

Autumn term						
Unit	Writing outcomes	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)	National curriculum coverage
Cave Baby Julia Donaldson and Emily Gravett	Narrative retellings- Labels and captions, informal letters	1	To talk about own experiences confidently and clearly	I can speak clearly about an experience I have had I can write words to accompany a picture I can write my name	I can talk confidently about my experiences, adding detail and feelings. I can write sentences that describe what happened and use capital letters and full stops correctly.	
		2	To make a prediction	I can say what I can see in a picture I can make a prediction aloud I can use phonics to spell words	I can make thoughtful predictions using clues from pictures or text and explain my reasoning. I can write my predictions in full sentences using phonics to spell accurately.	
		3	To write a caption	I can use initial sounds to read words I can match words with pictures I can use my phonics to write words	I can write clear and meaningful captions that describe pictures using full sentences. I can spell phonically regular words correctly and choose vocabulary that adds detail.	
		4	To understand a character and act in role as a character	I can think about how a character moves I can pose in role as a character I can use my phonics to read words	I can show how a character feels through movement, expression, and voice. I can explain how the character might think or act and write a short piece in role using the correct tense.	
		5	To select words to describe an animal	I can say which words describe an animal I can say which words do not describe an animal I can share my ideas with a partner	I can choose precise adjectives and expanded noun phrases to describe animals in detail. I can explain why my word choices are effective and compare descriptions with others.	
		6	To write a caption for a photo	I can recall previous learning I can choose a word to describe an animal I can show the beginning and end of a sentence (capital letters and full stops)	I can write descriptive captions using full sentences and correct punctuation. My captions use interesting words to describe what is happening in the picture.	
		7	To order words to create a sentence	I know that a sentence must make sense I know that a sentence must start with a capital letter I know that a sentence must end with an end mark	I can independently order and write sentences that make sense and include correct punctuation. I can also improve sentences by adding detail or reordering words for effect.	
		8	To use what I know about a story to create artwork	I can retrieve information from a story I can talk about a character's actions in a story I can express my ideas for artwork aloud	I can use details from a story to inspire creative artwork that shows understanding of character and setting. I can explain how my artwork links to specific story events or themes.	
		9	To write a simple sentence	I can use a capital letter and a full stop I can use finger spaces I can check my sentence makes sense	I can write clear, well-punctuated sentences that include interesting vocabulary. I can reread and improve my sentences to make them more descriptive or detailed.	
		10	To sequence sentences to form an informal letter	I can use a capital letter at the beginning and a full stop at the end of a sentence I can sequence more than one sentence to write a letter I can begin to use an exclamation mark	I can write a short letter with a clear greeting, purpose, and ending. My sentences flow in a logical order, use a range of punctuation, and include expressive language.	
		11	To retell a story	I can join in with reading a story I can sequence events from a story I can say what is happening in a story	I can retell a story in detail using my own words, including key events and character feelings. I can use story language and expressive voice when retelling aloud.	
		12	To write the beginning of a story	I can use a capital letter and full stop in my sentence I can use finger spaces I can check my sentence makes sense	I can write an engaging story opening that introduces a character or setting. My sentences are well-structured, punctuated correctly, and show creativity.	
		13	To write the middle of a story	I can use a capital letter I can use finger spaces I can use a full stop I can check my sentence makes sense	I can write the middle of a story using detail and action. My sentences link smoothly, and I use adjectives or conjunctions to make my writing interesting and fluent.	
		14	To write the end of a story	I can use a capital letter and a full stop in my sentence I can use the conjunction 'and' I can check my sentence makes sense	I can write a satisfying ending that links to the story's beginning and resolves the events. I use past tense correctly and choose conjunctions that improve sentence flow.	
		15	To read my story aloud	I can read my own writing I can speak loudly and clearly I can speak slowly enough for my audience	I can read my story with clear expression and fluency. I use tone, volume, and pace to engage my audience and can answer questions about my writing confidently.	
		1	To orally rehearse sentences To write statements about the moon with a group	I can work with a group to write statements about the moon	I can contribute my own ideas confidently when working in a group, helping to improve our sentences. I can rehearse and edit my ideas aloud before writing clear, factual statements independently.	
		2	To use adjectives to describe a noun	I can describe the moon using adjectives I can create a poster	I can use a range of well-chosen adjectives and noun phrases to describe the moon in detail. I can present my ideas clearly on a poster using accurate spelling, punctuation, and neat layout.	
		3	To predict what might happen on the basis of what has been read so far To use the conjunction because	I can predict what might happen next I can use because to explain or reason	I can make thoughtful predictions based on clues from the text and explain my reasoning using because. My explanations show understanding of characters, events, and story patterns.	
		4	To use a question mark at the end of a question	I can use a question mark in the right place	I can write a variety of questions using correct punctuation and interesting question words. I can explain when to use a question mark instead of a full stop or exclamation mark.	

The Teach Through a Text Approach is embedded in the Writing Root as follows:

Thematic link	Appropriate knowledge and knowledge themes explored include writing problems, overcoming challenges, learning role and asking for help.
Discovery Point	Children discover that a creature is hiding in a secret cupboard and make inferences based on the clues they are presented with.
Literary Language	Children are encouraged to understand register and use a range of words and phrases from the text such as 'dense' and 'out of fat'.
Embedded comprehension	Comprehension is embedded through creative opportunities to explore key events in the story and to connect with characters through writing in role.
Embedded grammar	Grammar skills taught include adjectives, the use of conjunctions in sentences, compound sentences and questions.
Spelling and vocabulary	Spelling lead coverage focuses on common exception words, using the strategy 'air day' (ai) sound and the 'ich' spelling pattern. Vocabulary choice are explained throughout with a focus on parts and adjectives.
Purpose and audience	Children will explore and create advice through letters, captions, stories, and informal letters and reflect on role through speech and thought bubbles.

Sidney, Stella and the Moon Emma Yarlett	*Fact files about the moon - 'Lost' posters, labels, glossaries	5	To identify the correct homophones (or near homophone) in context	I can choose the right spelling for the sentence	I can use homophones correctly in my own writing, checking that the meaning fits the sentence. I can explain how the spellings and meanings are different (e.g. there, their, they're).					
		6	To name the features of a simple nonfiction text.	I can identify a title, subheading, caption, blurb, contents and glossary	I can explain the purpose of each nonfiction feature and how it helps the reader. I can use these features effectively in my own writing to present information clearly.					
		7	To identify the difference in format between a fiction and non-fiction book	I can identify the function of a subheading	I can explain the key differences between fiction and nonfiction texts, giving examples. I can use subheadings appropriately in my own nonfiction writing to organise ideas.					
		8	To plan for writing	I can identify facts from fiction	I can gather facts from different sources and decide which are most useful for my writing. I can organise my ideas into sections or notes before I begin to write.					
		9	To revise and use digraphs and trigraphs au, igh and oo To create a glossary for the information book To place things in alphabetical order	I can identify the phonemes / au/, /oo/ and /igh/ within words I can create a glossary for my book I can use alphabetical order	I can spell and use words containing au, igh and oo correctly in my writing. I can create a clear glossary with accurate definitions arranged in alphabetical order.					
		10	To write using full sentences with capital letters and full stops	I can write sentences using full stops and capital letters all the time	I can write a range of sentence types (statements, questions, and commands) using accurate punctuation. My sentences are clear, detailed, and show control of meaning.					
		11	To write coherent narratives To make simple edits, corrections and improvements To use coordinating and subordinating conjunctions	I can make sure my writing makes sense I can edit my writing I can use and, but, because and so within my sentences to extend them	I can write well-structured, detailed narratives that flow logically. I can independently edit my work to improve vocabulary, punctuation, and sentence variety, using a range of conjunctions such as and, but, because, so and when.					
Lost and Found	*Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions, non-chronological reports	1	To rehearse a range of questions	I can use question words I can ask questions I can spell question words beginning with 'wh'	I can ask and answer a variety of questions using different question words and can create my own interesting questions to explore a topic					
		2	To use adjectives to describe a character	I can describe a character I can identify an adjective I can use alternative words for 'sad' I can use the 'un' prefix	I can choose exciting and precise adjectives to describe a character and explain why I chose them					
		3	To use past tense verbs to retell a story	I can identify past tense verbs I can retell a story using the past tense I can sequence sentences to form a short narrative	I can retell a story in the past tense using a range of verbs and add extra details to make it interesting					
		4	To write command sentences	I can identify bossy (imperative) verbs I can identify past tense I can write sentences using verbs in the present tense	I can write clear and confident command sentences using bossy verbs and add adverbs to give extra information					
		5	To create a set of instructions	I can use command sentences I can use adverbs to sequence I can set out my instructions using numbers	I can write instructions in order, using sequencing words, numbers, and adverbs to make them easy to follow					
		6	To create a factfile	I can write facts about Antarctic animals I can section information using subheadings	I can organise information into sections with headings and subheadings and include interesting facts in my factfile					
		7	To write simple similes to describe size and shape	I can identify adjectives and find alternatives I can describe objects by comparing them I can write a simple simile	I can write similes that compare objects in creative ways and choose descriptive words that make my writing vivid					
		8	To use but to write compound sentences	I can join two words using an apostrophe I can join two single clause sentences I can write a compound sentence I can use the conjunction 'but'	I can join two ideas in a sentence using 'but' and choose words carefully to make my sentences more interesting					
		9	To write compound sentences to create opposites	I can write a compound sentence I can write using opposite adjectives I can spell words with the suffix -ful	I can write sentences that show contrast using opposite adjectives and use correct spelling for new words					
		10	To sequence the key events from a story	I can identify the main events in a story I can put the main events from a story in order I can use adverbs to sequence	I can retell a story in the correct order, using adverbs and sequencing words, and explain why events happen					
		11	To use adjectives to describe a character	I can use a pair of adjectives I can use commas to separate items in a list	I can use multiple adjectives to describe a character and organise them in a list using commas to make my writing clear.					
		12	To plan an own version of a familiar story	I can sequence my ideas for a story I can plan my ideas using words and / or pictures	I can plan my own story using pictures and words, changing characters or events in creative ways					
		13	To write and sequence a simple past tense story	I can sequence ideas for a story I can write a sequence of sentences I can begin to use adjectives in my writing	I can write a story in the past tense, sequence events clearly, and add adjectives to make it more engaging					
		14	To write and sequence a simple past tense story	I can sequence ideas for a story I can write sequences of sentences I can write the ending of a story	I can write a story with a clear beginning, middle, and ending, using past tense consistently and adding descriptive detail					
		15	To publish a story as a book	I can make a simple book I can publish my writing for an audience	I can make my story into a book with illustrations, neat writing, and engaging detail that makes it enjoyable for readers					
		1	To make inferences from a set of clues	I can give reasons for my ideas I can use the present tense I can use the first person to express my ideas	I can clearly explain my ideas and give reasons that show I've thought carefully. I use the present tense and the first person consistently, choosing words that make my ideas interesting and easy to understand.					

		9	To be able to work with others to create a shared story orally To begin to use exclamation marks accurately	I can plan a story I can use an exclamation mark	I can work with others to build an imaginative story, sharing and developing ideas clearly. I use exclamation marks to show excitement, surprise, or strong feeling in my writing.					
		10	To be able to innovate upon a narrative in order to create own version To say out loud what they will write about	I can make my own story I can say out loud what I will write	I can change a story creatively to make my own version, adding new ideas or characters. I can talk about my plan before writing and use it to make my story flow clearly.					
		11	To be able to sequence sentences to form short narratives To compose a sentence orally before writing it	I can write sentences to make a story I can say a sentence out loud before writing it to check it sounds right	I can compose and write a sequence of sentences that tell a clear story. I reread and improve my sentences so they sound natural and connect smoothly.					
		12	To use the grammatical terminology in English Appendix 2 in discussing their writing To be able to discuss what they have written with the teacher or other pupils	I can help my friend make their writing better by checking for capital letters at the start of sentences and for names, full stops, finger spaces, question marks and exclamation marks	I can talk confidently about my own and others' writing using correct grammar terms (like noun, verb, adjective). I can give constructive feedback and make changes that improve clarity, punctuation, and flow					
		13								
		14	To be able to join words and clauses using and To be able to re-read what they have written to check that it makes sense	I can use and to join words/parts of a sentence	I can join ideas using and and other conjunctions to make my sentences more detailed. I reread my writing independently to make sure it makes sense and sounds right when read aloud.					
		15	To hand write neatly and accurately in order to publish work	I can write neatly, placing words in the correct place on the line	I can present my writing neatly and consistently, with clear letters and spaces. My handwriting is easy to read and shows care and pride in my finished work.					
The Comet Joe Todd-Stanton	"Own version narrative Posters, letters of advice, poem, description, writing in role, recipes"	1	To ask a range of questions to investigate	I can use a question mark I can use the 'wh' grapheme I can make predictions	I can ask a variety of thoughtful questions using different question words ('who', 'what', 'where', 'when', 'why', 'how') and use them to explore ideas or solve problems. I can make predictions based on evidence from the text or my own observations.					
		2	To use adjectives to describe	I can use a range of adjectives I can use nouns to identify the things that Nyla loves I can use the conjunction and	I can choose precise and vivid adjectives to describe people, places, and objects. I combine nouns and adjectives effectively and link ideas using conjunctions to make my writing detailed and engaging					
		3	To write command sentences to make a poster	I can start a sentence with an imperative (bossy) verb I can use a capital letter and full stop I can use the conjunction and	I can write clear, engaging command sentences that start with strong imperative verbs. I punctuate sentences correctly and use conjunctions to link commands smoothly, making my poster persuasive and easy to follow					
		4	To use command sentences to give advice	I can use a range of verbs I can structure my letter correctly I can use the conjunction and	I can write clear and thoughtful advice using a variety of strong verbs. My letters are structured logically and use conjunctions to connect ideas, making my advice convincing and well-organised.					
		5	To use my phonics to create a movement poem	I can segment and blend words I can write vowel digraphs I can spell words with adjacent consonants	I can use my phonics knowledge confidently to spell challenging words, including digraphs and clusters. My poem is readable, rhythmic, and shows creativity in combining sounds and words.					
		6	To use my phonics to write in role	I can segment and blend words I can write sentences that can be read by others I can use the personal pronoun, I	I can write in role using accurate phonics to spell words independently. I use first-person sentences clearly and consistently to convey character or perspective effectively.					
		7	To use the -ing suffix to create progressive verbs	I can use the -ing suffix I can use progressive verbs I can use the pronoun she	I can use the -ing suffix to write a range of progressive verbs accurately and consistently. I can combine them with pronouns to write sentences that show ongoing actions in detail.					
		8	To use questions and statements to write a description of a happy home	I can write questions I can write statements I can use conjunctions	I can mix questions and statements to describe a home in an engaging and detailed way. I use conjunctions to link ideas logically, making my writing fluent and expressive.					
		9	To use a range of adjectives to write a recipe for a home	I can describe what a home is like I can describe how Nyla and dad have begun to make their new place 'home' I can write commands	I can create a descriptive "recipe" that combines vivid adjectives, commands, and narrative detail. My writing is imaginative, precise, and clearly shows the process of making a home welcoming.					
		10	To retell a narrative	I can identify main events I can sequence main events I can use story language	I can retell a story in my own words, including key events in the correct order. I use story language and creative detail to make my retelling engaging and complete.					
		11	To write a list of things that I love	I can use verbs ending in -ing I can list things that I love to do I can create and write statements	I can write clear, expressive lists using -ing verbs and full sentences. I can explain why I love each activity and link ideas to make my writing interesting.					
		12	To plan my own version of a narrative	I can plan main events I can sequence main events I can include my own ideas	I can plan a story that flows logically from beginning to end, adding original ideas and imaginative twists. My plan shows foresight and attention to detail in story development					
		13	To write the beginning of my own version of a narrative	I can write a sequence of sentences I can use a range of adjectives I can use a range of verbs	I can write an engaging beginning that introduces characters and setting vividly. I choose adjectives and verbs carefully to make my opening interesting and descriptive					

		14	To write the middle and end of my own version of a narrative	I can write a sequence of sentences I can use a range of adjectives I can use a range of adverbs	I can write the middle and end of my story with detail and clarity, using adjectives and adverbs to show action, feelings, and setting. My narrative flows naturally and keeps the reader engaged.					
		15	To present my own version of a narrative	I can check my writing makes sense I can check for capital letters and full stops I can share my story with my friends	I can review and improve my writing independently, checking punctuation, spelling, and meaning. I can present my story confidently to others and respond to feedback thoughtfully.					
The Odd Egg	"Egg-spotter's guides (non-fiction reports) Thought and speech bubbles, diaries, letter, certificates"	1	To make inferences from clues	I can use the first person to express my ideas I can use the present tense I can use adjectives	I can make thoughtful inferences about people, objects, or events using clues from the text. I choose adjectives carefully to describe my ideas and write confidently in the first person and present tense.					
		2	To write command sentences	I can identify an imperative 'bossy' verb I can start my sentence with a 'bossy' verb I can use the conjunction 'and'	I can write clear, strong command sentences that use a range of imperative verbs. I link ideas with conjunctions and vary my commands to make them more persuasive and engaging.					
		3	To write in role	I can describe characters' feelings I can write in first person I can use the present tense	I can write in role using the first person to express thoughts and feelings accurately. I use present tense consistently and include descriptive language that shows depth of character understanding.					
		4	To describe an object	I can think of words to describe an object I can use adjectives aloud in a sentence I can write sentences with adjectives	I can write detailed descriptions of objects using precise and varied adjectives. I can orally compose and refine sentences before writing to ensure clarity and vivid description.					
		5	To write sentences to share advice	I can use the prefix 'un' I can use command sentences I can use adjectives to describe an object	I can write advice confidently, combining imperative verbs, adjectives, and words with the prefix 'un' to make my sentences clear, informative, and persuasive.					
		6	To make predictions	I can select adjectives carefully I can label an object with adjectives I can think of words with similar meanings	I can make predictions based on evidence and describe them in detail using carefully chosen adjectives. I can also use synonyms to make my writing richer and more precise.					
		7	To write predictions in sentences	I can use the first person to express my ideas I can use adjectives I can use 'and'	I can write full sentences predicting events, using first person and descriptive adjectives. I link my ideas with conjunctions to make my predictions clear and fluent.					
		8	To use an exclamation sentence	I can start an exclamation with 'What' I can use an exclamation mark I can use an adjective	I can write exclamations that are expressive and engaging. I use adjectives to add detail and vary my sentence openings to make my writing lively and interesting.					
		9	To write sentences describing a book	I can use the first person I can use an adjective I can use the present tense	I can write detailed, thoughtful descriptions of a book, using adjectives, first-person perspective, and present tense consistently to convey my ideas clearly.					
		10	To write command sentences	I can use imperative 'bossy' verbs I can use 'it' to avoid repetition I can use 'and'	I can write varied and clear command sentences, avoiding repetition by using pronouns and linking ideas with conjunctions to make instructions concise and effective.					
		11	To share facts aloud in sentences	I can read and understand information I can compose full sentences I can speak in full sentences	I can confidently present factual information aloud in well-structured sentences. I use clear pronunciation, appropriate emphasis, and linking words to make my explanations engaging.					
		12	To share facts aloud for an audience	To speak clearly for an audience To use expression to interest an audience To use gesture to interest an audience	I can present facts confidently to an audience, using clear speech, expressive tone, and purposeful gestures. I engage listeners effectively and make my explanations interesting and memorable.					
		13	To write an egg spotter's guide	I can use adjectives I can use the present tense I can use 'and'	I can write a detailed and informative guide using descriptive adjectives, present tense consistently, and conjunctions to link ideas smoothly. My writing is clear, precise, and engaging.					
		14	To write an egg-spotters guide	I can use adjectives I can use the present tense I can use 'and'	I can extend my guide with additional detail, using varied adjectives and conjunctions to make the guide interesting. I present information logically for the reader to follow easily.					
		15	To write an egg-spotters guide	I can use adjectives I can use the present tense I can use 'and'	I can write a comprehensive guide, combining descriptive adjectives, present tense, and linking words to provide clear, detailed, and engaging information for readers.					
Summer term										
Unit	Writing outcomes	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)	National curriculum coverage				
		1	To read and write words with split vowel digraphs	I can read and write words with split vowel digraphs in them I can write capital letters I can use capital letters for names	I can read and spell a wide range of words with split vowel digraphs accurately. I consistently use capital letters for names, the pronoun "I," and sentence beginnings independently.					
		2	To predict what might happen next	I can say what I think might happen I can join two sentences using 'but'	I can make thoughtful predictions based on the story so far and explain my reasoning. I use conjunctions like 'but' to link ideas and show contrasts in my predictions.					

The Magic Bed John Burningham	*Own version narrative Writing in role, notes of advice, missing posters, diary entries, letters of thanks	8	To use adjectives to write a detailed description	I can use simple adjectives to describe I can create a noun phrase	I can write detailed descriptions using a variety of adjectives and expanded noun phrases. My writing clearly conveys characters, objects, or settings and adds interest for the reader.					
		9	To write a list using simple conjunctions	I can make a simple list I can use an apostrophe to show possession I can use because in a sentence to give a reason	I can write a clear, well-structured list using conjunctions and possessive apostrophes correctly. I can give reasons and explanations in connected sentences to make my ideas more complete.					
		10	To plan for a longer piece of writing	I can plan for three events in my story I can plan a beginning, middle and end	I can plan a detailed story with a clear beginning, middle, and end. I include key events and consider character, setting, and plot, ensuring my plan supports a coherent narrative.					
		11	To write the opening of a story in the first person	I can create an opening for my story I can use the pronoun I I can write using the past tense	I can write an engaging first-person opening that sets the scene and introduces characters. I use past tense consistently and include descriptive language to capture the reader's interest.					
		12	To use adjectives and noun phrases to create a setting description	I can describe a setting using adjectives I can make appropriate vocabulary choices	I can create a rich, detailed description of a setting using varied adjectives and expanded noun phrases. My vocabulary choices enhance the mood and atmosphere of the scene.					
		13	To use adverbs (and adverbials) to make a story exciting	I can describe a setting using adjectives I can use alternatives to make my writing interesting I can use simple conjunctions	I can use adverbs and adverbial phrases to add detail and action to my writing. I combine them with adjectives, varied sentence openings, and conjunctions to make my story dynamic and engaging.					
		14	To write a story ending using the consistent past tense	I can describe a setting using adjectives I can use alternatives for 'and then' to move my writing on I can create an ending for my story that has happened in the past	I can write a satisfying ending that resolves the story logically. I maintain past tense consistently, use descriptive language, and vary sentence openings and connectives to keep the writing engaging.					
		15	To read back writing to check it makes sense and make simple improvements	I can describe a setting using adjectives I can use alternatives for 'and then' to move my writing on I can create an ending for my story that has happened in the past I can ensure my story makes sense	I can independently reread and edit my writing for clarity, coherence, and interest. I improve vocabulary, sentence structure, and punctuation to ensure my story makes sense and engages the reader.					
*The Sea Saw Tom Percival	*Own version narrative Writing in role, notes of advice, missing posters, diary entries, letters of thanks	1	To use a capital letter and full stop to punctuate a sentence	I can say a sentence I can use capital letters correctly I can use full stops correctly I can write the sentence	I can write sentences independently with consistently correct capital letters and full stops. I can vary my sentence beginnings to make my writing more interesting and can self-check for punctuation accuracy.					
		2	To use verbs with the -ing suffix	I can read verbs that end in -ing I can spell some verbs that end in -ing I can use verbs in my writing	I can spell and use a wide range of -ing verbs accurately. I use progressive verbs to describe ongoing actions, making my sentences more detailed and lively.					
		3	To write command sentences	I can say a sentence I can use a verb at the start of my sentence I can use a capital letter and full stop.	I can write clear, engaging command sentences that start with strong verbs. I punctuate correctly and use conjunctions where appropriate to link commands smoothly.					
		4	To begin to punctuate a sentence using a question mark	I can ask questions. I can write a question mark. I can use a question mark at the end of a question instead of a full stop.	I can use question marks consistently and choose when a sentence should be a question. I can combine questions with statements to make my writing more engaging.					
		5	To spell the days of the week	I can say the days of the week in order I can use a capital letter for each day I can learn tricky spellings for weekdays	I can spell all the days of the week correctly without help. I use them accurately in sentences and understand the spelling patterns for tricky words.					
		6	To use the prefix un	I can decode words with the prefix un I can talk about what the prefix means I know there is no finger space between a word and the prefix -un	I can read, spell, and use a variety of -un words independently. I can explain how the prefix changes the meaning of a word and use these words accurately in sentences.					
		7	To use 'and' to join ideas	I can write a clause I can join two clauses with the word 'and' I can start with a capital letter and end with a full stop	I can join multiple clauses using 'and' and other conjunctions (but, or, so) to make my writing detailed and fluent. My sentences are structured clearly to express my ideas effectively.					
		8	To explain my understanding of what is read to me	I can talk about what new words mean I can create a map of a story I can retell a story	I can explain the meaning of new words and link them to the story context. I can create detailed story maps, retell stories fluently, and include my own interpretations or ideas.					
		9	To place words in alphabetical order	I can read letters from the alphabet I can name the letters of the alphabet in order I can spot words that start with the same sound	I can order words alphabetically beyond the first letter. I can use alphabetical order to locate words quickly and explain why they are in that order.					
		10	To discuss how a character is feeling	I can talk about how a character might feel I can talk about my ideas about a story I can listen to others share their ideas	I can describe characters' feelings using evidence from their actions or dialogue. I can compare ideas with others and justify my reasoning clearly.					
		11	To plan a story	I can talk about what I'm going to write about I can make a story map	I can plan a story independently, including characters, setting, events, and dialogue. My plan supports a coherent narrative with a clear beginning, middle, and end.					
		12	To write the beginning of a story	I can sequence sentences to form short narratives I can leave finger spaces between words I can use capital letters and full stops	I can write an engaging beginning with vivid descriptions, correct punctuation, and clear sentence sequencing. My sentences show creativity and set the scene for the story.					

		13	To apply consistent use of past tense throughout writing	I can write about events that have happened I can use the -ed suffix (I can use some other past tense verbs that do not use -ed)	I can use past tense accurately throughout my writing, including irregular verbs. I can mix -ed and other past tense forms correctly to make my narrative clear and consistent.				
		14	To write the end of my story	I can use my plan to write the end of my story I can spell the days of the week I can use the -ed suffix	I can write a clear and satisfying ending that links to the beginning and middle. I punctuate correctly, use past tense consistently, and include creative detail to complete the story.				
		15	To re-read what they have written to check that it makes sense	I can re-read my writing I can check my finger spaces I can check no words are missing	I can reread and independently edit my writing for sense, punctuation, spelling, and clarity. I can improve my work by adding detail, fixing errors, or making sentences more interesting.				
		1							
		2							
		3							
		4							
		5							
		6							
		7							
		8							
		9							
		10							
		11							
		12							
		13							
		14							
		15							