|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Concept** |  | Cave Baby | Astro Girl | Send for a superhero | I want my hat back | Billy and the BEast | Beegu | The odd egg | Stanley’s stick | Dinosaurs and all that rubbish | Lost and Found | Pig the pug | Iggy Peck | Julian is a Mermaid | Magic Bed |
| **To write for a purpose** | To write purposefully |  | x | x | x |  | x |  | x |  | x | x | X | x | x |
| To plan by talking about ideas and writing notes |  | x | x | x | x | x |  | x |  |  | x | x |  | X |
| To make notes |  |  |  |  |  |  |  |  |  |  | X |  |  |  |
| To re-read my writing to check it makes sense |  | x | x | x | x | x |  | x |  | X | x |  |  | x |
| **To organise my writing** | To use the correct structure for my purpose and text type |  |  |  |  |  | X |  |  |  | x |  |  |  |  |
| To use the third person perspective |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To sequence sentences | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use present and past tense including progressive form |  |  |  |  | x |  |  |  | x |  |  |  | x | X |
| To use rhyme |  |  |  |  |  | x |  |  |  |  |  |  |  |  |
| **To write for effect** | To use statements, questions, exclamations and commands |  | x |  |  | x | x | x |  | x | x |  | x | X |  |
| To use simple noun phrases | x |  |  |  | x |  | x | x | x |  |  |  | X |  |
| To use coordinating and subordinating conjunctions | x |  | x | x | x |  |  |  |  | X | x | x | x | x |
| To describe characters |  |  | X |  | x |  | x |  |  |  |  |  |  |  |
| To begin to use similes |  |  |  |  |  |  |  |  | x | x |  |  |  |  |
| **To use word classes accurately** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use plurals nouns and ‘es’ and ‘s’ |  |  | X |  | x |  |  |  |  |  |  |  |  |  |
| To use imperatives |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| To add suffixes to verbs |  |  | x |  |  | x |  |  |  |  | x | X |  |  |
| To use adjectives to add detail | x | x | x |  |  | x |  |  |  |  |  |  |  | X |
| To identify and use adverbs to add detail |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| To being to use prepositions |  |  |  |  |  |  |  |  |  |  | X |  |  |  |
| **To punctuate accurately** | To begin to use full stops and capital letters (for the starts of sentences, names of people, places, days of the week and I) | x |  | x | x |  |  |  |  |  |  |  |  |  | X |
| To begin to use exclamation marks |  |  | X |  |  |  |  |  |  |  |  |  |  |  |
| To begin to use question marks |  |  | x | X |  |  |  |  |  |  |  |  |  |  |
| To begin to use apostrophes for possession |  |  |  |  |  |  |  |  | x |  |  |  |  | X |
| To begin to use apostrophes for contraction |  |  |  |  |  |  |  | x |  |  |  | X |  |  |
| **To present neatly**  **(These objectives are covered throughout the Year)** | To use finger spaces |  |  | x |  |  |  |  |  |  |  |  |  |  |  |
| To sit at a table and hold a pencil correctly and comfortably |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To form lower-case letters in the correct direction, starting and finishing in the right place |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To form capital letters |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To form digits 0-9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To understand and practice which letters are formed in similar ways |  |  |  |  |  |  |  |  |  |  |  |  |  |  |