



## Phase: KSI Unit: Traditional Tale - Goldilocks and the three bears

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know how to use their phonics to attempt to spell words</li><li>- They should know to use finger spaces between words</li><li>- Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell.</li><li>- They should know how to use coordinating conjunctions and adjectives to describe.</li></ul>	<ul style="list-style-type: none"><li>- Capital letters</li><li>- Full stops</li><li>- Finger spaces</li><li>- Using phonics to spell</li><li>- How to spell common exception words</li> <li>- Y2 specific</li><li>- Coordinating conjunctions</li><li>- Adjectives</li></ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"><li>- Adjectives describe a noun or compliment a verb e.g. the coat is red</li><li>- Commas are used to separate items in a list</li><li>- Coordinating conjunctions join two main clauses (FANBOYS)</li></ul>

### Teaching sequence:

Story map the traditional tale and learn the story by heart.

Draft sentences daily.



## Phase: KSI Unit: Description - Goldilocks the criminal

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know how to use their phonics to attempt to spell words</li><li>- They should know to use finger spaces between words</li><li>- Year 2 children should know to use capital letters, full stops, fingers spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li><li>- Children should be familiar with the structure the traditional tale Goldilocks from the previous unit</li></ul>	<ul style="list-style-type: none"><li>- Capital letters</li><li>- Full stops</li><li>- Finger spaces</li><li>- Using phonics to spell</li><li>- How to spell common exception words</li></ul> <p>Y2 specific</p> <ul style="list-style-type: none"><li>- Conjunctions - and, but</li><li>- Subordinating conjunction - because</li><li>- Adjectives</li><li>- Command sentence e.g. Call this number ...</li></ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"><li>- Adjectives describe a noun or compliment a verb e.g., the coat is red</li><li>- Coordinating conjunctions join two main clauses (FANBOYS)</li><li>- Questions end with a question mark</li><li>- Commands tell people what to do</li><li>- Subordinating conjunction starts a subordinate clause.</li></ul>

### Teaching sequence:

Experience lesson 1<sup>st</sup>.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.



Phase: KS1 Unit: Narrative Adventure - The Bear and the Piano

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> <li>- Children should know how to use their phonics to attempt to spell words</li> <li>- They should know to use finger spaces between words</li> <li>- Year 2 children should know to use capital letters, full stops, fingers spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li> <li>- Children should be familiar with the structure of a traditional tale so will understanding the 'problem' aspect of the story.</li> </ul>	<ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Finger spaces</li> <li>- Using phonics to spell</li> <li>- How to spell common exception words</li>   <li>- Conjunction 'and', 'but' and 'so'</li> <li>- How to use precise verbs</li> <li>- Using adjectives to describe nouns/compliment verbs</li> <li>- Using the subordinating conjunction 'when'.</li> <li>- Adverb for when e.g. One night, At that moment.</li> </ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> <li>- Adjectives describe a noun or compliment a verb e.g., the coat is red</li> <li>- Coordinating conjunctions join two main clauses (FANBOYS)</li> <li>- Subordinating conjunctions start subordinate clauses</li> <li>- Adverbs tell us where, when or how</li> </ul>

Teaching sequence:

Experience lesson 1<sup>st</sup>/story map the text

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.



## Phase: KSI Unit: Time slip to historical setting

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know how to use their phonics to attempt to spell words</li><li>- They should know to use finger spaces between words</li><li>- Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li><li>- Children have started to learn about using conjunctions, adverbs and adjectives in previous units.</li></ul>	<ul style="list-style-type: none"><li>- Capital letters</li><li>- Full stops</li><li>- Finger spaces</li><li>- Using phonics to spell</li><li>- How to spell common exception words</li><li>- Conjunction 'and'</li> <li>- Adverb for when e.g. One Tuesday afternoon, All of a sudden,</li><li>- Conjunction 'when'</li><li>- Conjunction 'because'</li><li>- Adjectives to describe a noun - hungry ...</li><li>- Hearing and noticing sentences</li></ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"><li>- Adjectives describe a noun or compliment a verb e.g., the coat is red</li><li>- Coordinating conjunctions join two main clauses (FANBOYS)</li><li>- Subordinating conjunctions start subordinate clauses</li><li>- Adverbs tell us where, when or how</li></ul>

### Teaching sequence:

Experience lesson 1<sup>st</sup>/story map the story

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.



## Phase: KSI Unit: List Poem - Firework Night

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know how to use their phonics to attempt to spell words</li><li>- They should know to use finger spaces between words</li><li>- Year 2 children should know to use capital letters, full stops, fingers spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li></ul>	<ul style="list-style-type: none"><li>- Finger spaces</li><li>- Using phonics to spell</li><li>- How to spell common exception words</li></ul> <p>Noticing sentence e.g. Bonfires burning Action sentence e.g. parents pointing Feeling sentence e.g. children gasping Sound/hear sentence e.g. Sparklers crackling Commas in a list e.g. Fireworks flying, popping and banging (Adapt the model)</p> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"><li>- Adjectives describe a noun or compliment a verb e.g., the coat is red</li><li>- Coordinating conjunctions join two main clauses (FANBOYS)</li><li>- Subordinating conjunctions start subordinate clauses</li><li>- Commas separate items in a list</li></ul>

### Teaching sequence:

Experience lesson 1<sup>st</sup>

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting verses and responding to feedback.



## Phase: KSI Unit: Diary of Great Fire of London - Samuel Pepys

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know how to use their phonics to attempt to spell words</li><li>- They should know to use finger spaces between words</li><li>- Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li></ul>	<ul style="list-style-type: none"><li>- Capital letters</li><li>- Full stops</li><li>- Finger spaces</li><li>- Using phonics to spell</li><li>- How to spell common exception words</li> <li>- Noticing sentence - There was the distant, orange glow ...</li><li>- Conjunction 'and' and 'but'.</li><li>- Conjunction - when and because</li><li>- Adjectives</li><li>- Precise verb e.g. hoped, prayed</li></ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"><li>- Adjectives describe a noun or compliment a verb e.g., the coat is red</li><li>- Coordinating conjunctions join two main clauses (FANBOYS)</li><li>- Subordinating conjunctions start subordinate clauses</li><li>- Commas separate items in a list</li><li>- Basic noun phrase - determiner, adjective, noun.</li><li>- Determiner tells you which one or how many.</li></ul>

### Teaching sequence:

Experience lesson 1<sup>st</sup>/story map.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - additional diary entry to the same diary.



## Phase: KSI Unit: Lost and found recount 1<sup>st</sup> person

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know how to use their phonics to attempt to spell words</li><li>- They should know to use finger spaces between words</li><li>- Year 2 children should know to use capital letters, full stops, fingers spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li></ul>	<ul style="list-style-type: none"><li>- Capital letters</li><li>- Full stops</li><li>- Finger spaces</li><li>- Using phonics to spell</li><li>- How to spell common exception words</li> <li>- Adverb for when e.g. One day</li><li>- Conjunction when e.g. When I woke up,</li><li>- Conjunctions 'and', 'but' and 'so'.</li><li>- Adjectives</li><li>- Noticing sentence</li><li>- Feeling sentence e.g. I felt a pang of sadness.</li></ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"><li>- Adjectives describe a noun or compliment a verb e.g., the coat is red</li><li>- Coordinating conjunctions join two main clauses (FANBOYS)</li><li>- Subordinating conjunctions start subordinate clauses</li><li>- Basic noun phrase - determiner, adjective, noun.</li><li>- Determiner tells you which one or how many.</li></ul>

### Teaching sequence:

Experience lesson 1<sup>st</sup>/story map.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - write a paragraph/part of the recount independently



## Phase: KSI Unit: Place slip story - the Polar regions

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know how to use their phonics to attempt to spell words</li><li>- They should know to use finger spaces between words</li><li>- Year 2 children should know to use capital letters, full stops, fingers spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li></ul>	<ul style="list-style-type: none"><li>- Capital letters</li><li>- Full stops</li><li>- Finger spaces</li><li>- Using phonics to spell</li><li>- How to spell common exception words</li> <li>- Noun phrase e.g. a brilliant few days</li><li>- Conjunction because</li><li>- Conjunction 'and', 'but' and 'so'</li><li>- Conjunction 'when'</li><li>- Adverb for when and how e.g. One sunny day, Without thinking twice</li></ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"><li>- Adjectives describe a noun or compliment a verb e.g., the coat is red</li><li>- Coordinating conjunctions join two main clauses (FANBOYS)</li><li>- Subordinating conjunctions start subordinate clauses</li><li>- Basic noun phrase - determiner, adjective, noun.</li><li>- Determiner tells you which one or how many.</li><li>- Adverbs tell us where, when or how.</li></ul>

### Teaching sequence:

Experience lesson 1<sup>st</sup>/story map.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.





Phase: KSI Unit: Non-chronological report - penguins

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> <li>- Children should know how to use their phonics to attempt to spell words</li> <li>- They should know to use finger spaces between words</li> <li>- Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li> </ul>	<ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Finger spaces</li> <li>- Using phonics to spell</li> <li>- How to spell common exception words</li>   <li>- Title and subheadings</li> <li>- Rhetorical question/hook e.g. Have you ever seen these fascinating birds of the cold with their little tuxedos?</li> <li>- Conjunction and, but and so</li> <li>- Conjunction because and when</li> <li>- Precise verbs e.g. glide, waddle</li> <li>-</li> </ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> <li>- Adjectives describe a noun or compliment a verb e.g., the coat is red</li> <li>- Coordinating conjunctions join two main clauses (FANBOYS)</li> <li>- Subordinating conjunctions start subordinate clauses</li> <li>- Basic noun phrase - determiner, adjective, noun.</li> <li>- Determiner tells you which one or how many.</li> <li>- Adverbial tells me where, when or how</li> </ul>

Teaching sequence:

Retrieval/learning about penguins

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - learn about a new animal/choice of a few and write a non-chronological report about this.



Phase: KSI Unit: Letter - Narrative - There's an orang-tan in my bedroom innovation

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> <li>- Children should know how to use their phonics to attempt to spell words</li> <li>- They should know to use finger spaces between words</li> <li>- Year 2 children should know to use capital letters, full stops, fingers spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li> </ul>	<ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Finger spaces</li> <li>- Using phonics to spell</li> <li>- How to spell common exception words</li>   <li>- Adverb for when e.g. One Tuesday morning,</li> <li>- Conjunction when and because e.g. When I woke up,</li> <li>- Conjunctions 'and', 'but' and 'so'.</li> <li>- Adjectives</li> <li>- Noticing sentence</li> <li>- Feeling sentence</li> <li>- Commas in a list</li> </ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> <li>- Adjectives describe a noun or compliment a verb e.g., the coat is red</li> <li>- Coordinating conjunctions join two main clauses (FANBOYS)</li> <li>- Subordinating conjunctions start subordinate clauses</li> <li>- Basic noun phrase - determiner, adjective, noun.</li> <li>- Determiner tells you which one or how many.</li> <li>- Questions end with a question mark</li> <li>- Commands tell you what to do</li> </ul>

Teaching sequence:

Retrieval about the conditions in Crimea and why nurses were needed.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

No independent write for this unit.



## Phase: KSI Unit: Setting description - rainforest

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know how to use their phonics to attempt to spell words</li><li>- They should know to use finger spaces between words</li><li>- Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li><li>- This is the second description of this cycle.</li></ul>	<ul style="list-style-type: none"><li>- Capital letters</li><li>- Full stops</li><li>- Finger spaces</li><li>- Using phonics to spell</li><li>- How to spell common exception words</li> <li>- Adjectives to describe a noun/basic noun phrase</li><li>- Commas in a list</li><li>- Conjunction when e.g. when you walk around the rainforest,</li><li>- Conjunction 'and'</li><li>- Noticing sentence</li><li>- Hearing/sound sentence</li><li>- Feeling/touch sentence</li></ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"><li>- Adjectives describe a noun or compliment a verb e.g., the coat is red</li><li>- Coordinating conjunctions join two main clauses (FANBOYS)</li><li>- Subordinating conjunctions start subordinate clauses</li><li>- Basic noun phrase - determiner, adjective, noun</li><li>- Determiner tells you which one or how many.</li></ul>

### Teaching sequence:

Experience session

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.



## Phase: KSI Unit - Rainforest non-chronological report

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> <li>- Children should know how to use their phonics to attempt to spell words</li> <li>- They should know to use finger spaces between words</li> <li>- Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li> <li>- This is the second non-chronological report that children will have written during this cycle so the layout and features should be familiar.</li> </ul>	<ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Finger spaces</li> <li>- Using phonics to spell</li> <li>- How to spell common exception words</li>   <li>- Rhetorical question</li> <li>- Hook to engage the reader e.g. Here are some facts that you just need to know</li> <li>- Basic noun phrases full of towering trees and the wildest of animals</li> <li>- Question with a question mark e.g. Did you know that ...</li> <li>- Technical vocabulary e.g. habitat, continents etc.</li> <li>- Conjunction because</li> <li>- Conjunction and</li> </ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> <li>- Adjectives describe a noun or compliment a verb e.g., the coat is red</li> <li>- Coordinating conjunctions join two main clauses (FANBOYS)</li> <li>- Subordinating conjunctions start subordinate clauses</li> <li>- Basic noun phrase - determiner, adjective, noun.</li> <li>- Determiner tells you which one or how many.</li> </ul>

### Teaching sequence:

Knowledge lesson - learning the key knowledge about the rainforest to apply to writing.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Optional independent write - choose a specific rainforest, learn key knowledge and write a new



## Phase: KSI Unit: Letter to the Prime Minister - Save the rainforests

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> <li>- Children should know how to use their phonics to attempt to spell words</li> <li>- They should know to use finger spaces between words</li> <li>- Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li> <li>- Children should be increasingly familiar with making precise word choices and have used rhetorical questions in other texts during this cycle.</li> </ul>	<ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Finger spaces</li> <li>- Using phonics to spell</li> <li>- How to spell common exception words</li>   <li>- Conjunction and, but, so</li> <li>- Basic noun phrases e.g. many amazing creatures</li> <li>- Commas in a list</li> <li>- Precise word choice e.g. disaster, protect</li> <li>- Rhetorical question - Will you make the right choice and help us Prime Minister?</li> <li>- Statement sentence e.g. I am writing to ask you for ...</li> </ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> <li>- Adjectives describe a noun or compliment a verb e.g., the coat is red</li> <li>- Coordinating conjunctions join two main clauses (FANBOYS)</li> <li>- Subordinating conjunctions start subordinate clauses</li> <li>- Basic noun phrase - determiner, adjective, noun.</li> <li>- Determiner tells you which one or how many.</li> </ul>

### Teaching sequence:

Knowledge lesson to introduce the key knowledge needed.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Optional independent write - choose an issue pertinent to the school and write a persuasive letter about this.



## Phase: KSI unit: Missing Teddy poster

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know how to use their phonics to attempt to spell words</li><li>- They should know to use finger spaces between words</li><li>- Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li><li>- Children have written questions in other text types during this cycle.</li></ul>	<ul style="list-style-type: none"><li>- Capital letters</li><li>- Full stops</li><li>- Finger spaces</li><li>- Using phonics to spell</li><li>- How to spell common exception words</li> <li>- Question sentence e.g. Have you seen my missing teddy?</li><li>- Basic noun phrases</li><li>- Commas in a list</li><li>- Apostrophes for singular nouns e.g. the bear's nose</li><li>- Conjunction 'If' e.g. If you have seen my bear,</li><li>- Conjunction and, but</li></ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"><li>- Coordinating conjunctions join two main clauses (FANBOYS)</li><li>- Subordinating conjunctions start subordinate clauses</li><li>- Apostrophe for singular - the nose belongs to the bear so it's bear apostrophe s.</li><li>- Basic noun phrase - determiner, adjective, noun</li></ul>

### Teaching sequence:

Experience session

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

No independent write for this unit.



## Phase: KSI unit: Instructions for snakes and ladders

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know how to use their phonics to attempt to spell words</li><li>- They should know to use finger spaces between words</li><li>- Year 2 children should know to use capital letters, full stops, fingers spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li><li>- Children have used rhetorical questions in prior units and practised using rhetorical questions.</li></ul>	<ul style="list-style-type: none"><li>- Capital letters</li><li>- Full stops</li><li>- Finger spaces</li><li>- Using phonics to spell</li><li>- How to spell common exception words</li><li>- Rhetorical question to hook e.g. Are you ready to play?</li><li>- Adverb for when e.g. First,</li><li>- Adverb for how e.g. carefully roll the dice</li><li>- Conjunction 'and'</li><li>- Command sentence</li><li>- Conjunction 'If' and 'When' e.g. If you land on ... When you land on ...</li><li>- Question marks to punctuate a question</li></ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"><li>- Coordinating conjunctions join two main clauses (FANBOYS)</li><li>- Subordinating conjunctions start subordinate clauses</li><li>- Verb is a doing word which tells you what something or someone is, does or has.</li><li>- Adverb tells you where, when, how, how often or how likely.</li><li>- Command sentences tells you what to do</li></ul>

### Teaching sequence:

Story map the instructions text

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - instructions for an alternative game/scenario



Phase: KSI unit: Description - riddles

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> <li>- Children should know how to use their phonics to attempt to spell words</li> <li>- They should know to use finger spaces between words</li> <li>- Year 2 children should know to use capital letters, full stops, fingers spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li> <li>- Children have previously written descriptions this year which will support their writing of this riddle.</li> </ul>	<ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Finger spaces</li> <li>- Using phonics to spell</li> <li>- How to spell common exception words</li> <li>- Statement sentences</li> <li>- Noun phrase</li> <li>- Conjunction 'and', but,</li> <li>- Conjunction 'because', 'when' and 'if'</li> <li>- Precise verb e.g. crashed</li> <li>- Adverb how e.g. carefully</li> <li>- Technical vocabulary e.g. appetite, pests etc..</li> <li>- Question sentence using a question mark e.g. but what am I?</li> </ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> <li>- Coordinating conjunctions join two main clauses (FANBOYS)</li> <li>- Subordinating conjunctions start subordinate clauses</li> <li>- Adverb tells you where, when, how, how often or how likely.</li> <li>- Noun phrase - most basic               <ul style="list-style-type: none"> <li>- determiner, adjective and noun.</li> </ul> </li> </ul>

Teaching sequence:

Knowledge needed for insect of choice - model is based on a ladybird.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - choose an alternative insect and write a new riddle.





Phase: KSI unit: Recount - walk to Pioneer

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> <li>- Children should know how to use their phonics to attempt to spell words</li> <li>- They should know to use finger spaces between words</li> <li>- Year 2 children should know to use capital letters, full stops, fingers spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li> <li>- Children have already written a recount based on the Lost and Found story.</li> </ul>	<ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Finger spaces</li> <li>- Using phonics to spell</li> <li>- How to spell common exception words</li> <li>- Statement sentences</li> <li>- Conjunction and, but, so and because</li> <li>- Conjunction 'because'</li> <li>- Conjunction 'when'</li> <li>- Noun phrase</li> <li>- Commas in a list</li> <li>- Adverbs for when and how</li> <li>- Prepositional phrases e.g. In the trees, there were ...</li> <li>- Noticing, sound and feeling sentences</li> </ul> <p>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</p>	<ul style="list-style-type: none"> <li>- Coordinating conjunctions join two main clauses (FANBOYS)</li> <li>- Subordinating conjunctions start subordinate clauses</li> <li>- Adverb tells you where, when, how, how often or how likely.</li> <li>- Noun phrase - most basic - determiner, adjective and noun.</li> </ul>

Teaching sequence:

Experience session - walk to pioneer and gather vocabulary.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - a different experience as a class e.g. something from Outdoor Week.



## Phase: KS1 unit: Non-chronological report about a minibeast

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> <li>- Children should know how to use their phonics to attempt to spell words</li> <li>- They should know to use finger spaces between words</li> <li>- Year 2 children should know to use capital letters, full stops, finger spaces. They should know how to use the tricky/common exception word mat to spell. They should know how to use coordinating conjunctions and adjectives to describe.</li> <li>- Children have already experienced writing non-chronological reports this year.</li> </ul>	<ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Finger spaces</li> <li>- Using phonics to spell</li> <li>- How to spell common exception words</li>   <li>- Rhetorical question and hook opener.</li> <li>- Range of coordinating conjunctions</li> <li>- Range of subordinating conjunctions</li> <li>- Statement sentences with technical vocabulary</li> <li>- Commas in a list</li> <li>- Apostrophes for singular possession</li>   <li>For year 1 children, there will be a large emphasis on sentence construction, using phonics to spell words and developing their use of capital letters, full stops and finger spaces.</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinating conjunctions join two main clauses (FANBOYS)</li> <li>- Subordinating conjunctions start subordinate clauses</li> <li>- Noun phrase - most basic - determiner, adjective and noun.</li> </ul>

### Teaching sequence:

Knowledge lesson on chosen minibeast.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Optional independent write - choose a different minibeast.