – short narrative | 1st person recount |

**Year 2**

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|  | **Aut 1** | **Aut 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Author study Text** |  |  |  |  |  |  |
| **Sentence obj** | **Subordination** (using when, if, that, because) and **co-ordination** (using or, and, but) Expanded **noun phrases** for description and specification [for example, the blue butterfly, plain flour, the man in the moon] **How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command** | | | | | |
| **Text obj** | Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive form** of verbs in the **present** and **past tense** to mark actions in progress [for example, she is drumming, he was shouting] | | | | | |
| **Punctuation obj** | Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name | | | | | |
| **Text type** | Narrative | Non-chronological report  **Poetry** | Narrative | Persuasion  **Poetry** | Narrative | Recount  **Poetry** |
| **Writing outcome**  **NC Composition reference; STAT KPI**  Develop positive attitudes towards and stamina for writing by writing for different purposes. Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.  Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar | Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) *she couldn’t believe her eyes.* | After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. *There are two sorts of x...; They live in x...; the As have x..., but the B’s* etc.  Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas | Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) *she couldn’t believe her eyes.* | As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how.  Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why)  Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something.  Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama. | Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) *she couldn’t believe her eyes.* | Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions.  Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when.*  Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. |
| **Writing opportunities** | Traditional tale | Animals / Vehicles etc | Traditional tale | Posters / advertisements | Traditional tale | First person recount – school trip |