|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Concept** |  | Where the wild things are | Halibut Jackson | The magic paintbrush | I will never not eat a tomato | The tiny seed | Oi frog | The night pirates |
| **To write for a purpose** | To recognise my own name and write it |  |  |  |  |  |  |  |
| To orally rehearse sentences |  |  |  |  |  |  |  |
| **To organise my writing** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **To vary sentence structure** | To write CVC words |  |  |  |  |  |  |  |
| To write simple phrases |  |  |  |  |  |  |  |
| To begin to use conjunctions to add interest to a sentence |  |  |  |  |  |  |  |
| **To write for effect** | To begin to use adjectives to add interest to a sentence |  |  |  |  |  |  |  |
| **To use word classes accurately** | To spell some red words correctly |  |  |  |  |  |  |  |
| **To punctuate accurately** | To write simple sentences with capital letters |  |  |  |  |  |  |  |
| To write simple sentences with full stops |  |  |  |  |  |  |  |
| **To present neatly** | To develop my gross motor skills |  |  |  |  |  |  |  |
| To develop my fine motor skills |  |  |  |  |  |  |  |
| To use chunky pencils to write/ salt trays – letter formation |  |  |  |  |  |  |  |
| To use thin pencils to write- letter formation |  |  |  |  |  |  |  |
| To form letters correctly |  |  |  |  |  |  |  |