

V	′~	_	r	•
I	e	а	1	

#### Grammatical Terminology to teach

letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark

	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark										
	Autumn 1										
Supporting text/s:  **LAST SIOP ON MARKET SIREET POETRY Day  **Spelling overview**		Grammar:  • regular plural noun suffixes (-s,-es)  • to understand what a noun is  •Using a range of subject specific nouns  • separation of words with spaces  • capital letters for names and pronoun 'I')	Punctuation:  • beginning to punctuate sentences using a capital letter and a full stop  • using a capital letter for names of people and the personal pronoun 'I'	Oracy:	Composition:  Planning: • saying out loud what they are going to write about  Drafting: •Writing short sentences/wor ds/sounds on the line  Editing: • Correcting punctuation and spelling errors identified by the teacher	Transcription:  • sit correctly at a table, holding a pencil comfortably and correctly  • begin to form lower-case letters in the correct direction, starting and finishing in the right place  • leaving spaces between words  • form digits 0-9	Writing outcomes:  •List/recipe  •Letter  •Oral retelling  •Poetry - nature inspired				



	plural marker for nouns and the third person singular marker for verbs  • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview						
			Autu	mn 2			
Mae Jemison  GRAND  GRAND  STAND  BARKEST Dark  Chris Hadfield	Spelling:  • words containing each of the 40+ phonemes taught (as set out in LW phonics)  • common exception words (as set out in the Home learning overview)  • the days of the week	Grammar:  •to understand to function of a verb in a sentence  •to use a range of appropriate verbs  •past tense simple: verb suffixes where root word is unchanged (-ed)  • to combine words to make	Punctuation:  • punctuating sentences using a capital letter and a full stop,  • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Oracy:	Planning:  • saying out loud what they are going to write about  • composing a sentence orally before writing it  Drafting: •Writing simple sentences • sequencing sentences to form short narratives	Transcription:  • begin to form lower-case letters in the correct direction, starting and finishing in the right place  • leaving spaces between words  • form capital letters  • form digits 0-9	Writing outcomes:  •Adventure story - writing a missing chapter  •Label  •Non-chron. report

		1	Τ		
alphal order	'and'  Sequencing sentences to form short narratives guish een			<ul> <li>re-reading what they have written to check that it makes sense</li> <li>Editing:</li> <li>discuss what they have written with the teacher or</li> </ul>	
spellir	ngs of the sound			other pupils	
addin -es as plural for no the th	ng rule for g –s or s the marker ouns and ird n singular er for				
	e no ge is ed in the ng of root				
spellir and g from a	ly simple ng rules uidance Appendix et out in ome				



	Learning overview											
	Spring 1											
The Owi Pussy Cat  Remarks Salama was  CHES PACKHAM  ANTROAMMA  JOURNEYS	• know vowels and consonants  • words containing each of the 40+ phonemes taught (as set out in LW phonics)  • common exception words (as set out in the Home learning overview)  • using letter names to distinguish between alternative spellings of the same sound  • using the prefix un—  • using –ing,—ed where no	• past/present tense simple/ continuous • verb suffixes where root word is unchanged (-ing, -ed) • to understand to function of a adjective in a sentence • to use a range of appropriate adjectives • un- prefix to change meaning of adjectives • to combine words to make sentences, including using 'and' 'because' • sentence demarcation (.!	Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark  • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Oracy:	Planning:  • saying out loud what they are going to write about  • composing a sentence orally before writing it  Drafting: •Writing compound sentences • sequencing sentences to form short narratives  • re-reading what they have written to check that it makes sense  Editing: • discuss what they have written with the teacher or other pupils	Transcription:  •to form lower-case letters in the correct direction, starting and finishing in the right place  • leaving spaces between words  • form capital letters  • form digits 0-9	Writing outcomes:  •Stories from a range of cultures •Explanation  •Poetry - assonance					



	change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview	?)			•Make improvements to their writing		
			Spri	ng 2			
TREE STORM  WORLD  BOOK  DAY  2 MARCH 2023	Spelling:  •know vowels and consonants  • words containing each of the 40+ phonemes taught (as set out in LW phonics)  • common exception words (as set out in the Home learning overview)	•verb suffixes where root word is unchanged (-ing, -ed) • un- prefix to change meaning of adjectives/adve rbs • to combine words to make sentences, including using 'and' 'because' 'so'	Punctuation:  punctuating sentences using a capital letter and a full stop, question mark or exclamation mark  • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Oracy:	Planning: • saying out loud what they are going to write about • composing a sentence orally before writing it  Drafting: •Writing compound sentences • sequencing sentences to form short narratives • re-reading	Transcription:  • to form lower-case letters in the correct direction, starting and finishing in the right place  • form capital letters  • form digits 0-9  • write from memory simple sentences dictated by the	Writing outcomes:  •Instructions text  •Stories from familiar settings  •WBD narrative



	using letter names to distinguish between alternative spellings of the same sound     apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview	•To use adverbs of sequence - first, next, then, after that, finally			what they have written to check that it makes sense  Editing:  • discuss what they have written with the teacher or other pupils  •Make improvements to their writing independently	teacher that include words using the GPCs, common exception words and punctuation taught so far	
			Sumi	mer 1			
A Seed  St. Sluepty	Spelling:  •know vowels and consonants  • words containing each of the 40+ phonemes taught (as set out in LW phonics)  • common exception words (as set out in	Grammar:  •verb suffixes where root word is unchanged (-ing, -ed, -er)  • un- prefix to change meaning of adjectives/adve rbs  • to combine words to make sentences,	Punctuation:  punctuating sentences using a capital letter and a full stop, question mark or exclamation mark  • using a capital letter for names of people, places, the days of the week, and the	Oracy:	Planning: • saying out loud what they are going to write about • composing a sentence orally before writing it  Drafting: •Writing compound sentences • sequencing	Transcription:  • to form lower-case letters in the correct direction, starting and finishing in the right place  • form capital letters consistently  • understand which letters	Writing outcomes:  •Explanation  •Narrative - characterisation



	the Home learning overview)  • using letter names to distinguish between alternative spellings of the same sound  • using -ing, -ed, -er and -est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview	including using 'and' 'because' 'so'  • sentence demarcation (.!?)	personal pronoun 'I'	mer 2	sentences to form short narratives  • re-reading what they have written to check that it makes sense  Editing: • discuss what they have written with the teacher or other pupils  • proofreading to check for errors in spelling and punctuation, using the Brecknock Marking code  •Make improvements to their writing independently	belong to which handwriting 'families' and to practise these  • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	
Rapunzel	Spelling: •know vowels and consonants	Grammar:  •verb suffixes where root word is	Punctuation:  punctuating sentences using a capital	Oracy:	Planning: • saying out loud what they are going to write about	Transcription:  • to form lower-case letters in the	Writing outcomes:  •Traditional Tale



	1					
THE VERY AL	• words	unchanged	letter and a full		correct	
THE VERY ALL LAST CASTLE	containing	(-ing, -ed, -er)	stop, question	• composing a	direction,	<ul><li>Poetry -</li></ul>
CAUTE:	each of the		mark or	sentence orally	starting and	onomatopoeia
	40+ phonemes	• un- prefix to	exclamation	before writing	finishing in the	
AND BEEN	taught (as set	change	mark	it	right place	<ul> <li>Playscript</li> </ul>
	out in LW	meaning of	Indik	10	I ngm place	riayscript
	phonics)	adjectives/adve	• using a	Drafting:	• form capital	
	priorites)	_				
		rbs	capital letter	<ul><li>Writing</li></ul>	letters	
	• common	l	for names of	compo	consistently	
	exception	• to combine	people, places,	und		
	words	words to make	the days of the	senten	• understand	
	(as set out in	sentences,	week, and the	ces	which letters	
	the Home	including using	personal	<ul><li>sequencing</li></ul>	belong to	
	learning	'and' 'because'	pronoun 'l'	sentences to	which	
	overview)	'so'		form short	handwriting	
				narratives	'families' and	
	<ul><li>using letter</li></ul>	•to use			to practise	
	names to	adverbs of time		• re-reading	these	
	distinguish	for a story -		what they have		
	between	one day, later,		written to	<ul><li>write from</li></ul>	
	alternative	early one		check that it	memory simple	
	spellings of the	morning		makes sense	sentences	
	same sound				dictated by the	
		• sentence		Editing:	teacher that	
	• using –ing,	demarcation (. !		• discuss what	include words	
	ed, er and	?)		they have	using the	
	est where no	''		written with	GPCs, common	
	change is			the teacher or	exception	
	needed in the			other pupils	words and	
	spelling of root			otilei babiis	punctuation	
				• proofranding		
	words			• proofreading to check for	taught so far	
	• apply simple			errors in		
	spelling rules			spelling and		
	and guidance			punctuation,		
	from Appendix			using the		
	1 as set out in			Brecknock		
	the Home			Marking code		
	ı	I .				



Learning overview		•Make improvements to their writing independently	
----------------------	--	---	--