


English Progression Specific Taught Skills/Learning objectives for lessons.

Year R	Year 1	Year 2
<p>Autumn 1 – Main Texts</p>  <p>Plus additional texts to suit the themes of the week or to follow the interests of the children.</p> <p>Comprehension: Listen and enjoy sharing a range of books.</p> <ul style="list-style-type: none"> • Hold a book correctly, handle with care. • Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. • Know that text in English is read top to bottom and left to right. • Know the difference between text and illustrations. • Recognise some familiar words in print, e.g., own name or advertising logos. • Enjoy joining in with rhyme, songs and poems. 	<p>Autumn 1 – Dinosaur Roar <i>Transition from Year R – still working in table groups with other activities going on around them.</i></p> <p>Week 1 – Holiday writing. Sessions 1-4 talk and write about our Summer holidays.</p> <p>Week 2 – List Writing – The Great Dinosaur Hunt Session 1 Identify the different features of a list. Session 2 use talk to create a simple list. Session 3 apply simple phonics in our writing Session 4 write a simple list independently</p> <p>Week 3 – If I had a dinosaur Session 1 - Say the letters of the alphabet in order and to recognise capital letters. Session 2 - Write using past tense language Session 3 - Write using present tense language Session 4 - Write using future tense language</p> <p>Week 4 – The Dinosaurs Egg Session 1 – I can make a sensible prediction Session 2 - I can ask questions and come to a conclusion about a book cover.</p>	<p>Autumn 1 Weeks 1-4 Dougal’s Deep Sea diary Week 1 Sessions 1 To use the familiar punctuation of full stops, capital letters and exclamation marks. 2 To use describing words to write labels (noun phrases). To use spoken language to develop understanding of a character. 3 To write a label for an object (noun phrase) using an adjective, FS and CL. 4 To write a question using a question mark correctly. Week 2 Sessions 1 To plan out loud what we are going to write using full sentences and adjectives. 2 To use full sentences in our writing and to use adjectives to describe a noun. 3 To be able to read and recognise compound words. 4 To write my own describing phrases or sentences Week 3 Sessions</p>

<ul style="list-style-type: none"> • Explain in simple terms what is happening in a picture in a familiar story. • Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. <p>Word Reading: Hear general sound discrimination and be able to orally blend and segment</p> <p>Phonics: Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Session 3 - Use verbs to describe how the dinosaurs move.</p> <p>Session 4 - Use our imagination to draw and label a response to music</p> <p>Week 5 – Poetry/Performance The Little Green Dinosaur</p> <p>Session 1 – To write a simple accumulative poem about a dinosaur as part of a group.</p> <p>Session 2 – Create a Class story map about the Little Green Dinosaur noting repetition and recounting the story using the map</p> <p>Session 3 – To become a character and visualise events. To understand the term “question”.</p> <p>Session 4 - Perform the Little Green Dinosaur for an audience with actions.</p> <p>Week 6 – Toys in Space</p> <p>Session 1 – Enhance our writing by using adjectives</p> <p>Session 2 - use adjectives to describe the space creature.</p> <p>Session 3 – use our imaginations to create a new character</p> <p>Session 4 – Write a party invitation using a scaffold to help us.</p> <p>Week 7 – I want my hat back (fiction and Rap)</p> <p>Session 1 – To be able to ask questions</p> <p>Session 2 – To be able to use inference based on what we know so far.</p> <p>Session 3 – Make a prediction on the basis of what has been done so far.</p> <p>Session 4 - be able to identify the division of words into syllables and perform a rap.</p>	<ol style="list-style-type: none"> 1 To use a capital letter for a proper noun. 2 To write statements using a full stop and a capital letter. 3 To write statements using a full stop and a capital letter. 4 To say aloud our sentences in preparation for writing <p>Week 4 Sessions</p> <ol style="list-style-type: none"> 1 To plan a short story using pictures to represent each element of the story. 2 To use full stops, question marks and exclamation marks in my writing. 3 To use full stops, question marks and exclamation marks in my writing. 4 To make simple revisions to our writing to make it even better. <p>Week 5 – 7 Ocean Meets Sky</p> <p>Week 5 Sessions</p> <ol style="list-style-type: none"> 1 To use conjunctions to make predictions about characters in a text 2 To use a range of adjectives, a comma and the conjunction ‘and’ to write a character description. 3 To write a diary entry using prepositional language to describe where objects are. 4 I can command sentences when writing instructions. <p>Week 6 Sessions</p> <ol style="list-style-type: none"> 1 To use adjectives and prepositional language to describe our ships.
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Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.

2 Drama focus - To use noun phrases and the present tense to write a captain's log book.
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Week 7
Sessions
1 To write a character's thoughts through dialogue using questions and other sentence types
2 To use the past tense and a range of sentences to write a postcard.
3 To design and describe our own fantasy land.
4 To describe our own fantasy land.
Week 8 - **Grammar Focus (Babcock)**
Sessions 1
1 English session Grammar 1 – co-ordinating conjunctions – Meerkats are Awesome
2 English session Grammar 2 – subordinating conjunctions – more Meerkats
3 English Session Grammar 3 and 5 – Different types of sentences – sort sentence types – write own questions.
4 English Session – Session 6 - command sentences and verbs
5 English – identifying and writing exclamation sentences sessions 7 and 8.

Autumn 2



Plus additional texts to suit the themes of the week or to follow the interests of the children.

Word Reading: Read individual letters by saying the sounds for them.

- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.

Phonics Phase 2

Know grapheme phoneme correspondence of 19 letters.

Blend with known letters for reading VC and CVC words.

Orally segment for VC and CVC words for spelling

Know high-frequency common words (the, to, no, go).

Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages.

Autumn 2 – Best of British

Week 1 – The Naughty Bus

1 Talk about our personal experiences of buses and bus travel

2 write a sentence with a CL and FS independently

3 discuss the significance of a book's title and events and write a sentence.

4 Sequence story and write picture captions that include adjectives.

Week 2 -3 Katie in London

Week 2

1 to predict what the book will be about.

2 Create a story map for Katie's journey in London

3 To use exciting adjectives to describe feelings.

4 To think about and write questions for the lion.

Week 3

1 I can think about words that would be useful to describe a lion.

2 To sequence the story and add time connectives

3 to act out part of the story.

4 to write about the part of the story that I acted out

Week 4 – 5 The King's Pants

Week 4

1 design a poster for missing pants

2 Predict where the pants might be.

3 To use adjectives to label a picture.

4 To learn about verbs as doing or being words

Autumn 2

Week 1-2 Great fire of London

– London's Burning (Poetry)

Sessions

1 – Recite a memorised poem by heart and perform a poem with others

2 To read and write words using the –ing suffix.

3 Write our own round using correct punctuation checking our writing to ensure it makes sense.

4 To write command sentences using imperative verbs.

Week 2

1 To write questions using punctuation correctly.

2 I can use a comma correctly in a list.

3 I can verbally retell a story from a character's perspective.

4 I can write a diary entry from a different character's perspective

Weeks 3-5 – Stella Sidney and the Moon Fiction and Non Fiction

Week 1

Sessions

1 To orally rehearse sentences before we write statements (facts) about the moon.

2 Use noun phrases when writing our posters.

3 Write sentences with conjunctions – and, so, but, or (co-ordination)

4 Use a question mark correctly.

Week 2

Sessions

1 Identify the correct spelling for a sentence.

<p>Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds.</p> <p>Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space</p> <p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p>Week 5</p> <ol style="list-style-type: none"> 1 To design a pair of pants for the king and explain my design 2 write an invitation to the king. 3 Sequence instructions for a cucumber sandwich 4 to come up with a question for the king. <p>Working around 1 week of pure History – Queens – Utilising the Queen’s box from County which we have for one week only – also Christmas takes over.</p>	<ol style="list-style-type: none"> 2 Name the features of a non-fiction text – title, sub-heading, caption, blurb, contents, glossary, picture 3 Identify the difference in format between fiction and non-fiction books. 4 Write facts in correctly demarcated sentences using the conjunctions previously taught (and, so, or, but) <p>Week 3 Sessions</p> <ol style="list-style-type: none"> 1 Write facts in correctly demarcated sentences using the conjunctions previously taught (and, so, or, but) 2 Write facts in correctly demarcated sentences using the conjunctions previously taught (and, so, or, but) 3 Write facts in correctly demarcated sentences using the conjunctions previously taught (and, so, or, but) 4 Edit our own writing to ensure it makes sense and has the correct punctuation <p>Week 6-7 – Lost and Found (Fiction)</p> <p>Week 1</p> <ol style="list-style-type: none"> 1 To use an adverb to describe the verb. 2 To say command sentences and use an imperative verb. 3 To write command sentences using an imperative verb. 4 To use a simile in my writing. <p>Week 2</p> <ol style="list-style-type: none"> 1 To plan an alternative version to a known story. 2/3/4 To write a story using past tense, time words and adverbs.
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Spring 1

Main texts



Plus additional texts to suit the themes of the week or to follow the interests of the children.

Word Reading: Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read a few common exception words matched to the school's phonic programme.

Phonics - Phase 2

Consolidate skills as in Autumn 2.

Recognise digraphs -ck + consonant endings - ff, ll, ss

Know tricky words - the, to, and, no, go, I

Blend and segment known sounds for reading and spelling VC, CVC, CVCC

Begin Phase 3 skills –

Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu

Spring 1 - Superheroes

Supertato weeks 1-4

- Identify features of an action character.
- Act out a story using time connectives.
- Use time connectives in our writing.

Supertato – Evil Pea

- Decide which words are most relevant to a character.
- Use hot seating as a technique to explore a specific character.
- Use the suffix –ing in our writing.
- Create a WANTED poster.

Supertato – making Supertato

- Write a sentence remembering correct punctuation.
- use a question mark correctly.
- Use alliteration for a super hero name.
- Write words ending in 'ing' within a sentence.

Supertato – Plan own comic strip.

- Identify features of classic comic stories.
- Plan the plot of a story by using drama.
- Write a comic strip story that has a clear beginning middle and end.

Superdaisy – 1 week

- Identify similes in a text
- Use an exclamation mark in our writing.
- Orally give instructions using 'bossy verbs'
- Write clear instructions using 'bossy verbs'

Spring 1

Yeti and the Bird – Weeks 1-2 (Fiction)

Sessions

1 To build suffixes onto the root word to describe a character

2 To write a letter of advice starting my sentences in different ways.

3 To identify the different settings within the story and to use co-ordinating conjunctions but, however, although to link two ideas together.

4 To use the possessive apostrophe to show that something belongs to someone.

Sessions

1 To write a character description

2 To use conjunctions to show subordination

3 To sequence events from the story.

4 I can use appropriate adjectives in a noun phrase to describe appearance.

Dragons – Week 3-4 (Non Fiction writing including non-chronological report)

Sessions

1 describe an unfamiliar object using adjectives

2 describe what adjectives are best to describe a magical beast.

3 Understand how to change a root word with the –est suffix

4 Draw and describe our dragon.

Sessions

1 Plan a non-chronological report.

2/3 To write a non chronological report using full sentences, suffixes and adjectives.

To use a range of sentence types

4 To review and edit my report.

Emergent writing: Use appropriate letters for initial sounds.

Composition: Orally compose a sentence and hold it in memory before attempting to write it.

Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.

Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.

Something Different – 1 week

- Use a question mark in our writing.
- Compose sentences orally before writing.
- Write a character description.
- Use the –ing suffix.

The Magic Box – Weeks 5 and 6 Poetry

Sessions

1 Recognise the features of a poem.

Read a poem out loud.

2 Read a poem with rhythm

3 Write our own repeating poem

4 Take pleasure in listening to poetry. We are learning to write descriptive sentences.

Sessions

1 Write a descriptive poem.

2 Use clear legible handwriting to write up our magic box poems.

3 use descriptive labels to describe what might be in a creatures pocket.

4 use descriptive labels to write a magical poem.

Spring 2



Word Reading: Read some letter groups that each represent one sound and say sounds for them.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Phonics Phase 2/3

Consolidate Phase 2 skills.

Begin Phase 3 skills –

Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu

Know the 4 consonant digraphs – sh, th, ch, ng

Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi

Know trigraph igh

Know tricky words, the, to, he, she, we, me, be, was, my

Spring 2 – Seasons

Week 1 – Hampshire Picture Book awards

in conjunction with SLS

Four books over a week. Objectives change yearly to fit the books being read.

Week 2 – After the Storm (wk1)

Identify similes in a text

Use an exclamation mark in our writing.

Orally give instructions using ‘bossy verbs’

Write clear instructions using ‘bossy verbs’

Week 3 – After the storm (wk2)

Express ideas and opinions about a story.

Retell a story by ‘walking through’ a story map.

Explore the feelings of a specific character.

Use exciting adjectives to describe a character

Week 4 -After the storm (week 2)

Use the –ing suffix in writing.

Apply the skills that we have learnt.

Identify the different parts of a letter.

Write a thank you letter.

Week 5 – Badgers Bath

Express opinions and verbally ask questions.

Decide which words best describe a character.

Orally retell a story to others.

Write sentences using time connectives

Week 6 – Owl Facts – NON FICTION

Identify features of a non fiction text

Collect information from a non fiction source

Write key facts about an animal (owls)

Write a non fiction text

Week 7 – ZIP – Bunny POETRY

Use Verbs to describe animals.

Spring 2

How to Catch a Star (Fiction) Star Poetry

(Poetry) La Luna (Pixar Short Film) Weeks 1-2

Poetry and Diary writing.

Week 1 Sessions

1 To generate exciting vocabulary and write a descriptive simile.

2 To use adventurous vocabulary when creating ideas for poetry writing.

3 To write a poem using detailed, descriptive language

4 To write a diary recount in the first person.

Week 2 Sessions

1 I can write a diary event adding detail to make it interesting to the reader.

2/3 To write a diary event adding detail to make it interesting to the reader.

4 To edit my own writing correcting spelling errors, missing words and checking verb endings.

Traction Man – Weeks 3-5 (Fiction)

Week 1 Sessions

1 To find features of a book specific to an author.

2 To make exciting vocabulary choices.

3 To say aloud what I will write.

4 To use alliteration and adverbs in descriptive sentences.

Week 2 Sessions

1 To use write using commands, questions, statements and exclamation sentences.

2 To use adventurous word choice when writing about a setting.

3/4 To write a story in the present progressive tense using exciting vocabulary.

<p>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed</p> <p>Emergent writing: Build words using letter sounds in writing</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.</p> <p>Spell some irregular common (tricky) words e.g. I, the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p> <p>More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.</p>	<p>Identify similes and create my own.</p> <p>Create our own version of a poem (in groups)</p> <p>Perform our own version of a poem</p>	<p>Week 3 Sessions</p> <p>5/6/7/8 Continue to write a story in the present progressive tense using exciting vocabulary</p>
<p>Summer 1</p>	<p>Summer 1 – Once upon a time</p> <p>Week 1 – The Three Little Pigs</p> <p>Retell a tradition story using appropriate story language.</p> <p>Use hot seating as a technique to explore familiar characters.</p> <p>Add the suffix –ed in our writing.</p> <p>Create a wanted poster</p>	<p>Summer 1</p> <p>Tadpole’s Promise (Fiction and non fiction) 2 weeks</p> <p>Week 1 Sessions</p> <p>1 To use punctuation taught in Year 2 – apostrophe.</p> <p>2/3 To describe a setting for a habitat using adjectives and adverbs.</p>



Word Reading: Read some letter groups that each represent one sound and say sounds for them.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Phonics - Phase 3

Consolidate phase 2 and 3 skills.

Know trigraphs ear, ure, air

Know vowel digraph er

Read tricky words they, her, all, are

Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

Write more graphemes from memory and write a simple sentence using phonic knowledge.

Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.

Composition: Write a simple sentence with a full stop.

Week 2 Little Red Riding Hood

Use different voices to portray different characters.

Write speech for a specific character.

Use the suffix –es/s in our spelling.

Select the correct suffix for plural words.

Week 3 – Jack and the Beanstalk

- Write capital letters appropriately.
- Write the days of the week correctly.
- Use exciting adjectives to describe a story setting.
- Act out a traditional tale with appropriate time connectives

Week 4 – Plan our own traditional tale

Imagine our own story setting using descriptive language (pt1) drawing

Imagine our own story setting using descriptive language(Pt 2) labelling with adjectives

Plan our own traditional tale.

Write simple and compound sentences.

Week 5 – Write our own traditional tale in three parts and edit.

Orientate our letters correctly i.e. ascenders and descenders.

Apply our phonics knowledge in writing

Understand how my work is marked.

Publish our traditional tale

One week left free for additional phonics practise and consolidation prior to the phonics test.

4 To use words and phrases that explain why and how something happens.

Week 2 Sessions

1 To write an information text grouping our information under sub headings

2/3/4 To sequence ideas.

To write sentences with causal words and phrases.

Weeks 3,4 and 5 Jim and the Beanstalk (Fiction) Sessions

1 To make predictions about events in a story.

2 To explore themes and messages within a text.

To use drama strategies to build vocabulary.

3 /4 To discuss opinions about a story.

To identify the key events in the story and sequence them correctly.

Sessions

5 To write in role, varying the types of sentences.

6 I can retell a story in my own words and I can use adverbials to sequence events.

7 To give reasons for my opinions and justify my own viewpoint.

8/9/10 To write a speech to persuade the giant that he could eat other things rather than people.

Weeks 6 and 7

Spelling: Spell words by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words.

Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.

Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.

Summer 2



Summer 2 – Endangered Beasties

Week 1 - Lumberjack Jim

- Use the spelling suffix /ed/ in our writing.
- Use adjectives confidently in our writing.
- Correctly write plurals using –s and –es
- Correctly write plurals using –s and –es in simple sentences.

Week 2 Lumberjack Jim

- Apply the skills we have in our writing.
- Use the spelling suffix /ing/ in our writing.

Summer 2

Week 1

Weeks 1-6 Various stories by Anthony Browne Sessions

- 1 – Read a variety of books by the same author
- 2 – Give reasons for book preferences
- 3 - To write a suitable blurb for a book using exciting describing words
- 4 - To Write sentences using antonyms and expanded noun phrases.

Week 2

Sessions

<p>Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p> <p>Phonics Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so.</p> <p>Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.</p> <p>Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p> <p>Emergent writing: Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions.</p>	<ul style="list-style-type: none"> • Use the spelling suffix /er/ and /est/ in our writing. • Recognise the features of a set of instructions. <p>Week 3 – 5 week 3 The Lonely Beast</p> <ul style="list-style-type: none"> • Respond to a picture and act out a role. • Respond to illustrations and ask questions. • Retell the story orally using adverbials and pictures. • Write a diary entry in character. <p>Week 4 – The Lonely Beast (POETRY LINKED TO THE STORY)</p> <ul style="list-style-type: none"> • Respond to music by drawing a picture and then describing the picture using metaphor and simile • Write a group poem using metaphor and simile to describe a jellyfish. • Write a question to ascertain feelings • Ask our question and make a decision based on the answer (Consciousness alley). <p>Week 5 – The Lonely Beast</p> <ul style="list-style-type: none"> • Create our own beast and label it. • Draft a letter to the beast • Edit and write our letter in our best writing • Use the “est” suffix in our writing. <p>Week 6 – Oi Get off our Train!</p> <ul style="list-style-type: none"> • Retell a familiar story with a repetitive phrase 	<p>1 - To recognise a subordinating conjunction in a complex sentence. 2 - To plan a sequence of events for own story. 3 - To write a story opening with description and complex sentences. 4 - To recognise an expanded noun phrase and edit own writing to include these</p> <p>Week 3 Sessions 1 - To write a set of instructions with subordinating and coordinating conjunctions, imperative verbs and adverbs. 2 - To use a thesaurus to find synonyms and use these in exciting phrases. 3 /4 - To plan a character and write complex sentences to describe the character</p> <p>Week 4 Sessions 1 - WALT: To 1. Plan a story, talking to others 2. Create a story plan using pictures and writing key ideas 2/3/4 - To write a story based on one read. To use their plan to keep the story on track. To use past tense consistently</p> <p>All of the above fit around sports days, moving up day, trips out and transition afternoons and mornings to KS2 schools.</p>
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<p>Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences.</p> <p>Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC</p> <p>Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p> <p>Child confident to write a simple short story. May still need a phonics mat to support.</p>	<ul style="list-style-type: none"> • Research and compose a sentence explaining an animals point of view • Write a sentence explaining the animals point of view. • Use adjectives to describe an animal and write a descriptive sentence with the adjectives used. <p>All of the above fit around sports days, moving up day, trips out and transition afternoons and mornings to year 2 classes.</p>	
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