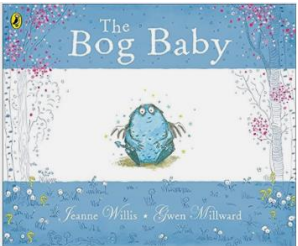
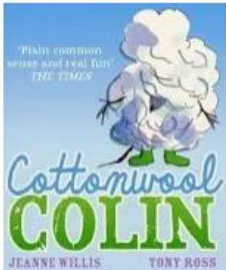
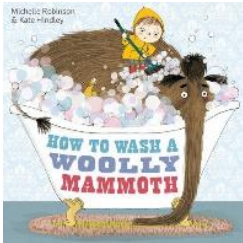
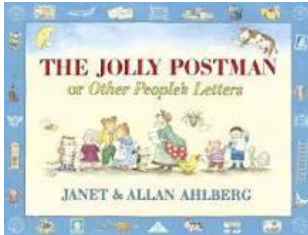
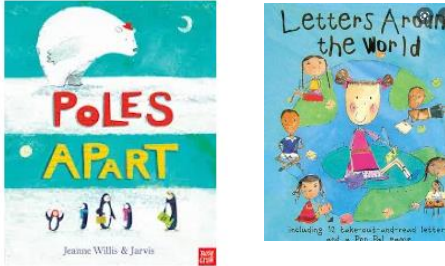
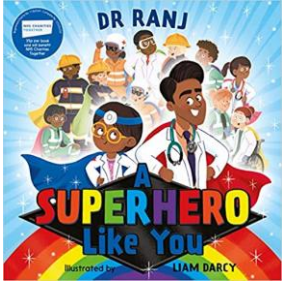
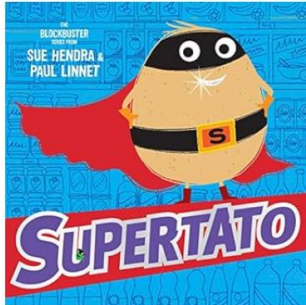
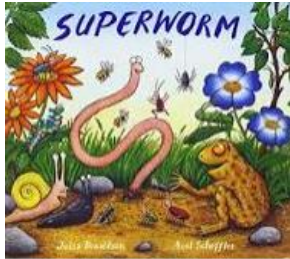


Text Driver 1	Text Driver 2	Text Driver 3	Text Driver 4
<p>Text: The Bog Baby by Jeanne Willis</p> 	<p>Text: Cotton Wool Colin by Jeanne Willis and Tony Ross</p> 	<p>Text: How to Wash a Woolly Mammoth by Michelle Robinson & Kate Hindley</p> 	<p>Text: The Jolly Postman by Janet & Allan Ahlberg</p> 
<p>Outcome: To write simple captions about a character and setting - cold task</p>	<p>Outcome: To write a recount of Colin's adventures using first person statements and thinking about audience and grammar structure- review task – explore Haiku poetry</p>	<p>Outcome: To write a set of instructions using instructional vocabulary and sentence structure- published piece</p>	<p>Outcome: To write an information text to inform about the characters of an alternative village for the postman- hot task</p>
<p>Year 1</p> <p>Record descriptive traits of character and setting</p> <p>Develop ability to express ideas about character and record ideas</p> <p>Develop depth and breadth of writing and correct use of adjectives</p>	<p>Year 1</p> <p>Be able to express their ideas about a character</p> <p>Retell a story in sequence</p> <p>Discuss reasons for events in stories</p>	<p>Year 1</p> <p>Identify instructional vocabulary</p> <p>Develop understanding of correct sequence of instruction.</p> <p>Retell story using instructional vocabulary</p>	<p>Year 1</p> <p>To develop increasing descriptive vocabulary</p> <p>Make simple inferences about characters' thoughts and feelings and reasons for actions.</p> <p>Link ideas using simple adjectives</p>

<p>Write a series of captions independently using correct sentence structures</p> <p>Write expanded noun phrases</p> <p>Communicate ideas and correct sequence of sentences before recording by planning or saying out loud what they are going to write about</p> <p>Ensure letter formation is correct and consistent</p> <p>Re-read to check that writing makes sense</p>	<p>Use first person captions and description</p> <p>Write a sentence using correct letter formation and apply grammatical structures</p> <p>Apply simple adjectives</p> <p>Communicate and record ideas clearly</p> <p>Organise ideas in a sequence</p> <p>Re-read to check that writing makes sense</p>	<p>Ask questions about instruction.</p> <p>Develop understanding of verb/doing words</p> <p>Use capital letters and full stops</p> <p>Link related sentences through the use of time language ex. first, next then...</p> <p>Re-read to check that writing makes sense.</p> <p>Make simple revisions and corrections writing with the teacher.</p>	<p>Identify key question words</p> <p>Write question sentences using question words</p> <p>Write expanded noun phrases to describe</p> <p>Make simple edits to work to ensure presentation</p> <p>Identify point of view and perspective of story</p>
<p>Year 2</p> <p>Communicate opinions and idea about text</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Show understanding of the main ideas and themes in text</p> <p>Identify and discuss conjunctions</p> <p>Begin to explore applying conjunctions to vary sentences structures and expand ideas</p>	<p>Year 2</p> <p>Begin to understand fact and opinion.</p> <p>Identify main themes</p> <p>Communicate plausible inferences.</p> <p>Explore sentence variations through sentence type (statement, question, exclamation, command).</p> <p>Use conjunctions to express time place and cause (when, before, after, while, so, because)</p>	<p>Year 2</p> <p>Ask questions about the text</p> <p>Discuss predications about text</p> <p>Record plausible inferences about plot of book.</p> <p>Identify main theme of structure and outcome of text</p> <p>Use a variety of time language and verb captions in sequence</p> <p>Vocabulary choices develop use of high frequency words</p>	<p>Year 2</p> <p>Begin to use vocabulary from the text to support ideas</p> <p>Read and rewrite ensuring text makes sense to them</p> <p>Discuss understanding and explaining the meaning of unfamiliar words</p> <p>Apply high frequency words in to develop complex sentence structure</p>

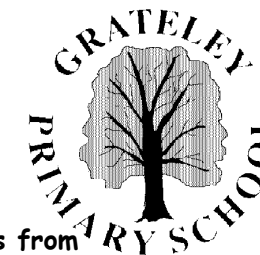
<p>sentence length by using simple and compound sentences.</p> <p>Begin to demonstrate editing grammar with support</p> <p>Propose changes to grammar and vocabulary to expand ideas</p>	<p>Apply features of non-narrative writing.</p> <p>Suggesting improvements.</p> <p>Identify and apply edit to ensure grammatical and appropriate letter formation/presentation</p>	<p>Organise sentences in sequential order.</p> <p>Edit and to develop an increasing range of sentence structures.</p> <p>When planning, Writing with a clear set of concise instruction discuss and record ideas.</p>	<p>Expansion of detail / character supported through vocabulary and explanation.</p> <p>Discuss and apply changes to grammar and vocabulary to improve consistency, including the accurate use of high frequency words in sentences.</p> <p>Identify and apply edit to ensure grammatical and appropriate letter formation/presentation</p>
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Text Driver 1	Text Driver 2	Text Driver 3	Text Driver 4
<p>Text: Poles Apart by Jeanne Willis & Jarvis/Poles Apart by Celia Warren Letters around the world</p> 	<p>Text: A Superhero like you by Ranj Singh</p> 	<p>Text: Supertato by Sue Hendra</p> 	<p>Text: Julia Donaldson Super worm</p> 
<p>Outcome: To write a letter using first person statements and past tense thinking about audience and grammar structure-review task</p>	<p>Outcome: Look at the front cover – explore the character and what clues we can find about him Imagine what happens in his life – create a short diary for each day or write a narrative of one of his rescues Look at an illustration from the text and use prepositions to describe what is happening as if you were telling a news reporter after the event</p>	<p>Outcome: Read the text and explore the suggestions for how to be a superhero – come up with qualities for a hero – explore word meaning and synonyms Design a sidekick for the superhero – what qualities does he/she need Write an explanation of how to be a perfect sidekick</p>	<p>Outcome: Create a causal diagram to plan the main ideas. Read the text and unpick the elements of an explanation text – key words to use such as time words to sequence and causal connectives. Look at how different sentence types can be used in the text. Compare some characters from the text using -er and -est suffixes (no change/change)</p>

<p style="text-align: center;">Year 1</p> <p>Sequence sentences; Re-read what they have written to check that it makes sense;</p> <p>Develop understanding of verb/doing words and use within a simple sentence;</p> <p>Use capital letters and full stops;</p> <p>Can seek out books around a theme or topic;</p> <p>Recall main points of a narrative in the correct sequence;</p> <p>Make inferences based on what is being said and done;</p> <p>Select basic ideas and content linked to the purpose of a task;</p>	<p style="text-align: center;">Year 1</p> <p>Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher;</p> <p>Explain clearly their understanding of what is read to them;</p> <p>Make simple inferences from what is read;</p> <p>Use simple prepositions</p> <p>Sequence sentences to form short narratives</p> <p>Use capital letters for the days of the week</p>	<p style="text-align: center;">Year 1</p> <p>Discuss word meanings and link new meanings to those already known;</p> <p>Write reliably formed simple and compound sentences;</p> <p>Begin to punctuate sentences with ? and !;</p> <p>Use simple noun phrases;</p> <p>Begin to organise ideas/events using time related words, numbers, ordering of pictures/captions</p>	<p style="text-align: center;">Year 1</p> <p>Discuss what they have written with the teacher or other pupils;</p> <p>Re-read what they have written to check that it makes sense; To develop increasing descriptive vocabulary</p> <p>Make simple inferences about characters' thoughts and feelings and reasons for actions.</p> <p>Link ideas using simple adjectives</p> <p>Identify key question words Write question sentences using question words</p> <p>Write expanded noun phrases to describe</p> <p>Make simple edits to work to ensure presentation</p> <p>Identify point of view and perspective of story</p>
<p style="text-align: center;">Year 2</p> <p>Ask questions about the text;</p> <p>Discuss predications about text;</p> <p>Record plausible inferences about plot of book;</p>	<p style="text-align: center;">Year 2</p> <p>Use adventurous vocabulary appropriate to task;</p> <p>Use question marks and exclamation marks to demarcate sentences;</p>	<p style="text-align: center;">Year 2</p> <p>Ask questions about the text;</p> <p>Discuss predications about text;</p> <p>Record plausible inferences about plot of book;</p>	<p style="text-align: center;">Year 2</p> <p>Discuss sequence of events in books and how items of information are related;</p> <p>Discuss favourite words and phrases; Identify how vocabulary affects meaning;</p>

<p>Identify main theme of structure and outcome of text;</p> <p>Use a variety of time language and verb captions in sequence;</p> <p>Vocabulary choices develop use of high frequency words;</p> <p>Organise sentences in sequential order;</p> <p>Link sentences using pronouns and adverbials where appropriate;</p> <p>Edit and to develop an increasing range of sentence structures;</p> <p>When planning, Writing with a clear set of concise instruction discuss and record ideas;</p>	<p>Expanded noun phrases;</p> <p>Use co-ordinating and subordinating conjunctions;</p> <p>Begin to demonstrate understanding of inferencing within writing;</p> <p>Identify main themes and communicate plausible inferences;</p> <p>Explore sentence variations through sentence type (statement, question, exclamation, command).</p> <p>Make simple inferences about character thoughts and feelings;</p> <p>Suggesting improvements;</p> <p>Proofread to check for errors in spelling, grammar and punctuation;</p>	<p>Identify main theme of structure and outcome of text;</p> <p>Use a variety of time language and verb captions in sequence;</p> <p>Vocabulary choices develop use of high frequency words;</p> <p>Organise sentences in sequential order;</p> <p>Edit and to develop an increasing range of sentence structures;</p> <p>When planning, writing with a clear set of concise instructions, discuss and record ideas.</p>	<p>Make simple inferences about character thoughts and feelings;</p> <p>Use adventurous vocabulary appropriate to task; Identify or provide own synonyms for specific words within the text;</p> <p>Use a range of prepositions;</p>
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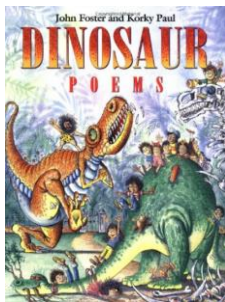
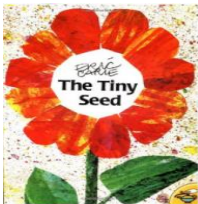

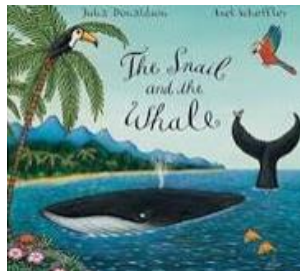

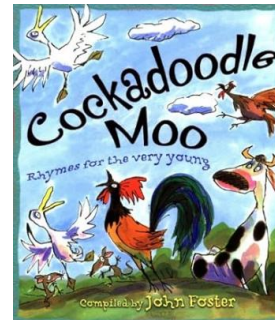
English MTP Year 1 and 2

Simulate and Generate
Key Writing Objectives/
KPIs from Teacher Assessment

Capture, Sift & Sort:
Key writing objectives/KPIs from
Teacher Assessment

Create, Refine, Evaluate:
Key writing objectives/KPIs from
Teacher Assessment

Term: Summer - Grow your own / The Great Outdoors

Text Driver 1	Text Driver 2	Text Driver 3	Text Driver 4	Text Driver 5	Text driver 6
<p>Text: Dinosaur Poems by John Foster and Korky Paul</p> 	<p>Text: Eric Carle The tiny Seed</p> 	<p>Text: There's a Tiger in my Garden- Lizzy Stewart</p> 	<p>Text: The Snail and the Whale- Julia Donaldson</p> 	<p>Text: Finding Wild- Megan Wagner Lloyd</p> 	<p>Text: Cockadoodle Moo by John Foster</p> 
<p>Outcome: To consider rhyming vocabulary using an A, B, C, B layout. Creative language linked to our imaginary pet or dinosaur. Create own poem</p>	<p>Outcome: Look at the front cover – infer setting – infer characters. Imagine events – create a short diary for each day about a class plant</p>	<p>Outcome: Read the text and explore the suggestions for the setting and character description</p>	<p>Outcome: Read the text and explore the elements of pattern within text – appropriate word use and rhyming patterns</p>	<p>Outcome: Read the text and explore the elements of a poetry text – key words to use such as time words to sequence and causal connectives. Look at how different sentence types can be used in the text</p>	<p>Outcome: Create a senses poem based on the seaside, linking to topic learning, considering rhyming pattern of A, B, C, B.</p>

	Look at an illustration from the text and use prepositions to describe the passing of time, change in the seasons			Compare some characters from the text using -er and -est suffixes (no change/change)	
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
Learn to appreciate rhymes and poems, and to recite some by heart	Use capital letters for the days of the week and names.	Discuss writing in first person and third person perspective	Writing for an audience a short story or diary as a character- Focus on handwriting and editing	Make simple edits to work to ensure presentation	Learn to appreciate rhymes and poems, and to recite some by heart
Draw on what they already know or on background information and vocabulary provided by the teacher	Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	Begin to organise ideas/events using time related words, numbers, ordering of pictures/captions	Use the prefix -un	Identify point of view and perspective of story	Draw on what they already know or on background information and vocabulary provided by the teacher
Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Begin to spell words using contracted forms.	Use the prefix -un	Add prefixes and suffixes using -er and -est where no change is needed in the spelling of the root word	Begin to organise ideas / events using simple time related words, numbers, ordering of pictures / captions	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
	Write reliably formed simple and compound sentences.	Add prefixes and suffixes using -er and -est where no change is needed in the spelling of the root word	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Write reliably formed simple and compound sentences	Begin to explore commas in poetry
	Begin to use the following terminology from	Use simple prepositions	Use simple prepsotions	Begin to punctuate sentences using and exclamation mark	
		Begin to organise ideas / events using simple time related words, numbers, ordering of pictures / captions		Use simple noun phrases (adjective + noun)	

	Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Write reliably formed simple and compound sentences	Write reliably formed simple and compound sentences Begin to punctuate sentences using and exclamation mark Use simple noun phrases (adjective + noun) Begin to use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Begin to use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	
Year 2 Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Year 2 Spell by using new ways of spelling phonemes for which one or more spellings are already known Spell common homophones Spell common exception words taught so far	Year 2 Use the possessive apostrophe (singular) Add suffixes to spell longer words, including –ful, -less (to create adjectives) Spell more words with common contracted forms Form nouns using suffixes –ness, -er and by	Year 2 Re-read to check that writing makes sense e.g. verb tense Use a range of prepositions (behind, before, above, along) Make simple additions, revisions and corrections to their own writing by evaluating their writing	Year 2 Use sentences with different forms – of poetic themes: alliteration rhyming couplet descriptive Link related sentences through the use of pronouns and adverbials where appropriate; Use the suffixes -er and -est in adjectives;	Year 2 Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Continue to build up a repertoire of poems learnt by heart,

<p>Continue to build up a repertoire of poems learnt by heart, appreciate and recite these, with appropriate intonation to make the meaning clear</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Use adventurous vocabulary appropriate to task; Identify or provide own synonyms for specific words within the text;</p> <p>Use a range of prepositions;</p> <p>Add suffixes to spell longer words, including –ly</p> <p>Form nouns using suffixes –ness, -er and by compounding, e.g. whiteboard, superman</p> <p>Use and understand the grammatical terminology from Appendix 2 in discussing their writing: noun, noun phrase, statement, question, exclamation, command,</p>	<p>compounding, e.g. whiteboard, superman</p> <p>Use the progressive form correctly and consistently e.g. he was shouting</p> <p>Use and understand the grammatical terminology from Appendix 2 in discussing their writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</p> <p>Suggesting improvements.</p> <p>Identify and apply edit to ensure grammatical and appropriate letter formation/presentation</p>	<p>with the teacher and other pupils</p> <p>Develop of relevant perspective of text- revise previous perspectives and develop purpose and an awareness of their audience;</p> <p>Proofread to check for errors in spelling, grammar and punctuation;</p> <p>Use and understand the grammatical terminology from Appendix 2 in discussing their writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</p>	<p>Re-read to check that writing makes sense e.g. verb tense</p> <p>Use the progressive form correctly and consistently e.g. he was shouting</p> <p>Use and understand the grammatical terminology from Appendix 2 in discussing their writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</p>	<p>appreciate and recite these, with appropriate intonation to make the meaning clear</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Use commas in poetry with increasing accuracy</p>
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	compound, suffix, adjective, adverb, verb, tense, apostrophe, comma				
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