

OPENERS – Let's get started



Revisiting what the children have already learned

- *Early one morning* I went for a walk in the woods
- *Once upon a time* there lived a princess
- *In a land far away* there was a beautiful castle.
- *First...*

Adding to it - '*next*' sentences, e.g.:

- *Next*, there came a loud roar from the cave.
- *...then*, out of nowhere came a loud roar.
- *So* I hurried out of the cave and into the fresh air.

How does it end?

- *Finally*, I reached the edge of the forest.
- *...and they all lived happily ever after.*



What will we be learning now?

- Words that continue the story - **then, after, after that, next morning, soon, until**
e.g. *Then* I came to a farm and I told the farmer....; *after that* we helped to....; *after* we had had our breakfast, we went for a walk; *After that* we put our picnic rubbish in the bin; *Soon* it was time to leave the park.
- Adverb (words that describe 'how'), e.g. **slowly, quietly, quickly, loudly.**

The prince rode *quickly* to the palace gates.
The snail slithered *slowly* across the soil.
The prince and princess ran *quickly* to the ballroom.

- Plurals of regular nouns, e.g. *dog(s)*, *wish(es)*.
- Suffixes that can be added to verbs where there is no change to the root word, e.g. *helping*, *helped*, *helper*
- How the prefix 'un' changes the meaning of verbs and adjectives, e.g. *unkind*, *undoing*, *untie the boat*.

CONJUNCTIONS – Let's join them together

Revisiting what the children have already learned

How simple sentences can be joined together using words such as *and*, *but*, *until* and *who*.

- E.g. I went to the shop *and* I bought a toy.

What will we be learning now?

How words can combine to make sentences.

Words that join two parts of a sentence together, such as: *and*, *because*, *or*, *so that*, *then*, *that*, *when*

- E.g. I went to the shop *because* I needed bread.

Understanding the language

Revisiting what the children have already learned

Words such as: *up, down, in into, out, to onto.*

- e.g. I went *into* the park.

What will we be learning now?

Words such as: inside, outside, towards, across, under.

- e.g. we go *outside* to play football.

Using adjectives to add detail and interest -

- e.g. the *red* bus

Using the names of people, places and things -

- e.g. *Sam* went to *Paris* to see the *Eiffel Tower*.

What writers do

Writing about more than one idea.

- First we will talk about our ideas, then we will write it to tell others about our ideas.



Use some of the characteristic features of the type of writing used.

- Put a group of sentences in order to form a short narrative, e.g. *a story*.

Write so that other people can understand the meaning of the sentences.

Convey ideas sentence by sentence.

Discuss writing with the teacher and other pupils.

Use and understand grammatical terminology in discussing writing.

- e.g. *word, sentence, letter, capital letter, full stop, punctuation, question mark, exclamation mark, verb, tense, adjective and noun*.

Re-read writing to check it makes sense.

Read aloud clearly enough to be heard by the other children and teacher.

Tell it in a sentence.

Revisiting what the children have already learned

Simple sentences, e.g. *I went to the park*.

What will we be learning now?

Joining words and clauses using 'and', e.g. I went to the park *and* I played on the swings.

Adverbs, e.g. *quickly* and *quietly*.

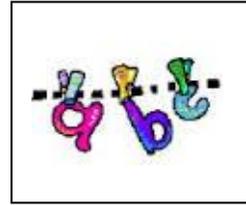
Simple expanded noun phrases, e.g. *lots of money; plenty of dragons.*

Use the correct tense, e.g. on Sunday I *went* to the cinema and I *watched* a film with my friends.

Compound sentences using '*and*', '*because*', etc.; e.g. I went to the park to ride my bike *because* it was safer than my street.

Commands linked to instructions, e.g. *cut the paper.*

Long and short sentences.



My punctuation

Revisiting what the children have already learned

- Putting a space between words; capital letters.

What will we be learning now?

- Question marks; exclamation marks; capital letters for proper nouns, e.g. names, the personal pronoun 'I'; and the beginning of the sentence.

My spelling

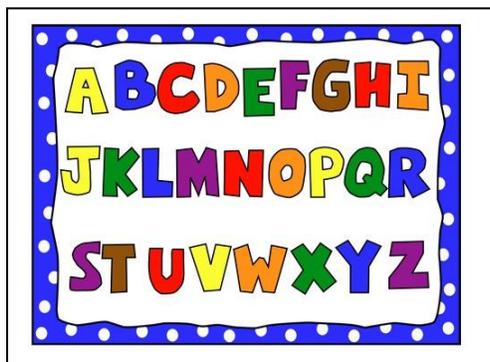
Revisiting what the children have already learned

Work covered in Reception -

- All letters of the alphabet and the sounds which they most commonly represent, e.g. '*a*' as in *cat*; '*b*' as in *bat*, etc.
- Consonant digraphs and the sounds which they represent, e.g. *sh*, *ch*, *th*.



- Vowel digraphs and the sounds they represent, *e.g. ee, ea, oo, ai*
- Splitting words up (segmenting) into sounds to spell, and recognising the letters that these sounds make to spell the word, *e.g. sh - a - m - p - oo (shampoo)*.
- Words with adjacent consonants, *e.g. frog, pram, tent*
- Letters of the alphabet; naming letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound, *e.g. 'ay' and 'a'*.
- Know all vowel digraphs and trigraphs (vowel sounds with two or three letters), *e.g. ai, ee, ear, are, igh*
- The sounds *f, l, z, s* and *k* spelt *ff, ll, ss, zz* and *ck*, *e.g. buzz, miss, off, well, back*.
- The *n* sound spelt *n* before *k*, *e.g. bank*.
- Division of words into syllables, *e.g. pocket, rabbit, carrots*
- 'tch' words, *e.g. catch, fetch*
- The *v* sounds at the end of words, *e.g. have, live, give*
- Adding *s* and *es* to words.



My presentation

Revisiting what the children have already learned

- Sitting correctly at a table, using the correct pencil grip and letter orientation.
- Begin to form lower case letters correctly.
- Form capital letters.
- Form digits 0 to 9.
- Understand letters that are formed in similar ways, e.g. *a, c*.
- Form lower case letters of a consistent size.
- Begin to join some letters.
- Use spacing between words that reflect the size of the letters.

