

Talk for Writing	Text	Genre	Focus
Narrative	Greedy Fox	Warning tale	Character description
Non-Fiction			Discussion letters

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area in The Greedy Fox theme.</p> <p>Wow starter - Chn to work in groups and build a den which they can all fit into. When complete we will have hot chocolate and biscuits.</p> <p>Retell story as a whole class each day using actions. Move to story circles when ready.</p> <p>Story map the story.</p> <p>Sequence the story.</p> <p>Boxing up.</p> <p>Role play / drama act out a key scene.</p> <p>Freeze frame and use to inspire writing.</p> <p>Interview characters.</p> <p>List what could go into the bag to help him on his travels.</p> <p>Think about where he might go and why.</p>	<p>Retell story as a whole class each day using actions. Move to story circles when ready.</p> <p>Story map the story.</p> <p>Sequence the story.</p> <p>Boxing up.</p> <p>Understand how to write a character description</p> <p>Compose sentences orally before writing.</p> <p>Independent application of phonics up to and including phase 5 taught so far.</p> <p>Use a range of punctuation, including question and exclamation marks correctly.</p> <p>Combine words into sentences using conjunctions 'and', 'but', 'or' and 'because'.</p> <p>Identify nouns and adjectives.</p> <p>Use adverbials of time (time connectives) 'Early one morning', 'At that moment' etc.</p> <p>Discuss, understand and use the past tense.</p> <p>Discuss the use of repetition.</p>	<p>Early one morning</p> <p>Woke</p> <p>Walked</p> <p>Till/until</p> <p>There</p> <p>Thought</p> <p>Knocked</p> <p>Straight</p> <p>Path</p> <p>Corner</p> <p>Disappeared</p> <p>Out of sight</p> <p>However</p> <p>Grew curious</p> <p>Unfortunately</p> <p>At that moment</p> <p>Grabbed/running</p> <p>Shoved/chased</p> <p>still</p>	<p>Substitution: Focus on character changes to continue with character description objective. E.g. change the fox to another animal and HA can also change the frog and the rat.</p> <p>Addition: Simultaneously focus on adding in more description in the form of adding adjectives to produce interesting noun phrases.</p> <hr/> <p>Ideas for invention</p> <p>Change all of the characters, the setting and the ending so that the chn have their own warning tale inspired by Greedy Fox.</p>

	Use simple adjective to make interesting noun phrases E.g. 'the sly fox' or 'the large brown rat'.		
<p>Phonics - Green Group (HA) MK Practice recognition and recall of phase 2, 3 & 5 as they are learned. Teach new graphemes for reading. Practice reading and spelling words with adjacent consonants and words with newly learned graphemes. Learn new phonemes /zh/ as in treasure. Teach reading the words <i>oh, their, people, Mr, Mrs, looked, called, asked</i>. Teach spelling the words <i>said, so, have, like, some, come, were, there</i>. Practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences. Practice recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Teach alternative pronunciations of graphemes for reading. Teach reading the words <i>water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</i>. Teach spelling the words <i>little, one, do, when, what, out</i>.</p> <p>Phonics - Blue Group (MA) NK Practice recognition and recall of phase 2, 3 & 5 as they are learned. Teach new graphemes for reading. Practice reading and spelling words with adjacent consonants and words with newly learned graphemes. Learn new phonemes /zh/ as in treasure. Teach reading the words <i>oh, their, people, Mr, Mrs, looked, called, asked</i>. Teach spelling the words <i>said, so,</i></p>	<p>Green writing target HA (Exp) Composition: Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense. Grammar: Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks. Spelling: Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently.</p>	<p>Blue writing target MA (Exp/Emg) Composition: Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense. Grammar: Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks. Spelling: Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently.</p>	<p>Red writing target LA (Emg) Composition: Independently compose sentences orally before writing. Write independently using phonic knowledge. Correctly link sentences to write texts. Read own writing to peers and adults clearly. Discuss own writing with teacher or others. Share ideas in a group aloud to develop thinking and collect ideas. Plan/draft writing. Re-read to check for meaning and edit appropriately. Grammar: Leave appropriately sized spaces between words. Use 'and' to join words and clauses in sentences. Use capital letters for names, days, months, places. Use capital for pronoun 'I'. Correctly use a full stop to show end of a sentence. Correctly identify where to use a question mark. Use a question mark correctly. Correctly identify where to use an exclamation mark - to show anger or excitement. Use an exclamation mark correctly. Discuss work using grammatical terminology. Spelling: Segment words into the 40+ phonemes taught, independently.</p>

have, like, some, come, were, there.
Practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences.

Phonics - Red Group (LA) SS/MO'N

Practice recognition and recall of phase 2, 3 & 5 as they are learned. Teach new graphemes for reading. Practice reading and spelling words with adjacent consonants and words with newly learned graphemes. Learn new phonemes /zh/ as in treasure. Teach reading the words *oh, their, people, Mr, Mrs, looked, called, asked*. Teach spelling the words *said, so, have, like, some, come, were, there*. Practise reading and spelling HF and polysyllabic words. Practise reading and writing sentences.

Use letter names to distinguish between alternative spellings of the same sound.

Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated.

Handwriting: Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.

Guided Reading (HA) NK (Exp/Exc)

Word Recognition: Read 40+ graphemes and some alternatives. Apply phonic knowledge independently for unfamiliar and polysyllabic words. Read a range of prefixes, suffixes and contractions. Read with fluency, pace and intonation. Begin to use expression. Take account of a wider range of punctuation without affecting fluency. Read at purple or above.
Comprehension: Often choose to read a book alone. Read and understand a range of text, e.g. poetry, stories, non-fiction as a group. Answer questions and make inferences

Use letter names to distinguish between alternative spellings of the same sound.

Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated.

Handwriting: Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.

Guided Reading (MA)SS/Mo'N (Emg/Exp)

Word Recognition: Read 40+ graphemes and some alternatives. Apply phonic knowledge independently for unfamiliar and polysyllabic words. Read a range of prefixes, suffixes and contractions. Read with fluency, pace and intonation. Begin to use expression. Take account of a wider range of punctuation without affecting fluency. Read at purple or above.
Comprehension: Often choose to read a book alone. Read and understand a range of text, e.g. poetry, stories, non-fiction as a group. Answer questions and make inferences

Represent sounds as a grapheme.

Represent some alternative sounds as graphemes.

Spell many common exception words. Spell days of the week correctly. Say letter names to spell words. Spell plurals correctly -s, -es,(verbs) Spell words with the prefix 'un' correctly (verbs and adjectives). Add suffixes -ing, -ed,-er, -est to spell words correctly, needing to not change root word, within a piece of writing. Write from memory simple sentences that have been dictated, including sounds taught so far.
Handwriting: Keep consistent letter size. Form lower case letters correctly - correct direction, starting and finishing in the right place. From capital letters correctly. From digits 0-9 correctly. Know which letters belong to each family. Letters consistently sitting on line.

Guided Reading (LA) MK (Emg)

Word Recognition: Apply phonic knowledge independently. Read 40 graphemes. Recognise some alternative sounds for graphemes. Recognise words that contain two or more syllables. Read 50+ common exception words. Read words containing suffixes ('er', 'ed' ending). Read words containing plurals 's' and 'es'. Read words containing 'un' (prefix) Read words with contractions.

	<p>about these texts. Link reading to own experiences. Re-tell a range of stories and poetry sequencing events. Understand meaning of words through discussion and context. Predict what may happen, with reasoning. Compare and discuss a range of text types and books by different authors.</p>	<p>about these texts. Link reading to own experiences. Re-tell a range of stories and poetry sequencing events. Understand meaning of words through discussion and context. Predict what may happen, with reasoning. Compare and discuss a range of text types and books by different authors.</p>	<p>Read aloud from books up to 40+ graphemes without overt sounding and blending. Read with increasing pace and fluency. Read from Orange+ book band. Comprehension: Often choose to read a book alone. Read and understand a range of text, e.g. poetry, stories, non-fiction as a group. Answer questions and make inferences about these texts. Link reading to own experiences. Re-tell a range of stories and poetry sequencing events. Understand meaning of words through discussion and context. Predict what may happen, with reasoning. Attempt to read unknown book without adult support. Listen and demonstrate understanding of fiction, non-fiction and poetry. Re-tell a text, sequencing main events. Use terms fiction and non-fiction, beginning to describe the features. Begin to use some expression to help make meaning clear, with adult prompting. Read a range of sentence types, taking account of . , ? and !</p>
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<u>Week</u> Home books	<u>Speaking & Listening</u>	<u>Talk for writing</u>	<u>Sentence & Word level</u>	<u>Outcome/ audience</u>
<p><u>1</u></p>	<p>2-day week.</p> <p>Discussing their ideas with the adults and other chn in the class. Composing sentences orally before writing. Reading their work to an adult or peer.</p>	<p>No TFW this week.</p> <p>Chn to draw a portrait of their mum for their individual portfolios. Then write a character description about her.</p> <p>Chn to write a recount about their summer holiday using the correct language and text features.</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense. Grammar: Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks. Spelling: Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated. Handwriting: Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.</p>	<p>Outcome: To produce a character description of their mum. To write a recount of their summer holiday.</p>

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Discussing their ideas about the book based on only one picture. Reasoning and justifying their thoughts with peers. Presenting their ideas to the rest of the class. Composing sentences orally before writing.

Tuesday by David Wiesner. Wow starter- have lily pads laid around the classroom and wet patches on tables in the morning. Staff in class 8 will be primed to answer questions from pupils about anything suspicious they have seen that morning. Pupil detectives to write questions and interview the adults to find out what happened. Teacher responses are that they left school on Friday night at 6 and there were none there then and they were in at 7 am on Monday morning and the classroom was in a state. Can they work out what day/time the lily pads could have arrived? They could say that they couldn't be sure as it was getting dark but there seemed to be dark objects flying across the playground etc. All evidence to be collected and recorded as a class list.

Thought shower by only seeing one picture from the book. What do they think this book is about? Who are the main characters? What are the main event? Chn to present their group's ideas to the rest of class. Compare and discuss their thoughts alongside the evidence collected.

Read the book to the chn and discuss. Chn to recall key events by drawing a story board. This will form their plan.

Chn to write the narrative to go with the book.

Composition: Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense. **Grammar:** Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks. **Spelling:** Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated. **Handwriting:** Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.

Outcome: To predict a story using a picture. To pick out the key events of a story and draw a sequenced story board with detailed captions. To write the narrative for a picture book.

<p>Green</p> <p><u>3</u></p>	<p>Listening to the story. Re-telling the story. Discussions during wow morning and during lessons. Discussions during team building of dens. Role play. Listening and speaking to the class, group and in pairs. Retelling the story to a partner using their story maps. Retelling the story at home using their story maps.</p>	<p>Fiction - imitation stage</p> <p>Discuss and agree on the actions for the story. Retell story as a whole class each day using actions. Move to story circles when ready.</p> <p>Story map the story. Start as a class then chn to continue in their groups or pairs.</p> <p>Chn to draw a picture of the Greedy Fox and answer the following questions: What does he look like? How is he feeling? Do his feelings change in different parts of the story? What does he do? What is the problem? How does he resolve it?</p> <p>Chn to write a character description, of the Greedy Fox, using the previous days picture and notes.</p> <p>Independent write of a character description.</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense. Grammar: Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks. Spelling: Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated. Handwriting: Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.</p>	<p>Audience: Another reader.</p> <p>Outcome: To write a character description.</p>
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<p style="color: red;">Red</p> <p style="color: red; text-align: center;"><u>4</u></p>	<p>Retelling the story as a class and in story circles.</p> <p>Discussing their innovations as a class and with their talk partner.</p> <p>Participation in shared writes.</p> <p>Planning sentences orally before writing.</p> <p>Reading out finished pieces of writing and listening to others.</p>	<p>Fiction - innovation stage</p> <p>Substitution: Focus on character changes to continue with character description objective. E.g. change the fox to another animal and HA can also change the frog and the rat.</p> <p>Addition: Simultaneously focus on adding in more description in the form of adding adjectives to produce interesting noun phrases.</p> <p>Shared writes to focus on key language points and adding detail through noun-phrases. Focus especially on character description.</p> <p>Look at adjectives that will convey description visual and emotional characteristics.</p> <p>Box up as a class, then chn to box up individually,</p> <p>Chn to write their innovated version using their boxing up grids and the shared writes to help/magpie.</p> <p>Independent write of a character description.</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing.</p> <p>Apply phonic knowledge consistently and accurately across a range of writing.</p> <p>Sequence sentences to form short narrative.</p> <p>Read writing to check that it makes sense.</p> <p>Grammar: Use capital I as a pronoun.</p> <p>Use capital letters for names of people, places, days of the week within a piece of writing.</p> <p>Separate words with spaces consistently.</p> <p>Combine words into sentences using conjunctions e.g and but or because.</p> <p>Demarcate sentences with capital letters and full stops.</p> <p>Demarcate some sentences with question marks and exclamation marks.</p> <p>Spelling: Segment many words representing these by graphemes.</p> <p>Spell words containing the 40+ phonemes already taught, quickly and accurately.</p> <p>Spell most common exception words correctly.</p> <p>Spell days of the week correctly and consistently in all writing.</p> <p>Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Apply simple spelling rules (app 1).</p> <p>Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately.</p> <p>Write from memory compound sentences dictated.</p> <p>Handwriting: Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place.</p> <p>Begin to join letters taught in handwriting so far.</p> <p>Understand which letters belong to each handwriting family.</p>	<p>Audience: Another reader.</p> <p>Outcome: To write a character description.</p>
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<p style="text-align: right;">Blue</p> <p style="text-align: center; font-size: 2em; font-weight: bold; color: red;">5</p>	<p>Continued use of story circles and retelling of story each day. Participation in shared writes. Talking through their own story maps with their group/partner. Composing sentences orally before writing. Explain their story and tell it orally first.</p>	<p>Fiction - invention stage.</p> <p>Discuss the overall type of story (warning tale) and ensure the chn are clear that their invention must still follow this theme even though they are inventing a new story.</p> <p>Change all of the characters, the setting and the ending so that the chn have their own warning tale inspired by Greedy Fox.</p> <p>Chn to tell their story orally first. Then box up their own story. Emphasis the importance of including adjectives to expand noun phrases to help with character description. As chn write, they must compose each sentence orally before writing.</p> <p>Independent write of a character description.</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense. Grammar: Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks. Spelling: Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated. Handwriting: Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.</p>	<p>Audience: Another reader.</p> <p>Outcome: To write a character description.</p>
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<p>6</p>	<p>Retelling the text as a class, in story circles and in pairs. Discussing their innovations as a class and with their talk partner. Participation in shared writes. Planning sentences orally before writing. Reading out finished discussion texts and listening to others.</p>	<p>Non-fiction - imitation and innovation stage</p> <p>Imitation/innovation - read the chn various discussion letters and discuss features of them. Chn to plan and write their own balanced discussion letter to Mr Fox about 'Should Mr Fox be allowed to keep the leg of lamb which he stole?' Friday: independent write linked to text type.</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense. Grammar: Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks. Spelling: Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated. Handwriting: Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.</p>	<p>Audience: Someone who is interested in an issue.</p> <p>Outcome: To write a discussion text using correct text and language features.</p>
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<p>7</p>	<p>Retelling the text as a class, in story circles and in pairs. Discussing their inventions as a class and with their talk partner. Participation in shared writes. Planning sentences orally before writing. Reading out finished discussion texts and listening to others.</p>	<p>Non-fiction - invention stage</p> <p>Remind chn of the text and language features of discussion letters.</p> <p>Chn to independently plan and write their own innovated, balanced discussion letter on 'Should school uniform be banned?'</p> <p>Friday = independent write linked to this text type.</p>	<p>Composition: Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge consistently and accurately across a range of writing. Sequence sentences to form short narrative. Read writing to check that it makes sense. Grammar: Use capital I as a pronoun. Use capital letters for names of people, places, days of the week within a piece of writing. Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and but or because. Demarcate sentences with capital letters and full stops. Demarcate some sentences with question marks and exclamation marks. Spelling: Segment many words representing these by graphemes. Spell words containing the 40+ phonemes already taught, quickly and accurately. Spell most common exception words correctly. Spell days of the week correctly and consistently in all writing. Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently. Use letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules (app 1). Use common prefixes and suffixes, plurals -s, -es, add -ing, -ed, -er, -est, needing to not change root words, consistently and accurately. Write from memory compound sentences dictated. Handwriting: Correctly and consistently form upper and lower case letters and digits 0-9, correctly starting and finishing in the right place. Begin to join letters taught in handwriting so far. Understand which letters belong to each handwriting family.</p>	<p>Audience: Someone who is interested in an issue.</p> <p>Outcome: To write a discussion text using correct text and language features.</p>
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ASSESSMENT WEEK (Including Curriculum Day - Computing 17.10.16)