|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Concept** |  | Goldilocks | Jim and the beanstalk | The journey home | House held up by trees | The bear under the stairs | The minpins | The owl and the pussycat | Tadpole’s promise | Wolves | The dragon machine | The great fire of London | Walk in London |
| **To write for a purpose** | To write purposefully |  |  |  |  |  |  |  |  |  |  |  |  |
| To plan by talking about ideas and writing notes | x | x | x |  | x | X |  | x | x | x |  | X |
| To make notes |  |  |  |  |  |  |  |  |  |  |  | X |
| To write review and improve | x | x | 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 | x |  | x |  |  | x |  |  |  | X |
| To use the appropriate perspective | x |  | x |  | X |  |  |  |  |  |  |  |
| To sequence non-fiction and narrative appropriately |  |  |  |  |  |  |  |  |  |  |  | X |
| To use present and past tense including progressive form |  | x | x | x |  | X |  |  |  |  | X |  |
| To use rhyme | x | x |  |  | X |  |  |  |  |  |  |  |
| **To vary sentence structure** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To write multi-clause sentences |  |  |  |  |  |  |  |  | x | X |  |  |
| **To write for effect** | To use statements, questions, exclamations and commands |  |  | x | x | x | X |  |  |  | X | x | x |
| To use simple and expanded noun phrases |  |  | x |  |  | X |  |  |  | x | X |  |
| To join words and sentences using appropriate subordinating and co-ordinating conjunctions | x | x |  | x | x | X | x |  |  |  | X |  |
| To use relevant word choices |  |  |  |  |  |  |  |  | X |  |  |  |
| To describe characters | X |  |  |  |  |  |  |  | x |  |  |  |
| To begin to use adverbial phrases |  |  |  |  |  |  |  | x |  |  |  | X |
| To experiment with synonyms |  |  |  |  |  |  | X |  |  |  |  |  |
| **To use word classes accurately** | To add prefixes |  |  |  |  |  |  | x |  |  | x | X |  |
| To add suffixes |  |  |  |  |  | X | x |  |  | x | x |  |
| To identify and use nouns |  |  |  |  |  |  |  |  |  |  |  |  |
| To use plurals nouns and ‘es’ and ‘s’ |  |  | X |  |  |  |  |  |  |  |  |  |
| To identify and use verbs |  |  |  |  |  | X |  | x |  | X |  |  |
| To use adjectives to add detail | x |  | x |  |  |  |  |  | X |  |  |  |
| To identify and use adverbs to add detail |  |  |  |  |  |  |  |  |  | X |  |  |
| To add ‘ly’ to adjectives to form adverbs |  |  |  | X |  |  |  |  |  |  |  |  |
| To use prepositions to mark place or time |  |  |  |  |  |  |  |  |  | X |  |  |
| **To punctuate accurately** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use capital letters for the starts of sentences, names of people, places, days of the week and I |  |  |  |  |  |  | X |  |  |  |  |  |
| To use question marks |  |  |  |  |  |  |  |  |  |  | X |  |
| To use commas for lists |  |  |  |  |  |  | X |  |  |  |  |  |
| To use apostrophes for contraction |  |  |  |  |  |  | x | X |  |  |  |  |
| To use apostrophes for possession |  |  |  |  |  | X |  | x |  |  |  |  |
| To begin to punctuate direct speech |  | x |  |  |  |  |  |  |  |  |  | x |
| **To present neatly**  **(These objectives will be covered throughout the Year )** | To use appropriate spaces to separate words |  |  |  |  |  |  |  |  |  |  |  |  |
| To form lower-case letters of the correct size relative to one another |  |  |  |  |  |  |  |  |  |  |  |  |
| To begin to use some diagonal and horizontal strokes to join letters |  |  |  |  |  |  |  |  |  |  |  |  |
| To begin to understand which letters are best left unjoined  To write capital letters and digits of the correct size, orientation and relationships to one another and to lower-case letters |  |  |  |  |  |  |  |  |  |  |  |  |