

Vocabulary, grammar and punctuation	NARRATIVE LEARNING OUTCOMES	KEY SKILLS
<p><u>Text, sentence structure and grammar</u></p> <ul style="list-style-type: none"> Form simple sentences orally and write them down with some accuracy. Structure simple phrases or statements correctly in the correct word order. Begin to join clauses accurately with simple conjunctions such as 'and' 'but' 'so' Sequence sentences to create short narratives. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Leaving a space between words. Begin to use capital letters, full stops question marks and exclamation marks in their sentences. Use capital letters for the personal pronoun I and for people's names. Use think/say/count/write/check/ to help them write and check the meaning and punctuation in their sentences. <p><u>TERMINOLOGY TO BE USED AND UNDERSTOOD:</u> <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark exclamation mark</i></p>	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> Understand that stories have characters, settings, problems and events. Identify the main events in stories they read or have read to them. Begin to understand the term 'resolution' refers to how the story ends. Recognise patterns in texts, (e.g.) repeated phrases and refrains and use in their own writing. Recognise some story language features and use it in their writing Re-enact stories read and then be able to sequence key events in a range of stories in visual and written forms. Identify familiar and unfamiliar settings and recognise typical characters in simple stories. Recognise the difference between real and fantasy stories. Compare and contrast stories and characters. Begin to be able to discuss characters behaviour, motives and feelings. Talk and write in role as the character. Re- tell stories orally and in their writing, in sequence using simple story language. 	<ul style="list-style-type: none"> Begin to use simple story language in simple retelling of stories. Sequence simple events in the correct order. Begin to link ideas with simple conjunctions such as 'and' 'but' 'so'. Begin to use simple adverbs to link ideas between sentences. (Soon, After, Suddenly) Use simple adjectives to describe the senses. Begin to be able to write in 1st person. Begin to use punctuation more accurately, including exclamation marks.

RECOUNTS	KEY SKILLS
<p>Children will be able to:</p> <ul style="list-style-type: none"> Understand the generic features of a recount text. Orally recount an event using visuals and word prompts to help them. Recognise different types of recounts: a trip, events in a day, simple historical events. Recognise and use the language associated with recounts: time connectives. Order and write simple events based on first -hand experiences. 	<ul style="list-style-type: none"> Sequence events in the correct order. Use simple time adverbs to link sentences Link ideas in sentences using simple conjunctions, Capital letters and full stops used to demarcate sentences.

INSTRUCTIONS: LEARNING OUTCOMES	KEY SKILLS
<p>Children will be able to:</p> <ul style="list-style-type: none"> • Listen to and follow a single more detailed instruction and a longer series of instructions. • Think about and give clear single oral instructions. • Read and follow written classroom labels carrying instructions. • Write simple instructions related to class/school routines 	<ul style="list-style-type: none"> • Sequencing instructions in correct order. • Use 'bossy verbs' to write each instruction. • Use capital letters and full stops to demarcate sentences. • Check each instruction to make sure it makes sense and can be followed.
LABELS/LISTS/CAPTIONS/DICTIONARIES INFORMATION	KEY SKILLS
<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise what they are and their job. • Read and use captions, labels and simple lists. • Find and order words alphabetically and use simple picture dictionaries to help them when they write. <p>Suggested Activities</p> <ul style="list-style-type: none"> • Write labels for drawings and diagrams, e.g. parts of the body • Write labels for classroom resources. • Make extended captions for photographs of them taken while working or playing. • Making a class Alphabet frieze related to their topic work <p>INFORMATION BOOKS: Children will be able to:</p> <ul style="list-style-type: none"> • Explain in simple terms what 'fiction and non-fiction means and begin to recognise some of the features of non-fiction texts. • Make predictions about what a non-fiction book is about by looking at the pictures and the title. • Raise simple questions they want answered before looking at an information book on a subject they are studying and be taught how to locate information, to answer their questions, by looking at the content page, headings, pictures diagrams and finding key words told or given to them. • Annotate pictures from non-fictions texts, recording what they know from the picture and what questions they want to raise. • Make simple information books related to their own experiences or to a topic they are studying, using visuals to help them generate their sentences and using some of the features they identified when looking at non-fiction texts: labelled diagram, headings, sub-heading • Raise simple questions they want answered before looking at an information book on a subject they are studying and be taught how to locate information, to answer their questions, by looking at the content page, 	<ul style="list-style-type: none"> • Be able to put key facts into simple sentences. • Use simple conjunctions to link ideas in sentences. • Use simple factual adjectives from a given wordbank to describe something. • Be able to write in third person and present tense with some support. • Use think/say/write/check to ensure writing makes sense and punctuation is correct.

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