

	<u>Openers</u>			<u>Sentence of 3</u>	<u>Adjective/Adverb focus</u>	<u>Clauses +</u>	<u>Word structure</u>			<u>Other impact</u>					
	<u>Connective Opener</u>	<u>Adverbial phrases</u>	<u>-ly sentence</u>	<u>List</u>	<u>Expanded noun phrase</u>	<u>Adverbs</u>	<u>Relative clause</u>	<u>Determiners</u>	<u>Prepositions</u>	<u>Generalisers</u>	<u>Short sentences</u>	<u>Repetition</u>	<u>Speech</u>	<u>Alliteration</u>	<u>Simile Sentence</u>
Reception	To be able to retell simple 5-part story: Once upon a time First / Then / Next But So Finally,.....happily ever after		To use -'ly' openers Luckily / Unfortunately,		To use adjectives e.g. old, little, big, small, quiet	To use adverbs e.g. luckily, unfortunately, fortunately		To be introduced to determiners: the a my your an this that his her their some all	To be introduced to prepositions: up down in into out to onto			To be able to use repetition for rhythm: e.g. He walked and he walked Repetition in description e.g. a lean cat, a mean cat			To use similes – using 'like' ...green like grass
Year 1	To use precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash... To begin a sentence using a connective: While they were playing, the children found a magic box. When they opened it, ... Where they lived, there was a ...	To use a phrase to mark the beginning and end (One day, The end Fortunately, Unfortunately, Sadly,	To begin a sentence with an -ly word. Fortunately, Unfortunately, Sadly,	To use a list of 3 for rhythm e.g. He walked and he walked and he walked."	To be able to use an expanded noun phrase for description The old house... The huge elephant...		To show use of 'who' e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.	To use simple determiners correctly: the a my your an this that his her their some all lots of many more those these	To be introduced to prepositions: inside outside towards across under			To be able to use repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon 'Run' - Repetition for rhythm e.g. He walked and he walked and he walked	To use speech bubbles for characters	To start to demonstrate understanding of alliteration e.g. dangerous dragon, slimy snake etc.	To be able to use an as...as simile sentence: e.g. as tall as a house as red as a radish
Year 2	To use time connectives such as First, After that, Next etc. what/while/when/where e.g. While the animals were munching breakfast, two visitors arrived	To use a variety of sentence starters are used (adverbial phrases e.g. Once upon a time, Long ago, Early in the morning) In a land far away.... One cold but bright morning.....	To use -'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...	To use a list of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.	To use expanded noun phrases e.g. lots of people, plenty of food Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails.	To be able to use adverbs for description e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.	To drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.		To use prepositions: behind above along before between after	To use generalisers for information, e.g. Most dogs.... Some cats....	To use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.		To use speech bubbles /speech marks for direct speech	To use alliteration correctly e.g. wicked witch, slimy slugs	To be able to use more precise similes using...like... e.g. ... like sizzling sausages ...hot like a bonfire