



	AUTUMN 1		AUTUMN 2	
<b>Stimulus:</b>	The Bear by Raymond Briggs		The Way Back Home by Oliver Jeffers	
<b>Genre:</b>	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform
<b>Text Type:</b>	Character Description	Instructions	Journey Story	Non-Chronological Report
<b>Sentence Structure</b>	Write using a simple sentence structure e.g. The dog ate a bone. The boy likes the toy.	Use simple sentence structure and begin to join words using and e.g. Push the red and blue button.	Some variation across the writing e.g. Dad went... He said... Mum is... rather than Dad went...Dad went...Dad went....	Some variation across the writing e.g. Dad went... He said... Mum is... rather than Dad went...Dad went...Dad went....
<b>Punctuation</b>	Leave spaces between words  Use a capital letter for the pronoun 'I'	Sentences marked with capital letters and full stops.	Capital letters, full stops, question marks.  Capital letters for names.	Capital letters, full stops, question marks.
<b>Text Structure</b>	Begin to structure their own writing using 'scaffolds' e.g. pictures and matching sentences	Structure their own writing using 'scaffolds' e.g. pictures – demonstrates the ability to sequence.	Structure their own writing using 'scaffolds' e.g. draw their own story map, timeline, story mountain, pictures – demonstrates the ability to sequence.  Can orally retell a familiar story including all the main points and in chronological order	Compose sentences orally before writing them.  Groups related ideas together.
<b>Composition &amp; Effect</b>	Uses simple adjectives to orally describe places and people e.g. The house was dark.  Sometimes uses simple adjectives in labels, captions and sentences.	Sometimes uses simple adjectives in labels, captions and sentences.  Awareness of purpose of writing through choice of content which is relevant to task.	Awareness of purpose of writing through choice of content which is relevant to task.	Usually uses words and phrases appropriate to task and topic.