Autumn					Spring					Summer				
Labels, lists and captions	Narrative	Poetry: List Poems	Recipes	Narrative	Narrative	Rules & recount	Poetry: Rhyme	Narrative	Poetry: Performance Poetry	Letters	Poetry: Free Verse	Narrative	Explanation	Narrative
Jasper's Beanstalk Sam Plants a Sunflower	Puffin Peter	Purple Is	Gruffalo Crumble	Three Billy Goats Gruff; The Princess and the Pea, Stop! That's; Not my Story; Professor Goose Debunks Goldilocks	Stanley's Stick	Ravi's Roar Ruby's Worry	Oi Frog!	Madlenka Martha Maps It Out	Julia Donaldson's Poems to Perform	Paddington's Post Here Comes Mr Postmouse	A First Book of Poems: Out and About	Little Red and the Very Hungry Lion	The Big Book of Bugs Tad	We're Going to Find the Monster!
10 steps	10 steps	5 steps	10 steps	20 steps	10 steps	10 steps	5 steps	15 steps	10 steps	10 steps	9 steps	15 steps	10 steps	10 steps
55 steps (approx. 11 weeks)			50 steps (appro	ox. 10 weeks)	I	I	I .	54 steps (approx.	11 weeks)	l	1	I.		

All objectives covered within each Year 1/2 unit are listed within this document. Please see the key below to understand how the objectives are presented:

	Genre features	Compositional choices according to writing	Sentence level	Word level	Grammatical	Adaptations
		purpose		including punctuation	terminology	
Writing	Genre: Specific	Revision of objectives from previous year (with year	Revision of objectives		Statutory	Suggestions for
purpose	features and structure of genre to be revised	group this was first introduced) [NB: These objectives are designed to accumulate and should not need	(with year group this v	vas first introduced)	terminology from Appendix 2 of the	how teachers can adjust the unit
No. of steps	or taught within the	explicit teaching time, but instead reminders for pupils	Statutory objectives (within the National		<u>National</u>	plans, to support
Genre	unit	to connect to prior knowledge of writing purpose and related language choices]	<u>Curriculum</u>) are listed teal and underlined	in this way – bold,	<u>Curriculum</u> are listed in this way –	or challenge children working
Title(s) of core		Statutory objectives (within the National			bold, teal and	within younger or
text(s)		<u>Curriculum)</u> are listed in this way – bold, teal and underlined	New objectives (intrody year group) are listed		underlined	older age-related expectations for
		New objectives (introduced within current year group) are listed in black				writing



2

AUTUMN

	Genre features	Compositional choices according to	Sentence level	Word level including	Grammatical	Adaptations for Y2
(j)		writing purpose		punctuation	terminology	curriculum
	Instructions:	Pictures or illustrations can help the	A reader needs	A reader needs a full stop	Letter, capital	Stretch/challenge to link
Inform	Use easy to follow, simple	reader see what you are writing about	spaces between	at the end and capital	<u>letter, word,</u>	clauses within instructions
	steps or sentences for the	in their mind	words so that they	<u>letter</u> at the beginning of	<u>sentence</u>	using coordinating
10 steps	reader to understand – these	 Use a title to hook the reader's 	can understand and	each sentence so that they	punctuation,	conjunctions
	might be numbered	interest and to know what the writing	follow the writing	know where one idea ends	<u>full stop</u> , verb,	Extend with wider range
Labels, Lists	Written in time (or	might be about		and another begins	noun	of end-of-sentence
and	chronological) order so that	 Use labels or captions to show the 	A <u>sentence</u> is an idea			punctuation e.g. pose a
Captions	the reader acts in the correct	reader something they might not	about a person or	Capital letters for names		question to the reader: Do
•	sequence or order	know about	thing (noun) with	of days of the week help		you know how to?
Jasper's	Sometimes includes a list of	 You could speak to the reader 	action, thought or	the reader to understand		
Beanstalk/	'things/ ingredients/ items'	directly, using 'you' if you need to tell	feeling (verb)	that this is a proper noun		
	that the reader will need	them or ask them to do something				
Sam Plants a	before acting upon the					
Sunflower	instructions					

	Genre features	Compositional choices according to	Sentence level	Word level including	Grammatical	Adaptations for Y2
		writing purpose		punctuation	terminology	curriculum
	Narrative: Stories usually	Pictures or illustrations can help the	A reader needs	A reader needs a full stop	Letter, capital	Stretch/challenge to link
	have a main character and	reader see what you are writing	spaces between	at the end and capital	<u>letter, word,</u>	clauses within instructions
Entertain	the reader needs to	about in their mind	words so that they	<u>letter</u> at the beginning of	<u>sentence</u>	using coordinating
	understand what happens to	Use a title to hook the reader's	can understand and	each sentence so that they	punctuation,	conjunctions
10 steps	them	interest and to know what the	follow the writing	he writing know where one idea ends	<u>full stop</u> , verb,	Encourage use of
		writing might be about		and another begins	noun	expanded noun phrases
Narrative			A <u>sentence</u> is an idea			with adjective to describe
			about a person or	Capital letters for names		the noun
Puffin Peter			thing (noun) with	of people (characters) help		
			action, thought or	the reader to understand		
			feeling (verb)	that this is a proper noun		



3

	Genre features	Compositional choices according	Sentence level	Word level including	Grammatical	Adaptations for Y2
		to writing purpose		punctuation	terminology	curriculum
	Poetry: Specific	• Pictures or illustrations can help	A reader needs <u>spaces</u>	A reader needs a full stop	Letter, capital	Encourage use of expanded noun
	structures of poems	the reader see what you are	between words so that	at the end and capital	<u>letter, word,</u>	phrases with adjective to describe
Entertain	can include list	writing about in their mind	they can understand	<u>letter</u> at the beginning of	<u>sentence</u>	the noun – build further use of
(Poetry)	poems, which uses a	• Use a title to hook the reader's	and follow the writing	each sentence so that they	punctuation, full	vocabulary
	list of words or	interest and to know what the		know where one idea ends	stop, adjective	Possible use of exclamation mark to
5 steps	phrases that	writing might be about		and another begins		show strength of feeling at end of
List Poems	represent a chosen					line (extend children's use of
Purple Is	topic			Including adjectives to		punctuation)
				describe a noun helps the		
				reader to create a more		Introduce & teach use of commas
				specific picture in their		for lists and encourage children to
				mind		use commas to separate items being listed within their poems

	Genre features	Compositional choices	Sentence level	Word level including	Grammatical	Adaptations for Y2
		according to writing purpose		punctuation	terminology	curriculum
$\setminus \perp /$	Recipe: Use easy to	Pictures or illustrations can	A reader needs <u>spaces</u>	A reader needs a <u>full</u>	Letter, capital	Extend to start to use
	follow, simple steps or	help the reader see what you	between words so that they	stop at the end and	<u>letter</u> , word,	subordination in speech and
Inform	sentences for the reader to	are writing about in their	can understand and follow	capital letter at the	<u>sentence</u>	apply within writing recipe [e.g.
10 steps	understand – these might	mind	the writing	beginning of each	punctuation,	Use a spoon <u>so</u> you can mix
10 steps	be numbered	• Use a title to hook the		sentence so that they	<u>full stop</u> , verb,	everything together)
	Written in time (or	reader's interest and to know	A <u>sentence</u> is an idea about	know where one idea	noun	Ensure understanding of a verb
Recipes	chronological) order so	what the writing might be	a person or thing (noun)	ends and another begins		and consistent use of present
	that the reader acts in the	about	with action, thought or			tense
Gruffalo	correct sequence or order	 Use labels or captions to 	feeling (verb)			
Crumble	Sometimes includes a list	show the reader something				Discuss how the grammatical
	of 'things/ ingredients/	they might not know about	Writers can join words			pattern in a sentence indicates
	items' that the reader will	You could speak to the	together with 'and' to make			its function as a command e.g.
	need before acting upon	reader directly, using 'you' if	connections between things			beginning with a verb
	the instructions	you need to tell them or ask	(e.g. I ate fish <u>and</u> chips)			
		them to do something	(e.g. rate rish <u>and</u> chips)			



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Entertain 20 steps

Narrative

Range of traditional tales

Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y2 curriculum
Traditional tale: Will often include repeated phrases May include animal characters that behave like humans (e.g. can talk) Character names will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf) Usually include happy endings	 Pictures or illustrations can help the reader see what you are writing about in their mind Use a title to hook the reader's interest and to know what the writing might be about 	A reader needs spaces between words so that they can understand and follow the writing A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb) Writers can join words together with 'and' to make connections between things (e.g. I ate fish and chips)	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins Careful choice of nouns and verbs help the reader to create a picture in their minds Including adjectives to describe a noun helps the reader to create a more specific picture in	Letter, capital letter, word, sentence punctuation, full stop, verb, noun, adjective	Focus on use of adjectives to develop expanded noun phrases, encouraging more ambitious use of vocabulary Ensure understanding of a verb (focus on verbs: have, do, be and their past tense conjugations) and consistent use of past tense

their mind

	Genre features	Compositional	Sentence level	Word level including	Grammatical	Adaptations for Y2
		choices according to		punctuation	terminology	curriculum
		writing purpose				
	Narrative: Stories usually	Pictures or	A reader needs spaces	A reader needs a <u>full stop</u> at	Letter, capital	Encourage greater range of end-of-
Entertain	have a main character and	illustrations can	between words so that	the end and capital letter at the	<u>letter, word,</u>	sentence punctuation e.g. use of
10 steps	the reader needs to	help the reader	they can understand and	beginning of each sentence so	<u>sentence</u>	exclamation and question marks
10 Steps	understand what happens to	see what you are	follow the writing	that they know where one idea	punctuation,	Extend to start to use subordination
	them	writing about in		ends and another begins	<u>full stop</u> , verb,	in speech and apply within narrative
Narrative	Sentences go in order of	their mind			noun	[e.g. I will take this stick <u>because</u> I can
	what happened in a story so	Use a title to hook	about a person or thing	Capital letters for names of		fly with it.)
Stanley's	that the reader can follow	the reader's	(noun) with action,	<u>people</u> (characters) help the		
Stick	more easily – this is the plot	interest and to	thought or feeling (verb)	reader to understand that this is		Encourage use of commas for lists to
	of the story	know what the		a proper noun		show range of imaginary items their
	Introduce idea of fall-rise	writing might be	To avoid the reader			own 'stick' will become (e.g. My stick
	story shape for basic	about	becoming bored, join	As well as for names of people,		will be a broomstick, a lollipop and a
	narrative structure		sentences together with	we use <u>capital letters for</u>		trumpet.)
			<u>'and'</u> to create better	names of places as well as		
			rhythm and flow	days of the week		



SPRING

	Genre features	Compositional choices	Sentence level	Word level including	Grammatical	Adaptations for Y2
(i)		according to writing purpose		punctuation	terminology	curriculum
Inform 10 steps Rules & Recount Ravi's Roar and Ruby's Worry	Recount: Written in simple past tense Events are recounted in the time order that they happened	Pictures or illustrations can help the reader see what you are writing about in their mind Use a title to hook the reader's interest and to know what the writing might be about Use labels or captions to show the reader something they might not know about You could speak to the reader directly, using 'you' if	A reader needs spaces between words so that they can understand and follow the writing A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb) To avoid the reader becoming bored, join sentences together with 'and' to create	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins Capital letters for names of days of the week help the reader to understand that this is a proper noun Writers also use a capital letter for the personal pronoun I	Letter, capital letter, word, sentence punctuation, full stop, verb, noun	Stretch/challenge to link clauses within instructions using coordinating conjunctions (as well as some subordination e.g. because) If appropriate-application of Y2 spelling objective – when adding -ed (with a change to the root word)
		you need to tell them or ask them to do something	better rhythm and flow	because this is the name we call ourselves		

	Genre features	Compositional choices	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y2 curriculum
		according to writing purpose			terminotogy	currectum
_	Poetry: Some	Pictures or illustrations	A reader needs	A reader needs a <u>full stop</u> at the end and	Letter, capital	Create rhymes with a wider range
Entertain	poems can include	can help the reader see	spaces between	<u>capital letter</u> at the beginning of each	<u>letter, word,</u>	of spelling variations (e.g. a midge
(Poetry)	rhyme , creating a	what you are writing	words so that they	sentence so that they know where one	<u>sentence</u>	on a fridge, some mice on the ice,
	sound pattern to	about in their mind	can understand and	idea ends and another begins	punctuation,	etc)
5 steps	help the reader	Use a title to hook the	follow the writing		<u>full stop</u> , verb,	Encourage use of exclamation
-	predict what might	reader's interest and to		Careful choice of nouns and verbs help the	noun,	mark to show strength of feeling
Rhyme &	come next	know what the writing	Writers can <u>join</u>	reader to create a picture in their minds	adjective	at the end of a line or in a similar
Nonsense		might be about	words together with			way to the text in Oi Frog!
Poems			<u>'and</u> ' to make	Including adjectives to describe a noun		
			connections between	helps the reader to create a more specific		
Oi Frog!			things (e.g. I ate fish	picture in their mind		
3			<u>and</u> chips)			



	Genre features	Compositional choices according	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y2 curriculum
		to writing purpose			3 ,	
	Narrative: Stories usually	 Pictures or 	A reader needs	A reader needs a <u>full stop</u> at the end	Letter, capital	Teach some irregular past tense verbs
Entertain	have a main character and	illustrations can	spaces between	and <u>capital letter</u> at the beginning of	<u>letter, word,</u>	and consistent use of simple past
15 steps	the reader needs to	help the reader	words so that they	each sentence so that they know	<u>sentence</u>	tense
•	understand what happens to	see what you are	can understand and	where one idea ends and another	punctuation,	Encourage consistent use of full stop
Narrative	them	writing about in	follow the writing	begins	<u>full stop,</u> verb,	and exclamation mark and wider
ivarrative	Sentences go in order of	their mind			noun,	range of conjunctions to join ideas
	what happened in a story so	 Use a title to 	A <u>sentence</u> is an idea	Capital letters for names of people	<u>exclamation</u>	
 Madlenka	that the reader can follow	hook the reader's	about a person or	(characters) help the reader to	<u>mark</u>	Teach the grammatical form of an
Mauterika	more easily – this is the plot	interest and to	thing (noun) with	understand that this is a proper noun		exclamatory sentence and encourage
	of the story	know what the	action, thought or			use within writing
	Introduce idea of fall-rise	writing might be	feeling (verb)	Writers also use a <u>capital letter for</u>		
	story shape for basic	about		the personal pronoun I because this		Children in Y2 to use speech bubbles to
	narrative structure		To avoid the reader	is the name we call ourselves		add character dialogue, as a precursor to being taught about use of inverted
	If appropriate, speech		becoming bored, <u>join</u>			commas in Y3 curriculum coverage
	bubbles let characters talk		sentences together	An exclamation mark at the end of a		commus in 15 cumeatam coverage
	and this shows the reader		with 'and' to create	sentence (instead of a full stop)		Teach the use of apostrophe for
	more about the character –		better rhythm and	helps the reader to know that this		contractions and encourage application
	what they are thinking,		flow	shows a stronger positive or negative		in writing (e.g. I've lost my tooth!)
	feeling or doing			feeling		

	Genre features	Compositional	Sentence level	Word level including punctuation	Grammatical	Adaptations for Y2
		choices according to			terminology	curriculum
		writing purpose				
	Poetry: Some poetry	Pictures or	A reader needs spaces	A reader needs a <u>full stop</u> at the end	Letter, capital	Focus on use of adjectives to
Entertain	can be performed by	illustrations can	between words so that	and capital letter at the beginning of	<u>letter, word,</u>	develop expanded noun phrases,
(Poetry)	using a change in	help the reader see	they can understand	each sentence so that they know where	<u>sentence</u>	encouraging more ambitious use of
	volume and pitch of	what you are writing	and follow the writing	one idea ends and another begins	punctuation,	vocabulary
10 steps	the voice and	about in their mind			<u>full stop,</u>	Opportunity to practise and apply
•	combining this with	Use a title to hook	Writers can join words	Writers also use a capital letter for the	adjective	Y2 spelling patterns and rules
Performance	body actions /	the reader's interest	together with 'and' to	personal pronoun I because this is the		op ottoring particular and
Poems	movement and	and to know what	make connections	name we call ourselves		Review & teach use of commas for
	gesture to create a	the writing might be	between things (e.g. I			lists and encourage children to use
Poems to	mood or meaning for	about	ate fish <u>and</u> chips)	Including adjectives to describe a noun		commas to separate items being
Perform	the audience			helps the reader to create a more specific		listed within their poems
				picture in their mind		



SUMMER

	Genre features	Compositional choices	Sentence level	Word level including punctuation	Grammatical	Adaptations for Y2
(ĵ)		according to writing purpose			terminology	curriculum
	<u>Letter</u> : Sender's	Pictures or illustrations can	A reader needs	A reader needs a <u>full stop</u> at the end	Letter, capital	Encourage/ review use of
Informs	address in top-right	help the reader see what you	spaces between	and <u>capital letter</u> at the beginning of	<u>letter, word,</u>	apostrophe for contraction within
Inform	corner & Date	are writing about in their	words so that they	each sentence so that they know	<u>sentence</u>	letters to friends e.g. 'Let's go to the
10 steps	under the sender's	mind	can understand and	where one idea ends and another	punctuation,	park tomorrow'
	address	Use labels or captions to	follow the writing	begins	full stop, verb,	Teach use of apostrophe for
Letters	Recipient's address	show the reader something			noun,	singular possession – seen in the
	on left-hand side	they might not know about	To avoid the reader	Capital letters for names of days of	question mark	title 'Paddington's Post' – explore
Paddingtor	Start with 'Dear'	You could speak to the	becoming bored,	the week help the reader to		this use of apostrophe for children
Post/ Here	or' 'To'	reader directly, using 'you' if	join sentences	understand that this is a proper noun		to use in their own letters
Comes Mr	Sign off with	you need to tell them or ask	together with 'and'			
Postmouse	, 'From' or 'Love	them to do something	to create better	Instead of a full stop, a question mark		Ensure that children write addresses
	from' (depending		rhythm and flow	at the end of a sentence shows the		within their letters using capital letters for names of people and
Click Clack	on how well you			reader that they will need to read the		places, with a new line
Моо	know your reader)			sentence differently because either the		places, with a new tine
				reader or a character is being asked		
				something		

	Genre features	Compositional	Sentence level	Word level including	Grammatical	Adaptations for Y2
		choices according		punctuation	terminology	curriculum
		to writing purpose				
	<u>Poetry:</u> Poems can be written	 Pictures or 	A reader needs	A reader needs a <u>full stop</u> at the end	Letter, capital	Focus on use of adjectives to
Entertain	as free verse , meaning that	illustrations can	spaces between	and <u>capital letter</u> at the beginning of	<u>letter, word,</u>	develop expanded noun phrases,
(Poetry)	they will have lines of any	help the reader	words so that they	each sentence so that they know	<u>sentence</u>	encouraging more ambitious use of
	length (from a single word to	see what you are	can understand and	where one idea ends and another	punctuation,	vocabulary
9 steps	much longer) and do not have a	writing about in	follow the writing	begins	<u>full stop</u> , verb,	Opportunity to practise and apply
•	rhyme scheme or specific	their mind			noun,	Y2 spelling patterns and rules
Free verse	rhythm.	 Use a title to 	Writers can <u>join</u>	Writers also use a <u>capital letter for</u>	adjective	. 2 specially parties and rates
		hook the reader's	words together with	the personal pronoun I because this		Encourage use of commas to
Out and		interest and to	<u>'and</u> ' to make	is the name we call ourselves		separate any lists within poems
About		know what the	connections between			
		writing might be	things (e.g. I ate fish	Including adjectives to describe a		
		about	and chips)	noun helps the reader to create a		
				more specific picture in their mind		
			1			



	Genre features	Compositional choices according	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y2 curriculum
		to writing purpose		•	3,	
Entertain 15 steps Narrative Little Red and the Very Hungry Lion	Narrative: Stories usually have a main character and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily—this is the plot of the story Introduce idea of fall-rise story shape for basic narrative structure If appropriate, speech bubbles let characters talk and this shows the reader more about the character — what they are thinking, feeling or doing	 Pictures or illustrations can help the reader see what you are writing about in their mind Use a title to hook the reader's interest and to know what the writing might be about 	A reader needs spaces between words so that they can understand and follow the writing Writers can join words together with 'and' to make connections between things (e.g. I ate fish and chips) To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins Capital letters for names of people (characters) help the reader to understand that this is a proper noun An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling Including adjectives to describe a noun helps the reader to create a more specific picture in their mind	Letter, capital letter, word, sentence punctuation, full stop, exclamation mark, adjective	Focus on use of adjectives to develop expanded noun phrases, encouraging more ambitious use of vocabulary Teach use of the past progressive tense to indicate that something was happening when another event happened at the same time (e.g. As she was walking along the road, a big bad wolf jumped out.) Consistent use of end-of-sentence punctuation to be used and supported via time spent proof-reading through reading the writing aloud Encourage use of wider range of conjunctions (e.g. when, if, that, because) to join ideas



	Genre features	Compositional choices	Sentence level	Word level including	Grammatical	Adaptations for Y2
(i)		according to writing purpose		punctuation	terminology	curriculum
	Explanation : Contains	Pictures or illustrations can help	A reader needs <u>spaces</u>	A reader needs a <u>full stop</u> at	Letter, capital	Teach use of the present
Inform	diagrams/ illustrations	,	between words so	the end and <u>capital letter</u> at	<u>letter, word,</u>	progressive tense to indicate
	with labels	writing about in their mind	that they can	the beginning of each	<u>sentence</u>	that something was happening when another event happened at
10 steps	May have technical	Use a title to hook the reader's	understand and follow	sentence so that they know	punctuation, full	the same time (e.g. When the
	vocabulary specific to	interest and to know what the	the writing	where one idea ends and	stop, verb, noun,	sun <u>is coming up</u> , the little bug
Explanation	the topic being	writing might be about	1477	another begins	question mark,	hatches out of the egg.)
	explained	Use labels or captions to show	Writers can join words		<u>exclamation</u>	
The Big	Usually in present	the reader something they might	together with 'and' to	An <u>exclamation mark at the</u>	<u>mark</u>	Encourage use of wider range of
Book of	tense to clarify for the	not know about	make connections	end of a sentence (instead of		conjunctions (e.g. when, if, that, because) to join ideas
Bugs/Tad	reader how something works at the time of	You could speak to the reader directly, using 'you' if you pood	between things (e.g. I	a full stop) helps the reader to know that this shows a		because) to join ideas
	writing	directly, using 'you' if you need to tell them or ask them to do	ate fish <u>and</u> chips)	stronger positive or negative		Teach the use of adverbs to
	Stages of a process	something	To avoid the reader	feeling		describe the verb and encourage
	are clearly broken	Something		reeting		children to use these within their
	down into steps to		becoming bored, join sentences together	Instead of a full stop, a		own explanation text
	make this		with 'and' to create	guestion mark at the end of		F
	understandable for the		better rhythm and flow	a sentence shows the reader		Encourage use of apostrophe for singular possession in their
	reader to follow		beccer my chin and now	that they will need to read		explanations (e.g. <i>The bug's</i>
				the sentence differently		wings are bright red.)
				because either the reader or		
				a character is being asked		
				something		



	Genre features	Compositional choices	Sentence level	Word level including	Grammatical	Adaptations for Y2
		according to writing purpose		punctuation	terminology	curriculum
	Narrative: Stories usually	Pictures or illustrations can	A reader needs <u>spaces</u>	A reader needs a <u>full stop</u> at	Letter, capital	Consistent use of end-of-
	have a main character and	help the reader see what you	between words so	the end and <u>capital letter</u> at	<u>letter, word,</u>	sentence punctuation to be
Entertain	the reader needs to	are writing about in their	that they can	the beginning of each	<u>sentence</u>	used and supported via time spent proof-reading through
	understand what happens	mind	understand and follow	sentence so that they know	punctuation, full	reading the writing aloud
10 steps	to them	Use a title to hook the	the writing	where one idea ends and	<u>stop</u> , verb, noun,	reading the writing atout
	Sentences go in order of	reader's interest and to know		another begins	question mark,	Focus on use of adjectives to
Narrative	what happened in a story	what the writing might be	Writers can join words		<u>exclamation</u>	develop expanded noun
	so that the reader can	about	together with 'and' to	An <u>exclamation mark at the</u>	<u>mark</u>	phrases, encouraging more
	follow more easily – this is		make connections	end of a sentence (instead of		ambitious use of vocabulary
We're	the plot of the story		between things (e.g. I	a full stop) helps the reader		
Going to	Introduce idea of fall-rise		ate fish <u>and</u> chips)	to know that this shows a		Teach the use of adverbs to describe the verb and encourage
Find the	story shape for basic			stronger positive or negative		children to use these within their
	narrative structure		To avoid the reader	feeling		own narrative
Monster!	If appropriate, speech		becoming bored, join			
	bubbles let characters talk		sentences together	Instead of a full stop, a		
	and this shows the reader		with 'and' to create	question mark at the end of		
	more about the character –		better rhythm and flow	a sentence shows the reader		
	what they are thinking,			that they will need to read		
	feeling or doing			the sentence differently		
				because either the reader or		
				a character is being asked		
				something		

