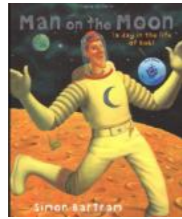


**English Writing Overview - Sharks**

**Summer 2:2026**

**In English we will be exploring the texts...**



**Man on the Moon by Simon Bartram**

DATE	Week 1 WB 1/6/26	Week 2 WB 8/6/26	Week 3 WB 15/6/26	Week 4 WB 22/6/26	Week 5 WB 29/6/26	Week 6 WB 6/7/26	Week 7 WB 13/6/26
<b>Quality Text</b>	Beegu by Alexis Deacon						
<b>Writing Outcomes:</b>	To write simple captions/phrases/sentences	To write captions/phrases/sentences in a thought bubble	. To sequence the story To write words using my phonics To write captions To write simple sentences	To retell the story of Man on the Moon To write simple sentences To use descriptive language		To write a postcard / letter from Bob. To write a simple narrative	To write my own version of the story.
<b>Birth to 3 years</b>	<ul style="list-style-type: none"> <li>Learn to enjoy sharing books with adults.</li> <li>Learn to pay attention and respond to pictures or words.</li> <li>Learn to repeat phrases and words from familiar stories.</li> <li>Learn to ask questions about the book, make comments and share own ideas.</li> <li>Develop play around stories using props.</li> <li>Learn to notice some print such as the first letter of their name, a bus, a door number or a familiar logo.</li> <li>Learning to enjoy drawing freely.</li> <li>Learning to add some marks to drawings, giving meaning to them</li> <li>Make marks on a picture to stand for their name.</li> </ul>						
<b>3 -4 Year Olds</b>	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Use some of print and letter knowledge in their early writing, for example pretending to write a shopping, list, writing the initial sound “m” for mummy.</li> <li>Learning to write some letters accurately.</li> <li>Learning to write some or all of their name.</li> </ul>						
<b>Reception</b>	<ul style="list-style-type: none"> <li>Learning to form lower case and capital letters correctly.</li> <li>Learning to spell words by identifying the sounds and then writing the sounds with letters.</li> <li>Learning to write short sentences with words known sound-letter correspondences using a capital letter and full stop.</li> <li>Learning to re-read what I have written to check that it makes sense.</li> </ul>						
<b>Early Learning Goal</b>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Write simple phrases and sentences that can be read by others.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>						

	<p><b>Progression Step 1</b></p>	<p><b>Transcription: Spelling</b></p> <ul style="list-style-type: none"> <li>• Copy underneath from left to right</li> <li>• Recognise that marks and symbols have meaning</li> <li>• Make marks to represent their name</li> <li>• Hold a pencil with sufficient grip and pressure to make marks on paper, or perform an equivalent task using their preferred form of communication, e.g. using electronic writers or eye-gaze for writing/communicating</li> <li>• Make circular shapes with a drawing tool</li> <li>• Create horizontal scribble with a writing tool</li> <li>• Create vertical scribble with a writing tool Imitates circular strokes Imitates horizontal strokes</li> <li>• Imitate vertical strokes Inputs text - random letters</li> <li>• Make large random strokes Imitates circular movements with their hand</li> <li>• Show preference for one hand</li> <li>• Begin to use a tripod grasp Uses a dagger grip</li> <li>• Use a pincer grip</li> <li>• Colour on a blank sheet, staying on the paper</li> <li>• Colour over a picture</li> <li>• Draw a roughly straight line Imitates drawing circles and horizontal and vertical lines Includes a variety of letters within lines of scribble Includes a variety of shapes within lines of scribble</li> <li>• Make marks on preferred form of communication, e.g. paper, computer</li> <li>• Make marks with a variety of resources, e.g. crayons, paint</li> <li>• Create visible patterns when writing, e.g. spaces between symbols</li> <li>• Scribble spontaneously when given pen and paper</li> <li>• Trace circular movements</li> <li>• Trace horizontal movements</li> <li>• Trace vertical movements</li> <li>• Colour over picture and shows some awareness of the lines</li> <li>• Draw lines or shapes on a small or large scale, e.g. on paper or in the air or sand (PKSS)</li> <li>• Hold an object with a tripod grip</li> </ul> <p>Show some control of a writing implement</p>						
<p><b>Skills of Composition and Transcription</b></p>	<p><b>Progression Step 1 Composition</b></p>	<p><b>Reading Outcomes:</b></p> <ul style="list-style-type: none"> <li>★ Watch as staff points to text.</li> <li>★ Listen to specific books several times.</li> <li>★ Join in discussion when sharing books/texts.</li> <li>★ Show they want to know what happens next in a story.</li> <li>★ Describe pictures from books in simple terms.</li> <li>★ Focus on what is being read, eg looking at the picture relating to the part of the story being read.</li> <li>★ Sit quietly when listening to a story.</li> <li>★ Indicate correctly pictures of characters and objects in response to questions such as "Where is (the)...?"</li> <li>★ Show anticipation about what is going to happen, eg, by turning the page.</li> </ul>	<ul style="list-style-type: none"> <li>★ Respond to questions about familiar events.</li> <li>★ Respond to questions about immediate experiences.</li> <li>★ Separate pictures and writing.</li> <li>★ Put illustrations to my writing.</li> <li>★ Use writing in play.</li> <li>★ Write own marks in or about a piece of work.</li> <li>★ Watch the paper as I make marks.</li> <li>★ Put marks or symbols alongside picture Use words, signs or symbols to identify a word they would like written.</li> <li>★ Use a single word/sign or symbol to name an object.</li> <li>★ Put marks or symbols alongside picture Use words,</li> </ul>	<ul style="list-style-type: none"> <li>★ Put marks or symbols alongside picture</li> <li>★ Use words, signs or symbols to identify a word they would like written.</li> <li>★ Put illustrations to my writing.</li> <li>★ Communicate 2 word combinations to create an adjective-noun (subject) sentence eg, big elephant, stripy zebra.</li> <li>★ Use my own words for unknown objects.</li> <li>★ Say an appropriate word to complete a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>★ Indicate correctly pictures of characters and objects in response to questions such as "Where is (the)...?"</li> <li>★ Describe pictures from books in simple terms.</li> <li>★ Separate pictures and writing.</li> <li>★ Put illustrations to my writing.</li> <li>★ Describe a picture using a subject, verb, object (SVO).</li> <li>★ Write own marks in or about a piece of work.</li> <li>★ Respond to questions about familiar events.</li> <li>★ Use words/signs/symbols to identify a word I would like written.</li> <li>★ Put marks or symbols alongside a picture.</li> <li>★ Say an appropriate word to complete a sentence.</li> </ul>	<p><b>Reading Outcomes:</b></p> <ul style="list-style-type: none"> <li>★ Sit in a small group with a member of staff for a story.</li> <li>★ Show they want to know what happens next in a story.</li> <li>★ Answer a simple question about the story giving a single word/sign/symbol answer</li> <li>★ Listen to simple information.</li> <li>★ Answer a simple "where is ...(noun?" question.</li> </ul> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>★ Say an appropriate word to complete a sentence.</li> <li>★ Separate pictures and writing.</li> <li>★ Put marks or symbols alongside picture.</li> <li>★ Communicate 2 word combinations to create an adjective-noun (subject) sentence eg, big elephant, stripy zebra.</li> <li>★ Use words, signs or symbols to identify a</li> </ul>		

	<ul style="list-style-type: none"> <li>★ Answer a simple question about the story giving a single word/sign/symbol answer.</li> <li>★ Answer a simple “where is the (noun)” question.</li> </ul> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>★ Use a single word/sign or symbol to name an object.</li> <li>★ Put marks or symbols alongside picture Use words, signs or symbols to identify a word they would like written.</li> <li>★ Communicate 2 word combinations to create an adjective-noun (subject) sentence eg, big elephant, stripy zebra.</li> </ul>	<p>signs or symbols to identify a word they would like written.</p> <ul style="list-style-type: none"> <li>★ Communicate 2 word combinations to create an adjective-noun (subject) sentence eg, big elephant, stripy zebra.</li> </ul>			<p>word they would like written.</p> <ul style="list-style-type: none"> <li>★ Say an appropriate word to complete a sentence (eg, the lion wakes up in the....)</li> <li>★ Put illustrations to my writing.</li> </ul>		
<p><b>Progression Step 2</b></p>	<p><b>Transcription: Spelling</b></p> <ul style="list-style-type: none"> <li>• Identify or writes 5+ graphemes on hearing corresponding phonemes.</li> <li>• Identify or writes 10+ graphemes on hearing corresponding phonemes.</li> <li>• Group letters/symbols together.</li> <li>• Write a variety of letters within groups of written “words.”</li> <li>• Vary the length of written “words.”</li> <li>• Order symbols from left to write.</li> <li>• Identify the initial letter of their name.</li> <li>• Write the first letter of their name with support.</li> <li>• Write the first letter of their name independently.</li> <li>• Write several letters of their name when mark making.</li> </ul>						
	<p><b>Transcription: Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>• Form correctly most of the 5+ lower-case letters.</li> <li>• Form correctly most of the 10+ lower-case letters.</li> <li>• Colour in a picture and tries to keep within the lines.</li> <li>• Copy simple shapes.</li> <li>• Make marks with some recognisable letters.</li> <li>• Represent a person, story or event artistically.</li> <li>• Use tools with their preferred hand.</li> <li>• Hold pencil with sufficient grip, most of the time.</li> <li>• Return up a vertical stroke, eg “n”</li> <li>• Write in lines.</li> <li>• Trace numbers 1 to 5.</li> <li>• Write letters of inconsistent size.</li> <li>• Trace large shapes.</li> <li>• Trace letter shapes.</li> <li>• Trace simple shapes.</li> <li>• Join the dots to join a square. <ul style="list-style-type: none"> <li>• Join the dots to join a triangle.</li> </ul> </li> </ul>						

<p><b>Progression Step 2 Composition</b></p>	<p><b>Reading Outcomes:</b></p> <ul style="list-style-type: none"> <li>★ Demonstrate an understanding of a familiar story/rhyme read to them.</li> <li>★ Predict what will happen in a repetitive story.</li> <li>★ Explain how a character might be feeling.</li> <li>★ Sit in a group and listen to a story.</li> <li>★ Relate an experience to an event or story.</li> </ul> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Dictate text for a purpose (eg character description).</li> <li>• Suggest a phrases to include in their work.</li> <li>• Attempt to write words other than their name.</li> <li>• Order symbols from left to right.</li> <li>• Group letters/symbols together. Leave a space between groups of letters/symbols.</li> <li>• Say a clause to complete a sentence that is said aloud.</li> <li>• Suggest a phrase to include in their work.</li> </ul>	<p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>★ Sequence 2 pictures of an event/story. <ul style="list-style-type: none"> <li>• Make marks, including some letters, with the intention of conveying meaning.</li> <li>• Read my “writing” aloud.</li> <li>• Attempt to write words other than my name.</li> <li>• Answer simple questions about my writing with some prompting.</li> <li>• Represent a person, story or event artistically.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sit in a group and listen to a story.</li> <li>• Dictate text for a purpose.</li> <li>• Suggest a phrase to include in their work.</li> <li>• Add simple details to another person’s retelling of a story.</li> <li>• Attempt to write words other than their name.</li> <li>• Makes marks, including some letters, with the intention of conveying meaning.</li> <li>• Start writing on the left of page.</li> <li>• Make marks with some recognisable letters.</li> <li>• Order symbols from left to right.</li> <li>• Group letters/symbols together.</li> <li>• Leave a space between groups of letters/symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence 2 pictures of an event/story.</li> <li>• Represent a person, story or event artistically.</li> <li>• Dictate text for a purpose.</li> <li>• Suggest a phrase to include in their work.</li> <li>• Make marks, including some letters, with the intention of conveying meaning.</li> <li>• Attempt to write words other than their name.</li> <li>• Write a variety of letters within groups of written “words.”</li> <li>• Group letters/symbols together.</li> <li>• Order symbols from left to right.</li> </ul>	<p><b>Reading Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Join in with predictable phrases or refrains of a familiar story or rhyme.</li> <li>• Demonstrate an understanding of a familiar story/rhyme read to them.</li> </ul> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Sequence 2 pictures of an event/story.</li> <li>• Dictate text for a purpose.</li> <li>• Suggest a phrase to include in their work.</li> <li>• Make marks, including some letters, with the intention of conveying meaning.</li> <li>• Start writing on the left of the page.</li> <li>• Attempt to write words other than their name.</li> <li>• Group letters/symbols together.</li> <li>• Order symbols from left to right.</li> <li>• Leave a space between groups of letters/symbols.</li> <li>• Answer questions about my writing with some prompting.</li> <li>• Make marks with some recognisable letters.</li> <li>• Read my ‘writing’ aloud.</li> </ul>		
<p><b>Progression Step 3</b></p>	<p><b>Transcription: Spelling</b></p> <ul style="list-style-type: none"> <li>• Frequently use the correct initial of a word.</li> <li>• Group letters in word blocks.</li> <li>• Identify initial sounds of spoken words.</li> <li>• Identify words beginning with the letter sounds from their name.</li> <li>• Represent a word with the initial letter.</li> <li>• Sort words and letters from numbers.</li> <li>• Sound each letter out.</li> <li>• Identify when some words are not said as they are spelt, eg the.</li> <li>• Write letters from their own name when given letter sounds.</li> <li>• Write their own name in the correct sequence.</li> <li>• Attempt to write words using letter sound knowledge.</li> <li>• Say the letter name of a sound when writing a word with support.</li> <li>• Spell some two letter words correctly.</li> </ul>						

	<ul style="list-style-type: none"> <li>• Spell words by identifying the phonemes and representing the phonemes with graphemes (eg cat, pot).</li> <li>• Identify or writes 20+ graphemes on hearing corresponding phonemes from the letter.</li> </ul> <p><b>Transcription: Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>• Form correctly most of the 20+ lower-case letters.</li> <li>• Copy underneath writing.</li> <li>• Copy writing patterns.</li> <li>• Lessen the movement of the arm when writing.</li> <li>• Position the paper correctly.</li> <li>• Hold the paper whilst writing.</li> <li>• Write the letter shapes of a given handwriting family.</li> <li>• Colour in a picture and keeps within the lines most of the time.</li> <li>• Handwrite letters which are recognisable.</li> <li>• Hold a pencil correctly.</li> <li>• Write the letter shapes of own name.</li> <li>• Move across the page from left to right when writing.</li> <li>• Separate pictures and writing clearly.</li> <li>• Write numbers to 5.</li> <li>• Orientate most letters correctly.</li> </ul>						
<p><b>Progression Step 3 Composition</b></p>	<p><b>Reading Outcomes:</b></p> <ul style="list-style-type: none"> <li>★ Join in a discussion about a story.</li> <li>★ Respond to questions that require simple recall.</li> <li>★ Describe an action of a character.</li> <li>★ Recognise that a picture relates to the text.</li> <li>★ Draw or paint a picture to illustrate an event.</li> <li>★ Explain what is happening in a picture.</li> <li>★ Suggest what might happen to a character after reading part of a story.</li> <li>★ Offer a phrase or short sentence to describe how a character felt.</li> </ul> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>★ Convey information using phrases or short sentences.</li> <li>★ Convey ideas using phrases or short sentences.</li> <li>★ Write a caption or short phrase using the graphemes they already know.</li> </ul>	<p><b>Reading Outcomes:</b></p> <ul style="list-style-type: none"> <li>★ Explain what is happening in a picture.</li> </ul> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>★ Order a series of 3 pictures into the correct time sequence.</li> <li>• Report an experience or event in phrases or short sentences.</li> <li>• Make a simple pictorial representation of what I have done.</li> <li>• Make a simple pictorial representation of what I have seen.</li> <li>• Make a simple drawing to illustrate my idea.</li> <li>• Draw or paint a picture to illustrate an event.</li> <li>• Identify different uses for writing.</li> <li>• Recognise my own work when it is displayed.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a simple pictorial representation of what I have seen.</li> <li>• Make a simple drawing to illustrate my idea.</li> <li>• Label a simple diagram.</li> <li>• Create work that includes pictures and text.</li> <li>• Write a caption or short phrase using the graphemes I already know.</li> <li>• Frequently use the correct initial letter of a word.</li> <li>• Represent a word with the initial letter.</li> <li>• Attempt to write words using letter sound knowledge.</li> <li>• Spell some two letter words correctly.</li> <li>• Spell words by identifying the phonemes and representing the phonemes with graphemes (eg cat, pot).</li> <li>• Move across the page from left to right when writing.</li> <li>• Separate pictures and writing clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Order a series of 3 pictures into the correct time sequence.</li> <li>• Make a simple pictorial representation of what I have seen.</li> <li>• Name a character in a story.</li> <li>• Make contributions to group-writing.</li> <li>• Offer a phrase or short sentence to describe a character.</li> <li>• Create work that includes picture and text.</li> <li>• Convey information using phrases or short sentences.</li> <li>• Write a caption or short phrase using the graphemes they already know.</li> <li>• Represent a word with the initial letter.</li> <li>• Attempt to write words using letter-sound knowledge.</li> </ul>	<p><b>Reading Outcomes:</b></p> <ul style="list-style-type: none"> <li>★ Respond to questions that require simple recall.</li> <li>★ Recount a short sequence of events (by sequencing images)</li> <li>★ Look at pictures and books for information.</li> <li>★ Name several characters in a story.</li> <li>★ Recognise that a picture relates to the text.</li> <li>★ Draw or paint a picture to illustrate a story.</li> <li>★ Explain what is happening in a picture.</li> <li>★ Use the terms “beginning” and “end” when describing a book.</li> </ul> <p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>★ Order a series of 3 pictures into the correct time sequence.</li> <li>• Convey information using phrases or short sentences.</li> <li>• Convey ideas using phrases or short sentences.</li> <li>• Label a simple diagram.</li> <li>• Create work that includes pictures and text.</li> <li>• Write a caption or short phrase using the graphemes they already know.</li> </ul>		

	<ul style="list-style-type: none"> <li>★ Make a simple pictorial representation of what they have seen.</li> <li>★ Make a simple drawing to illustrate their idea.</li> </ul>				<ul style="list-style-type: none"> <li>• Make a simple pictorial representation of what they have seen.</li> <li>• Include a noun with an adjective.</li> <li>• Suggest a causal connection using an appropriate conjunction (eg, the lion is a carnivore because it eats meat).</li> </ul>			
Year 1	<b>Transcription: Spelling</b> <ul style="list-style-type: none"> <li>• Write initial sounds of words.</li> <li>• Write final sounds of words.</li> <li>• Spell words containing phonemes taught.</li> <li>• Spell the days of the week phonetically plausibly.</li> <li>• Identify or writes 40+ graphemes on hearing corresponding phonemes.</li> <li>• Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs.</li> <li>• Match upper and lower-case letters.</li> <li>• Join in a rote chant of the alphabet.</li> <li>• Say the letter name of a sound to help when writing a word with support.</li> <li>• Spell a few common exception words (eg, l, no, go, the).</li> <li>• Aware that each letter has a name and a sound.</li> <li>• Apply some simple rules from the Spelling Appendix.</li> <li>• Attempt to write simple sentences dictated by an adult, including some common words.</li> </ul>							
	<b>Transcription: Handwriting and Presentation</b> <ul style="list-style-type: none"> <li>• Use a comfortable pencil grip.</li> <li>• Sit correctly when writing.</li> <li>• Begin letter in the correct place.</li> <li>• Write numbers to 10 consistently.</li> <li>• Identify which letter belongs to which letter family (eg, caterpillar letters).</li> <li>• Move round letters in the correct direction.</li> <li>• Finish letters correctly.</li> <li>• Write most upper-case letters correctly.</li> <li>• Form most lower-case letters correctly.</li> </ul>							
Year 1 Composition	<b>Reading Outcomes:</b> <ul style="list-style-type: none"> <li>★ Talk about events in the story they were read and links them to their own experiences.</li> <li>★ Predict what might happen next in a text.</li> <li>★ Justify their own views with information from what they have read.</li> <li>★ Explain their understanding of the text.</li> <li>★ Make simple deductions with help and prompts.</li> <li>★ Label diagrams/draw</li> </ul>	<b>Reading Outcomes:</b> <ul style="list-style-type: none"> <li>★ Talk about events in the story they were read and links them to their own experiences.</li> </ul> <b>Writing Outcomes:</b> <ul style="list-style-type: none"> <li>• Spell words containing phonemes taught.</li> </ul> <b>Planning and Preparation:</b> <ul style="list-style-type: none"> <li>• Talk to an adult about what they wish to write.</li> <li>• Say sentence out loud before writing.</li> </ul> <b>Drafting/Writing:</b> <ul style="list-style-type: none"> <li>• Make up their own sentences and says them aloud, after discussion with an adult.</li> <li>• Write down one of the sentences that they have rehearsed.</li> <li>• Write sentences in order, to create a simple narrative.</li> </ul> <b>Evaluation/Editing:</b> <ul style="list-style-type: none"> <li>• Discuss what they have written with an adult.</li> <li>• Re-read writing using some of the same words with support.</li> </ul>	<b>Planning and Preparation:</b> <ul style="list-style-type: none"> <li>• Talk to an adult about what they wish to write.</li> <li>• Say sentence out loud before writing.</li> </ul> <b>Drafting/Writing:</b> <ul style="list-style-type: none"> <li>• Make up their own sentences and says them aloud, after discussion with an adult.</li> <li>• Write down one of the sentences that they have rehearsed.</li> <li>• Write sentences in order, to create a simple narrative.</li> <li>• Include noun phrases in my sentences to describe a character.</li> </ul> <b>Evaluation/Editing:</b> <ul style="list-style-type: none"> <li>• Discuss what they have written with an adult.</li> <li>• Re-read writing using some of the same words with support.</li> <li>• Identify the adjective and noun in my sentences.</li> </ul>	<b>Reading Outcomes:</b> <ul style="list-style-type: none"> <li>★ Retell some of the story told by an adult.</li> <li>★ Talk about events in the story and link them to my own experiences.</li> <li>★ Explain characteristics of key stories.</li> <li>★ Begin to use appropriate terminology when discussing texts.</li> <li>★ Try to decipher word meaning.</li> <li>★ Recall key features of the text (eg, characters, settings, layout etc).</li> <li>★ Take part in role play to explore characters from a text.</li> </ul> <b>Writing Outcomes:</b> <b>Planning and Preparation:</b>				

		<p>setting/character using information found in the text read/listened to.</p> <p><b>Writing Outcomes:</b></p> <p><b>Planning and Preparation:</b></p> <ul style="list-style-type: none"> <li>• Talk to an adult about what they wish to write.</li> <li>• Say sentence out loud before writing.</li> </ul> <p><b>Drafting/Writing:</b></p> <ul style="list-style-type: none"> <li>• Make up their own sentences and says them aloud, after discussion with an adult.</li> <li>• Write down one of the sentences that they have rehearsed.</li> </ul> <p><b>Evaluation/Editing:</b></p> <ul style="list-style-type: none"> <li>• Discuss what they have written with an adult.</li> <li>• Re-read writing using some of the same words with support.</li> </ul>	<p>aloud, after discussion with an adult.</p> <ul style="list-style-type: none"> <li>• Write down one of the sentences that they have rehearsed.</li> </ul>			<ul style="list-style-type: none"> <li>• Talk to an adult about what they wish to write.</li> <li>• Say sentence out loud before writing.</li> </ul> <p><b>Drafting/Writing:</b></p> <ul style="list-style-type: none"> <li>• Make up their own sentences and says them aloud, after discussion with an adult.</li> <li>• Write down one of the sentences that they have rehearsed.</li> <li>• Write sentences in order, to create a simple narrative.</li> <li>• Include capital letters for the names of characters.</li> <li>• Use time adverbials in my writing.</li> <li>• Write in the first person (I).</li> </ul> <p><b>Evaluation/Editing:</b></p> <ul style="list-style-type: none"> <li>• Discuss what they have written with an adult.</li> <li>• Re-read writing using some of the same words with support.</li> <li>•</li> </ul>		
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