

ENGLISH UNIT OVERVIEWS 2020-2021

Year 1: Unit 1 - Journey Tale				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <p>Comp:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - listening to and discussing a wide range of stories at a level beyond that at which they can read independently (2) - being encouraged to link what they read or hear to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (2) • Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it • naming the letters of the alphabet in order • leaving spaces between words 	<p>G:</p> <ul style="list-style-type: none"> • What is a noun? • What is an adjective? • Leaving spaces between words <p>P:</p> <ul style="list-style-type: none"> • Begin to punctuate sentences with a capital letter and full stop. • Capital letter for names of people and places (Toby, London) 	<p>S:</p> <ul style="list-style-type: none"> • ff and ss • ll, zz and ck • Adding -ed and -er • ng and nk <p>H:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • Nelson units 1-4 <ul style="list-style-type: none"> - (2-week focus) Letter Families: Set 1 (c o a d g f s q e) - (2-week focus) Letter Families: Set 2 (i l t j u y) 	<p>R:</p> <p>phonics decode grapheme phoneme vocabulary discussion</p> <p>W:</p> <p>sentence compose alphabet noun adjective punctuate capital letter full stop lower case</p>
Year 1: Unit 2 – Poetry				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <p>Comp:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: 	<ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it • Read aloud their writing clearly enough to be heard by peers and teacher – in small Focus Groups. • leaving spaces between words • naming the letters of the alphabet in 	<p>G:</p> <ul style="list-style-type: none"> • introduce prepositions: inside, outside, towards, across, over <p>P:</p> <ul style="list-style-type: none"> • Capital letter for the personal pronoun I 	<p>S:</p> <ul style="list-style-type: none"> • Use letter names to distinguish between alternative spellings of the same sound <ul style="list-style-type: none"> - tch and ch - ve and v <p>H:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil 	<p>R:</p> <p>phonics decode grapheme phoneme vocabulary poem / rhyme predictable phrase recite</p>

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<ul style="list-style-type: none"> - listening to and discussing a wide range of poems at a level beyond that at which they can read independently (2) - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart • Participate in discussion about what is read to them, taking turns and listening to what others say 	<p style="text-align: center;">order</p> <ul style="list-style-type: none"> • leaving spaces between words 		<p style="text-align: center;">comfortably and correctly</p> <ul style="list-style-type: none"> • begin to form lower-case letters in the correct direction, starting and finishing in the right place • Nelson units 5-6 <ul style="list-style-type: none"> - (2-week focus) <p style="text-align: center;">Letter Families: Set 3 (b h k m n p r)</p>	<p>W: preposition pronoun</p>
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Year 1: Unit 3 – Traditional Tale

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read other words of more than one syllable that contain taught GPCs <p>Comp:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - discussing word meanings, linking new meanings to those already known (1) • Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher (3) • Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives • Discuss what they have written with the teacher or other pupils • leaving spaces between words 	<p>G:</p> <ul style="list-style-type: none"> • adjectives to describe • Similes to extend description (as tall as a...) • Prepositions <p>P:</p> <ul style="list-style-type: none"> • Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark. 	<p>S:</p> <ul style="list-style-type: none"> • Use letter names to distinguish between alternative spellings of the same sound <ul style="list-style-type: none"> - ai and oi - ay and oy - oa, ow and oe <p>H:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • Nelson Units 7-8 <ul style="list-style-type: none"> - (2-week focus) <p style="text-align: center;">Letter Families: Set 4 (v w x z)</p> <ul style="list-style-type: none"> • Nelson Units 9-10 <ul style="list-style-type: none"> - Begin to form capital letters: 	<p>R: syllable blending accurately fluently</p> <p>W: sequence narrative simile question mark exclamation mark</p>

Year 1: Unit 4 – Journal Tale (revisiting)

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • read common exception words, noting unusual correspondences between spelling and sound and where 	<ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> - saying out loud what they are going to write about 	<p>G:</p> <ul style="list-style-type: none"> • adjectives to describe • Joining words and joining 	<p>S:</p> <ul style="list-style-type: none"> • Use letter names to distinguish between 	<p>R: corresponding significance</p>

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<p>these occur in the word</p> <ul style="list-style-type: none"> • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings <p>Comp:</p> <ul style="list-style-type: none"> • Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> - discussing the significance of the title and events (2) • Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense <ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils 	<p>clauses using and</p> <ul style="list-style-type: none"> • Prefixes and suffixes • Prepositions recap <p>P:</p> <ul style="list-style-type: none"> • Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark. 	<p>alternative spellings of the same sound</p> <ul style="list-style-type: none"> - e and ee - ea - ie <p>H:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • Nelson Units 10 – 11 <ul style="list-style-type: none"> - form capital letters • Nelson unit 12 <ul style="list-style-type: none"> - form digits 0-9: (but spend 2 weeks on it so that you can assess capitals and digits) 	<p>W:</p> <p>Clause Prefix suffix</p>
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Year 1: Unit 5 – Wishing Tale

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words <p>Comp:</p> <ul style="list-style-type: none"> • Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> - Checking that the text makes sense to them as they read, and correcting inaccurate reading - predicting what might happen on the basis of what has been read so far (5) • Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils 	<p>G:</p> <ul style="list-style-type: none"> • Basic sentence construction–subject and verb in agreement • word classes nouns and verbs • Conjunctions – and, but, so • Too (how does it alter meaning) <p>P:</p> <ul style="list-style-type: none"> • Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark. 	<p>S:</p> <ul style="list-style-type: none"> • Use letter names to distinguish between alternative spellings of the same sound <ul style="list-style-type: none"> - igh - ar - Stressed and unstressed er <p>H:</p> <ul style="list-style-type: none"> • Unit 13 <ul style="list-style-type: none"> - break letters • Unit 14 <ul style="list-style-type: none"> - consistent size and height of small letters • Unit 15 <ul style="list-style-type: none"> - diagonal join - ed 	<p>R:</p> <p>inaccurate predict</p> <p>W:</p> <p>construction verb word class conjunction</p>

Year 1: Unit 6 – Traditional Tale (revisiting)

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Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words <p>Comp:</p> <ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> Checking that the text makes sense to them as they read, and correcting inaccurate reading predicting what might happen on the basis of what has been read so far (5) Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> Write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Begin to add prefixes and suffixes (aim for model text to include for MA to start to play, not necessarily direct teaching): <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <u>Just use these in model text and refer to them, ready for some children to play with suffixes/prefixes.</u> Apply simple spelling rules and guidance, as listed in English Appendix 1 Use grammar terms to discuss their writing 	<p>G:</p> <ul style="list-style-type: none"> Basic sentence construction–subject and verb in agreement Understand sentence types – statement, exclamation, question word classes nouns and verbs and adjectives Conjunctions – and, but, so <p>P:</p> <ul style="list-style-type: none"> Confidently punctuate sentences using a capital letter and full stop, question mark or exclamation mark. 	<p>S:</p> <ul style="list-style-type: none"> Use letter names to distinguish between alternative spellings of the same sound <ul style="list-style-type: none"> ir and ur adding -er and -est to adj days of the week <p>H:</p> <ul style="list-style-type: none"> Units 16-18 <ul style="list-style-type: none"> diagonal joins 	<p>R:</p> <p>predict</p> <p>W:</p> <p>sequence narrative prefix suffix plural root word</p>

Year 1: Unit 7 – Poetry

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> Re-read these books to build up their fluency and confidence in word reading read words with contractions [for example, I’m, I’ll, we’ll], 	<ul style="list-style-type: none"> Write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about a sentence orally before writing it 	<p>G:</p> <ul style="list-style-type: none"> adjectives to describe Similes to extend description (as tall as a...) 	<p>S:</p> <ul style="list-style-type: none"> Use letter names to distinguish between alternative spellings of 	<p>R:</p> <p>contractions apostrophe omitted</p>

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<p>and understand that the apostrophe represents the omitted letter(s)</p> <p>Comp:</p> <ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far (5) making inferences on the basis of what is being said and done (4) Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> sentences to ensure clarity of writing re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by peers and teacher. Use grammar terms to discuss their writing 	<ul style="list-style-type: none"> Prepositions RECAP Alliteration Repetition for description – a lean cat, a mean cat; a green dragon, a fiery dragon <p>P:</p> <ul style="list-style-type: none"> Confidently punctuate sentences using a capital letter and full stop, question mark or exclamation mark. 	<p>the same sound</p> <ul style="list-style-type: none"> ke, ki, ky a-e and e-e <p>H:</p> <ul style="list-style-type: none"> Units 19-20 <ul style="list-style-type: none"> diagonal join to the top of letters 	<p>predict inference</p> <p>W:</p> <p>simile preposition alliteration repetition</p>
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Year 1: Unit 8 – Instructions

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> reread these books to build up their fluency and confidence in word reading read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <p>Comp:</p> <ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> making inferences on the basis of what is being said and done (4) Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> Write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Begin to add prefixes and suffixes (aim for model text to include for MA to start to play, not necessarily direct teaching): <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Just use these in model text 	<p>G:</p> <ul style="list-style-type: none"> verb (imperative) Time conjunctions Adverbs (where necessary) <p>P:</p> <ul style="list-style-type: none"> Punctuate sentences accurately <ul style="list-style-type: none"> comma after time conjunctions 	<p>S:</p> <ul style="list-style-type: none"> i-e and o-e u-e and oo ue and ew <p>H:</p> <ul style="list-style-type: none"> Units 20-21 <ul style="list-style-type: none"> diagonal joins Diagonal joins assessment in final week 	<p>R:</p> <p>contractions apostrophe omitted</p> <p>W:</p> <p>Prefix Suffix Imperative verb Time conjunction Adverb comma</p>

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	<p><u>and refer to them, ready for some children to play with suffixes/prefixes.</u></p> <ul style="list-style-type: none"> • Apply simple spelling rules and guidance, as listed in English Appendix 1 • Use grammar terms to discuss their writing 			
Year 1: Unit 9 – Information report				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • reread these books to build up their fluency and confidence in word reading • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <p>Comp:</p> <ul style="list-style-type: none"> • Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> - making inferences on the basis of what is being said and done (4) • Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to ensure clarity of writing - re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Apply simple spelling rules and guidance, as listed in English Appendix 1 • Use grammar terms to discuss their writing • Begin to add prefixes and suffixes (aim for model text to include for MA to start to play, not necessarily direct teaching): <ul style="list-style-type: none"> - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs 	<p>G:</p> <ul style="list-style-type: none"> • simple conjunctions – and, but, so, or, because, so that, then, that, while, when, where • Compound sentences – using the above conjunctions <p>P:</p> <ul style="list-style-type: none"> • Confidently punctuate sentences using a capital letter and full stop, question mark or exclamation mark. 	<p>S:</p> <ul style="list-style-type: none"> • Use letter names to distinguish between alternative spellings of the same sound <ul style="list-style-type: none"> - ow and ou - y - or and ore - aw and au <p>H:</p> <ul style="list-style-type: none"> • Units 22-24 <ul style="list-style-type: none"> - the horizontal join - assessment in fourth week 	<p>R:</p> <p>Contractions Apostrophe Omitted inferences</p> <p>W:</p> <p>Prefix Suffix Plural Singular Compound sentence</p>
Year 1: Unit 10 – Poetry				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • reread these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> - saying out loud what they are going to write about 	<p>G:</p> <ul style="list-style-type: none"> • adjectives to describe • Similes to extend 	<p>S:</p> <ul style="list-style-type: none"> • Use letter names to distinguish between 	<p>R:</p> <p>Contractions Apostrophe</p>

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<ul style="list-style-type: none"> read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <p>Comp:</p> <ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> making inferences on the basis of what is being said and done (4) Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> composing a sentence orally before writing it sequencing sentences to ensure clarity of writing re-reading what they have written to check that it makes sense <ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by peers and teacher. Use grammar terms to discuss their writing 	<p>description (as tall as a...)</p> <ul style="list-style-type: none"> Prepositions Alliteration Repetition for description – a lean cat, a mean cat; a green dragon, a fiery dragon RECAP <p>P:</p> <ul style="list-style-type: none"> Accurate punctuation of a poem – has the sentence ended or is it carrying on over the next line? 	<p>alternative spellings of the same sound</p> <ul style="list-style-type: none"> air and are ear <ul style="list-style-type: none"> assess and review <p>H:</p> <ul style="list-style-type: none"> Units 25-26 <ul style="list-style-type: none"> horizontal upwards joins assessment 	<p>Omitted inferences</p> <p>W:</p> <p>Simile Preposition Alliteration Repetition</p>
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Year 1: Unit 11 – Finding Tale

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> reread these books to build up their fluency and confidence in word reading read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <p>Comp:</p> <ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> making inferences on the basis of what is being said and done (4) Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Begin to add prefixes and suffixes (aim for model text to include for MA to start to play, not necessarily direct teaching): <ul style="list-style-type: none"> using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Apply simple spelling rules and guidance, as listed in English Appendix 1 	<p>G:</p> <ul style="list-style-type: none"> Basic sentence construction—subject and verb in agreement Understand sentence types – statement, exclamation, question word classes nouns and verbs and adjectives RECAP Openers – while, when, where 'ly' openers – fortunately, unfortunately, sadly Complex sentences – use of 'who' e.g. <i>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.</i> 	<p>S:</p> <ul style="list-style-type: none"> ph and wh prefix un- adding -s and -es <p>H:</p> <ul style="list-style-type: none"> Dictation <ul style="list-style-type: none"> This will assess handwriting and spelling. Spend 3 weeks on 'write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.' 	<p>R:</p> <p>Contractions Apostrophe Omitted inferences</p> <p>W:</p> <p>Openers Complex sentence Dictation</p>

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	<ul style="list-style-type: none"> Use grammar terms to discuss their writing 	<p>P:</p> <ul style="list-style-type: none"> Confidently punctuate sentences using a capital letter and full stop, question mark or exclamation mark. Commas after openers. 		
Year 1: Unit 12 – Non-Chronological Report (revisiting)				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> reread these books to build up their fluency and confidence in word reading read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <p>Comp:</p> <ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> making inferences on the basis of what is being said and done (4) Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sentences to ensure clarity of writing re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Add prefixes and suffixes (aim for model text to include for MA to start to play, not necessarily direct teaching): <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– Apply simple spelling rules and guidance, as listed in English Appendix 1 Use grammar terms to discuss their writing 	<p>G:</p> <ul style="list-style-type: none"> simple conjunctions – and, but, so, or, because, so that, then, that, while, when, where Compound sentences – using the above conjunctions RECAP Complex sentences – use of 'who' e.g. <i>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.</i> <p>P:</p> <ul style="list-style-type: none"> Confidently punctuate sentences using a capital letter and full stop, question mark or exclamation mark. Commas after openers. 	<p>S:</p> <ul style="list-style-type: none"> compound words read words with contractions common exception words <p>H:</p> <ul style="list-style-type: none"> Unit 27 <ul style="list-style-type: none"> break letters – 2-week focus Unit 28 <ul style="list-style-type: none"> the four joins revision and assessment 	<p>R:</p> <p>Contractions Apostrophe Omitted inferences</p> <p>W:</p> <p>Compound words Break letters</p>