

Writing Intent

At St Dennis Primary Academy, we believe that writing is a powerful form of communication, creativity and self-expression. It is central to our curriculum because we understand that the ability to write with clarity, purpose and imagination unlocks wider learning, fosters confidence and enables every child to have a voice.

From Early Years through to Year 6, we are committed to nurturing skilled, motivated writers who can adapt their writing for a range of audiences and purposes. High-quality texts are the beating heart of our writing curriculum and inspire our pupils to understand what effective writing looks and feels like.

Our approach is rooted in the latest evidence from the EEF’s Improving Literacy in Key Stage 1 and 2 Guidance Reports, which emphasise the importance of:

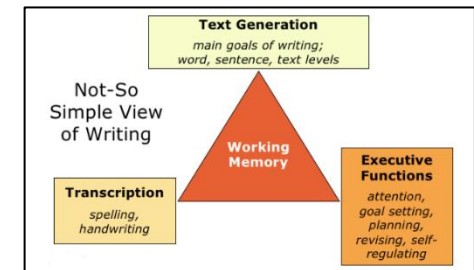
- Explicitly teaching writing strategies through modelling, shared writing and guided practice;
- Oral rehearsal and talk for writing, to help pupils plan and refine their ideas before they write;
- Transcriptional fluency – handwriting, spelling and sentence construction – so that pupils can focus on meaning and composition;
- Purposeful and structured opportunities for children to write across the curriculum;
- High-quality feedback, editing and revising to develop metacognitive awareness and independence.

	Transcription	Spelling	Handwriting					
Text Generation	Vocabulary	Grammar	Punctuation	Sentence construction	Text structure	Audience & purpose	Writing process	
Executive function	Set goals	Organise	Self-monitor	Evaluate	Reflect & revise			
EYFS	Spelling:		Handwriting			VGP		Comp
KS1	Spelling:		Handwriting			VGP		Comp
LKS2	Spelling:		Handwriting		VGP			Comp
UKS2	Spelling:		Handwriting		VGP			Comp

It is our intention that by the end of their primary journey, all pupils at St Dennis will:

- Write fluently and confidently for a range of purposes and audiences;
- Organise and structure their ideas effectively, with accurate spelling, grammar and punctuation;
- Take pride in their writing and see themselves as authors with something valuable to say;
- Be equipped with the tools, resilience and motivation to continue writing beyond the classroom.

‘The Not So Simple View’, attributed to Berninger, highlights the central role of working memory in text generation, transcription, and executive functions. Without working memory, writers cannot hold onto their ideas long enough to decide which words and sentences.



At St Dennis, we celebrate every child's voice. We value the writing process as much as the final product, and we champion creativity, challenge and communication. Our goal is for every child to leave us not only as a capable writer, but as someone who sees writing as a way to share, persuade, explore and inspire.

SEND – Adaptations for Writing and Use of Colourful Semantics

At St Dennis Primary Academy, children with SEND are fully included in the life of the school, their needs are understood so that the right adjustments and provision are in place and staff have high expectations which ensures children aspire to be successful in their learning and make good progress. This is because 'Everyone matters, **everyone succeeds** and every moment counts'. We have identified strategies to support children with specific areas of need.

At St Dennis we implement Colourful Semantics from Nursery through to Year 6 to enhance pupils' understanding of sentence structure, grammar, and communication. This is a visual strategy that uses colour-coded cues to support language development. Each part of a sentence is associated with a specific colour, helping children to identify and structure key components of a sentence, such as:



Additional elements, such as adjectives, connectives or time phrases, can also be introduced in later stages with their own colours. It also helps develop narrative skills, understanding of written text, answering questions, developing vocabulary and using nouns, verbs prepositions, and adjectives.

Drawing Club

In Nursery, through to Year 2, we take a creative and immersive approach to writing through Drawing Club, which is an engaging initiative that blends storytelling, oracy, drawing, writing, vocabulary, mathematics, imagination, and collaboration.

Each week, children explore a focus story or image, learning new vocabulary linked to the narrative or topic. They are then invited to Drawing Club, where they can illustrate a character, setting, or event, adding their own imaginative twists such as secret passwords, magical powers, hidden symbols, letters, or numerals.

In the early stages, Drawing Club sessions focus on mark-making and drawing. As the year progresses, children begin labeling their drawings with initial sounds and CVC words, gradually building up to writing full sentences. By Year 1, Drawing Club expands to include sentence writing with simple

punctuation, as well as introducing literary features like alliteration and adjectives. In Year 2 pupils move on from a story focus to a weekly image which is linked to wider curriculum learning. Spelling, punctuation and grammar is the focus. Taught SPaG is applied in Drawing Club through the writing of sentences and where necessary, short narratives. More than just a writing tool, Drawing Club sparks excitement by immersing children in the magic of storytelling. It enriches their language skills, nurtures fine motor development, and fosters a genuine love of writing.

<p>Nursery Mark making symbols Texts: Farmer Duck Tiddler On the Way Home Mog, the Forgetful Cat The Owl Who Was Afraid of The Dark</p>	<p>Reception Single letters Initial sounds Digraphs CVC words Common exception words Simple phrases and sentences Texts: We're Going on a Bear Hunt Handa's Surprise The Smartest Giant in Town How to Catch a Star Elmer Not Now Bernard Jack and the Beanstalk Chicken Licken Goldilocks Hansel and Gretel Dear Zoo Three Billy Goats Gruff Little Red Hen The Three Little Pigs The Hairy Toe The Giant Jam Sandwich</p>	<p>Year 1 Simple sentences Capital letters, finger spaces and full stop Using 'and' to join two nouns Adjectives Question marks and exclamation marks 2 sentences to build a narrative Texts: Three Little Wolves and the Big Bad Pig The Three Little Pigs The Gruffalo In Every House on Every Street The Leaf Thief Mr. Wolf's Pancakes Stickman The Gruffalo's Child The Snow Thief Dogger The Paper Dolls Lost in the Toy Museum The Tiger Who Came for Tea</p>	<p>Year 2 Reminder of finger spaces and all words in a sentence Vowels and consonants Nouns Pronouns Nouns using -ness Proper nouns Capital letters and full stops Adjectives Compound words Adjectives with -er and -est Subordination when. because, if Statements and exclamations Noun phrase Homophones Adjectives using -ful and -ness Questions and commands Verbs Singular and plural Adverbs with -ly Commas in a list Coordination using and, or, but Apostrophes for possession</p>
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Farmer Duck
The Tiger Who Came to Tea
The Magic Porridge Pot
The Gingerbread Man
We're Going on a Bear Hunt
Rosie's Walk
Pirate Pete
Room on the Broom
Wacky Races
Where the Wild Things Are
Goldilocks and the Three Bears
Would You Rather?
What's in the Witch's Kitchen
Hansel and Gretel

Owl Babies
Tiddler
Little Rabbit Foo Foo
The Lighthouse Keeper's Lunch
Pirate Pete
Room on the Broom
Those Magnificent Sheep in Their
Flying Machine
The Smartest Giant in Town
That Rabbit Belongs to Emily
Brown
You Can't Take an Elephant on
the Bus
Rosie's Walk
The Spooky Old Tree
Jack and the Beanstalk
Hansel and Gretel
Supertato Carnival Catastro-Pea
Chicken Licken
The Giant Jam Sandwich
Meerkat Mail
What the Ladybird Heard at the
Seaside
You Can't Take an Elephant on
Holiday
How to Catch a Star
On the Way Home
The Magic Porridge Pot

Past and present tense
Progressive tense
Apostrophes for contractions
Images linked to wider curriculum
A doctor
Fruits and vegetables
Animals and humans
Hot and cold environments
Kings and queens
Police
Artwork by Picasso
Fire engine
Art depicting the Great Fire of London
Landscapes
London
Sea creatures
Bugs
Habitats
Coastlines

Key Stage 1 Unit Sequence

In Key Stage 1, the children start their writing process through daily, RWInc - Get Writing lessons and Drawing Club. In the Summer Term of Year 2 the children move over to a transitional model of the Key Stage 2 approach to writing, following the whole-school long-term English plan, which maps out the model texts used each term. These texts are thoughtfully linked to our curriculum topics, providing meaningful writing contexts that consider a range of language, styles, audiences, and purposes.

We develop essential writing skills through transcription (spelling and handwriting) and composition - articulating ideas and structuring them in writing.

To support learning, children have story maps on display alongside text-specific story mountains to reinforce writing structure.

We use visual icons to aid both composition and transcription throughout the writing journey, which incorporate key aspects of spelling, punctuation, and grammar (SPAG).



Lesson 1 Hook	Lesson 2 Sharing of the text	Lesson 3 Vocabulary	Lesson 4 Text journey and story sequencing	Lesson 5 Comprehension	Lessons 6 & 7, 8 & 9, 10 & 11 Planning/Innovating	Lessons 12- 13 Writing the complete innovation

Key Stage 2 Unit Sequence

In Key Stage 2, classes follow the whole-school long-term English plan, which maps out the model texts used each term. These texts are thoughtfully linked to our curriculum topics, providing meaningful writing contexts that consider a range of language, styles, audiences, and purposes.

We develop essential writing skills through transcription (spelling and handwriting) and composition - articulating ideas and structuring them in writing.

To support learning, children have story maps on display alongside text-specific story mountains to reinforce writing structure.

We use visual icons to aid both composition and transcription throughout the writing journey. These tools progressively build upon prior learning across Key Stage 2, incorporating key aspects of spelling, punctuation, and grammar (SPaG).



Lesson 1 Hook	Lesson 2 Sharing of the text	Lesson 3 Vocabulary	Lesson 4 Text journey and story sequencing	Lesson 5 Comprehension	Lessons 6-9 SPaG focused	Lesson 10 Feature Spotting	Lesson 11 Innovating the Story Map	Lessons 12-15 Writing the Innovation	Lesson 16 Inventing a new story	Lessons 17-20 Writing the Invention
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Big Questions	Nursery Who am I? Who keeps us safer? What would make a good pet? What shall I eat today?	What would you use to build a house? How have toys changed through time? How do we keep people safe at sea?	What do I need to be healthy? Who were the great monarchs? How was the Great Fire of London great?	What do I need to make my body move? How did the Romans change Britain?	Were the Dark Ages dark? Where does my food go? Are dragons real? Should all crimes be punished?	What lies beyond our Earth? What is life like in different climate zones What impact did the Industrial Revolution have on	Why is the Earth so angry? How was the Battle of Britain a turning point in WWII?			

	<p>Are we there yet? Are all countries the same? Reception What happens at school? What is a hero? Which animal is the best? What's on my plate? What's the best way to travel? Where do I live?</p>	<p>How has transport changed over time? How does your garden grow? Where in the world would you travel?</p>	<p>Who would live in a habitat like this? Who were the first explorers of space? Where in the world would you like to live?</p>	<p>What is King Henry VIII remembered for? How did Britain change during prehistory? What is there to discover in North America? What are the key geographical features of the United Kingdom?</p>	<p>How does the Amazon Rainforest matter to us? What makes St Dennis, St Dennis?</p>	<p>Cornish tin mining?? When and why did the Maya disappear? Where can we see the influence of Ancient Greece today? How do rivers impact the lives of people around the world?</p>	<p>Do we agree with Darwin's theory of evolution? What were the Ancient Egyptian's most significant achievements? Why is the fishing industry so important to local communities?</p>
<p>Model Texts for Writing</p>	<p>Reception - From Spring Term: The Enormous Turnip The Little Red Hen The Little Raindrop by Jaonna Gray</p>	<p>The Three Little Pigs Dogger by Shirley Hughes The Lighthouse Keeper's Lunch by Dave Armitage and Ronda Armitage Those Magnificent Sheep in their Flying Machine by Peter Bently</p>	<p>Little Miss Unhealthy The Snow Queen by Hans Christian Andersen The Great Fire of London Sharing a Shell by Julia Donaldson Beegu by Alexis Deacon</p>	<p>Reggie Mouse Non-chronological report: The human skeleton Escape to Pompeii by Christina Balit Explanation: Volcanoes Tudor Tales Terry Deary Non-chronological report: Changes in Homes throughout time</p>	<p>Odin Creates the World Non-chronological report: Hindu deities Charlie and the Chocolate Factory by Roald Dahl Explanation: Digestive system Smok the Dragon by Tom Noble Persuasive leaflet: Visit Poland</p>	<p>The War of the Worlds by H G Wells Instructions: How to send a rocket into space Rainbow Bear by Michael Morpurgo Explanation: Global Warming The Day the Smog Came</p>	<p>Impossible by Sarah Lotz Non-chronological report: Earthquakes Beyond the lines (FILM) Diary: Evacuee letters One Smart Fish by Christopher Wormel Biography: Charles Darwin</p>

		Jack and the Beanstalk Meerkat Mail by Emily Gravett	The Tortoise's gift retold by Lari Don	Stone Age Boy by Satoshi Kitanura Instructions: Hunter-gatherer's Survival Guide This Moose Belongs to Me by Oliver Jeffers Katie in London by James Mayhew Recount: Postcard Katie's Adventures in London	The Time Travelling Criminal Recount: Bodmin Jail visit The Greak Kapok Tree by Lynne Cherry The Nine Maidens (Naw-voz) Explanation: Electrical circuits	Explanation: Industrial Revolution The Rain Player by David Wisniewski Non-chronological report: Maya Civilization Theseus and the Minotaur Velvet and Elvis by Stephanie Bowman Persuasive leaflet: Save the rivers	The Egyptian Cinderella by Shirley Climo Instructions: Mummification The Lighthouse (FILM) Persuasive leaflet: Visit Mevagissey
Transcription Spelling	Expected RWI level: Autumn 1 - Children are taught to write their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk Autumn 2- Recap on writing set 1	Expected RWI level: Apply learnt sounds to writing words using Fred Fingers. Purple and Pink continue to spell Set 1 and 2 words. Orange- spell using Fred Fingers focus on Set 2 words.	Expected RWI level: Blue- spell using Fred Fingers focus on Set 2 and 3 words. Grey- spell using Fred Fingers: longer words, Set 2 and 3 words. Summer: Spelling RWI 2A Spelling:	RWI 2B Spelling: Unit 1 The r sound spelt wr Unit 2 Adding the suffixes -er or -est (1) Unit 3 Adding the suffixes -er or -est (2) Unit 4 Adding the suffixes -er or -est (3) Unit 5 The ee sound spelt ey Unit 6 Adding the suffix -ness (1)	RWI 4 Spelling: Unit 1 Adding the prefix mis- and revising un-, in-, dis- Unit 2 Words ending in zhuh spelt -sure Unit 3 Adding the prefix auto- Unit 4 Adding the suffix -ly Unit 5 Adding the prefix inter-	RWI 5 Spelling: Unit 1 Words with silent letter b Unit 2 Words ending in -ible Unit 3 Words ending in -able Unit 4 Words with silent letter t Unit 5 Words ending in -ibly and -ably Unit 6 Words ending in -ent	RWI 6 Spelling: Unit 1-5 Suffixes (1) Unit 6 The sh sound spelt ti or ci Unit 7 The sh sound si or ssi Unit 8 Silent letters Unit 9 The spellings ei and ie Unit 10 Words ending in -ible

	<p>special friends: th, ch, qu, ng, nk</p> <p>Spring 1- Recap on writing set 1 special friends: th, ch, qu, ng, nk</p> <p>Children are taught to write words with single-letter sounds (word time 1.1-1.4)</p> <p>Spring 2 - Children are taught to write with special friends (word time 1.5 and 1.6).</p> <p>Summer 1 - Children are taught to write words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7).</p>	<p>Yellow and Blue- spell using Fred Fingers focus on Set 2 and 3 words.</p> <p>Grey- spell using Fred Fingers: longer words, Set 2 and 3 words.</p> <p>Pupils should be taught to: spell (words containing each of the 40+ phonemes already taught, common exception words, days of the week)</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k</p> <p>Division of words into syllables</p>	<p>Unit 1 The or sound spelt a before l and ll</p> <p>Unit 2 Soft c</p> <p>Unit 3 Adding the suffix -y</p> <p>Unit 4 Adding the suffix -y (2)</p> <p>Unit 5 Adding the suffix -ly</p> <p>Unit 6 The n sound spelt kn and gn</p> <p>Unit 7 The igh sound spelt y</p> <p>Unit 8 Adding the suffix -ing (1)</p> <p>Unit 9 Adding the suffix -ing (2)</p> <p>Unit 10 Adding the suffix -ing (1)</p> <p>Unit 11 The o sound spelt a after w and qu</p>	<p>Unit 7 Adding the suffix -ness (2)</p> <p>Unit 8 Words ending in -le</p> <p>Unit 9 Words ending in -el</p> <p>Unit 10 Words ending in -al</p> <p>Unit 11 Adding the suffix -ful</p> <p>Unit 12 Adding the suffix -less</p> <p>Unit 13 Adding the suffix -ment</p> <p>Unit 14 Adding the suffix -ed (3)</p> <p>Unit 15 Adding the suffix -es</p> <p>Special Focus 1 Red Words</p> <p>Special Focus 2 Homophones</p> <p>Special Focus 3 Words ending in -il and words where s makes the zh sound</p>	<p>Unit 6 Words with the ay sound spelt eigh, ei, ey</p> <p>Unit 7 Words ending in -ous with s sound spelt sc</p> <p>Unit 9 Words ending in zhun spelt -sion</p> <p>Unit 10 Adding il- and revising un-, in-, mis-, dis-</p> <p>Unit 11 The c sound spelt -que and the g sound spelt -gue</p> <p>Unit 12 Adding ir-to words beginning with r</p> <p>Unit 13 Adding the suffix -ion (1)</p> <p>Unit 14 Adding the suffix -ion (2)</p> <p>Special Focus 1 The short u sound spelt ou</p>	<p>Unit 7 Words ending in -ence</p> <p>Unit 8 The ee sound spelt ei</p> <p>Unit 9 Words ending in -ant, -ance, -ancy</p> <p>Unit 10 Words ending in shus spelt -cious</p> <p>Unit 11 Words ending in shus spelt -tious</p> <p>Unit 12 Words ending in shul spelt -cial or -tial</p> <p>Special Focus 1 Words that contain the letter-string ough</p> <p>Special Focus 2 Homophones</p> <p>Special Focus 3 Orange words</p> <p>Special Focus 4 Orange words</p> <p>Special Focus 5 Orange words</p> <p>Homophones and</p>	<p>and -able</p> <p>Unit 11-12 Plural nouns</p> <p>Special Focus 1 Words that contain the letter-string ough</p> <p>Special Focus 2 Orange words</p> <p>Special Focus 3 Homophones and other words that are often confused</p> <p>Special Focus 4 Orange words</p> <p>Special Focus 5 Orange words</p> <p>Special Focus 6 Homophones and other words that are often confused</p> <p>Special Focus 7 Orange words</p> <p>Special Focus 8 Orange words</p> <p>Special Focus 9 Hyphens</p>
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<p>To write some simple common exception words (red words).</p> <p>Apply learnt sounds to writing words using Fred Fingers.</p> <p>GLD - Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>-tch</p> <p>The /v/ sound at the end of words</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Vowel digraphs/trigraphs</p> <p>ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, ie, igh, or, ore, aw, au, air, ear, ear, are</p>	<p>Unit 12 Adding the suffix -ed (1)</p> <p>Unit 13 Adding the suffix -ed (2)</p> <p>Unit 14 Adding the suffix -ed (3)</p> <p>Special Focus 1 Red Words</p> <p>Special Focus 2 Homophones</p> <p>Special Focus 3 Red Words</p> <p>Special Focus 4 Homophones</p> <p>Special Focus 5 Contractions and apostrophes</p> <p>Special Focus 6 The u sound spelt o, and the or sound spelt ar after w</p> <p>Special Focus 7 Possessive Apostrophes</p> <p>Common exception words:</p>	<p>Special Focus 4 Homophones</p> <p>Special Focus 5 The -ir sound spelt after w</p> <p>Special Focus 6 The u sound spelt o, and the or sound spelt ar after w</p> <p>Special Focus 7 Possessive Apostrophes</p> <p>RWI 3 Spelling:</p> <p>Unit 1 Prefix dis- and -in</p> <p>Unit 2 Adding im- to root words beginning with m or p</p> <p>Adding the suffix -ous</p> <p>Unit 4 Adding the suffix -ly</p> <p>Unit 5 Adding the suffix -ture</p>	<p>Special Focus 2 Homophones</p> <p>Special Focus 3 Possessive apostrophes with plural words</p> <p>Special Focus 4 Homophones</p>	<p>other words that are easily confused</p> <p>Special Focus 6 Orange words</p> <p>Special Focus 7 Orange words</p> <p>Special Focus 8 Homophones and other words that are easily confused</p> <p>Special Focus 9-12 Orange words</p>	<p>Special Focus 10 Common mistakes</p> <p>Special Focus 11 Orange words</p> <p>Special Focus 12 Homophones and other words that are often confused</p>
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	<p>Words ending -y Ph and wh Using k rather than c (e.g. sketch) Prefix -un Compound words Common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p>Unit 6 Adding -ation to verbs to form nouns Unit 7 Words with the c sound spelt ch Unit 8 Words with the sh sound spelt ch Unit 9 Adding the suffix -ion Unit 10 Adding the suffix -ian Unit 11 Adding the prefix re- Unit 12 Adding the prefix anti- Unit 13 Adding the prefix super- Unit 14 Adding the prefix sub- Special Focus 1 Orange words Special Focus 2 Homophones Special Focus 3 The short i sound spelt y Special Focus 4 Homophones</p>			
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<p>Transcription - Handwriting</p>	<p>RWI - Stage 1 handwriting</p> <p>a) Letter formation</p> <p>Children learn correct letter formation using the same picture mnemonics they have already learnt in the Set 1 Speed Sounds Lessons.</p> <p>The letters are taught in handwriting groups. Children write on plain paper.</p> <p>- 'Around' letters: c a o d g q.</p> <p>- 'Down' letters: l t b p k h i j m n r u y.</p> <p>- 'Curly' letters: e f s.</p>	<p>Nelson Handwriting 1A</p> <p>Unit 1 Introducing letter families: Set 1</p> <p>Unit 2 Practising letter families: Set 1</p> <p>Unit 3 Introducing letter families: Set 2</p> <p>Unit 4 Practising letter families: Set 2</p> <p>Unit 5 Introducing letter families: Set 3</p> <p>Unit 6 Practising letter families: Set 3</p> <p>Unit 7 Introducing letter families: Set 4</p> <p>Unit 8 Practising letter families: Set 4</p>	<p>Nelson Handwriting 2</p> <p>Unit 1 Practising joining to the top</p> <p>Unit 2 Practising the join from the letter e</p> <p>Unit 3 Practising joining from the letter i</p> <p>Unit 4 Practising the horizontal join</p> <p>Unit 5 Practising the size and height of letters</p> <p>Unit 6 Practising joining from the letter o</p> <p>Unit 7 Practising capital letters</p> <p>Unit 8 Practising joining to the letter a</p> <p>Unit 9 Practising joining to the letter r</p> <p>Unit 10 Practising the horizontal join</p>	<p>Nelson Handwriting 3</p> <p>Unit 1 Forming descenders accurately</p> <p>Unit 2 Forming ascenders accurately</p> <p>Unit 3 Practising the diagonal join to a small letter</p> <p>Unit 4 Practising the diagonal join to a tall letter</p> <p>Unit 5 Practising joining to and from the letter l</p> <p>Unit 6 Practising joining to the letter y</p> <p>Unit 7 Practising forming the letter s correctly</p> <p>Unit 8 Practising joining from the letter i</p>	<p>Nelson Handwriting 4</p> <p>Unit 1 Practising joining from the letter e</p> <p>Unit 2 Practising joining to and from the letter s</p> <p>Unit 3 Practising writing letters at the correct size and height</p> <p>Unit 4 Practising writing double letters</p> <p>Unit 5 Practising consistency in spacing</p> <p>Unit 6 Practising using a diagonal join</p> <p>Unit 7 Practising the horizontal join</p> <p>Unit 8 More practice joining to the letter y</p> <p>Unit 9 Practising speedwriting</p>	<p>Nelson Handwriting 5</p> <p>Unit 1 Practising Joining to and from the letter r</p> <p>Unit 2 Ensuring letters are consistent in height and size</p> <p>Unit 3 Developing fluency</p> <p>Unit 4 Ensuring the letter t is at the correct height</p> <p>Unit 5 Forming and joining the letter s</p> <p>Unit 6 Practising break letters</p> <p>Unit 7 Practising writing a play script</p> <p>Unit 8 Practising printing</p> <p>Unit 9 Forming ascenders correctly</p> <p>Unit 10 Practising presentation</p>	<p>Nelson Handwriting 6</p> <p>Unit 1 Developing an individual handwriting style</p> <p>Unit 2 Revising slanted writing</p> <p>Unit 3 Practising keeping letters in correct proportion</p> <p>Unit 4 Practising writing fluently and legibly</p> <p>Unit 5 More practice forming and joining descenders</p> <p>Unit 6 Forming and joining the letter t</p> <p>Unit 7 Practising joining to and from the letter o</p> <p>Unit 8 Practising punctuation</p> <p>Unit 9 More practice of slanting writing</p>
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<p>- 'Zig-zag' letters: v w z x.</p> <p>b) Relative size of letters</p> <p>Once children can form the letters correctly, they learn how to place letters on the line. They should write on wide-lined paper. Picture mnemonics help them to visualise size and placement.</p> <p>- Some small letters are called 'boat letters': a c e i m n o r s u v w x z.</p> <p>- Letters that are written below the line are called 'water letters': g j p q y.</p>	<p>Unit 9 Practising capital letters: E F H I T L</p> <p>Unit 10 Practising capital letters: A K M N V W X Y Z</p> <p>Unit 11 Practising capital letters: B D C G O Q S P R U J</p> <p>Unit 12 Practising numbers</p> <p>Unit 13 Introducing break letters</p> <p>Unit 14 Practising consistent size and height of small letters</p> <p>Nelson Handwriting 1B</p> <p>Unit 15 Diagonal join to Set 1 letters</p> <p>Unit 16 Diagonal join to Set 1 and 2 letters</p> <p>Unit 17 Diagonal join to Set 3</p>	<p>Unit 11 Practising small letters: same size and height</p> <p>Unit 12 Practising joining to the letter r</p> <p>Unit 13 Practising joining to ascenders</p> <p>Unit 14 Practising joining from the letter o</p> <p>Unit 15 Practising printing whole alphabet</p> <p>Unit 16 Practising joining to/from the letter c</p> <p>Unit 17 Practising writing the letter g</p> <p>Unit 18 Practising the diagonal join</p> <p>Unit 19 Practising the two ways or joining the letter s</p> <p>Unit 20 Practising joining to the letter y</p>	<p>Unit 9 Practising spacing between letters</p> <p>Unit 10 Practising writing with a slant</p> <p>Unit 11 Practising forming capital</p> <p>Unit 12 Practising writing the letter t at the correct height</p> <p>Unit 13 Practising spacing letters consistently</p> <p>Unit 14 Practising forming double letters correctly</p> <p>Unit 15 Practising joining to the letter e</p> <p>Unit 16 Practising joining to the letter k</p> <p>Unit 17 Practising the second join</p>	<p>Unit 10 Practising the size and height of letters</p> <p>Unit 11 Practising spacing within words</p> <p>Unit 12 Practising joining to and from the letter w</p> <p>Unit 13 Practising joining from the letter m</p> <p>Unit 14 Practising joining to the letter a from the letter w</p> <p>Unit 15 Practising using a diagonal joining line</p> <p>Unit 16 Practising speedwriting</p> <p>Unit 17 Practising joining from the letter i</p> <p>Unit 18 Practise the diagonal join to ascenders</p>	<p>Unit 11 More practise with presentation</p> <p>Unit 12 Ensuring correct formation of the letter k</p> <p>Unit 13 Forming the letter y correctly</p> <p>Unit 14 Practising speed and fluency</p> <p>Unit 15 Practising punctuation</p> <p>Unit 16 Ensuring consistency in letter sizes</p> <p>Unit 17 Practising speedwriting</p> <p>Unit 18 Forming small letters correctly</p> <p>Unit 19 Practising forming and joining the letter f</p> <p>Unit 20 Practising writing with a slant</p>	<p>Unit 10 Practising writing capital letters</p> <p>Unit 11 Practising spacing</p> <p>Unit 12 Practising writing instructions</p> <p>Unit 13 Practising fluency, speed and legibility</p> <p>Unit 14 Practising the diagonal join</p> <p>Unit 15 Practising the horizontal join</p> <p>Unit 16 Practising forming letters at the correct height and size</p> <p>Unit 17 Leaving the correct space between letters</p> <p>Unit 18 Practising joining to the letter r</p> <p>Unit 19 Practising horizontal joins</p>
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	<p>- Tall letters are called 'sun' letters: b d h k l t f.</p> <p>GLD - Write recognisable letters, most of which are correctly formed.</p>	<p>letters</p> <p>Unit 18 Diagonal join to Set 4 letters</p> <p>Unit 19 Diagonal join to the top of Set 1 letters</p> <p>Unit 20 Diagonal join to the top of Set 2 letters</p> <p>Unit 21 Diagonal join to the top of Set 3 letters</p> <p>Unit 22 To form and join from the letter w</p> <p>Unit 23 Practising the horizontal join</p> <p>Unit 24 Horizontal join to Set 3 letters</p> <p>Unit 25 Practising the fourth join to Set 1 letters</p> <p>Unit 26 Practising the fourth join to Set 2 letters</p> <p>Unit 27 Practising</p>	<p>Unit 21 Practising joining to the letter g</p> <p>Unit 22 Reviewing the four handwriting joins</p> <p>Unit 23 Practising joining from the letter w</p> <p>Unit 24 Practising correct height and size of letters</p> <p>Unit 25 Punctuation</p> <p>Unit 26 Practising joining to/from the letter i</p> <p>Unit 27 Practising joining to/from the letter s</p> <p>Unit 28 Practising joining from the letter e</p>	<p>Unit 18 Practising joining from the letter e</p> <p>Unit 19 Practising the horizontal join</p> <p>Unit 20 Practising joining from the letter a</p> <p>Unit 21 Practising with punctuation</p> <p>Unit 22 Practising diagonal joins to the letter y</p> <p>Unit 23 Practising joining to and from the letter r</p> <p>Unit 24 Practising joining from the letter w</p> <p>Unit 25 Practising forming numerals correctly</p> <p>Unit 26 Practising writing silent letters</p> <p>Unit 27 Practising joining from the letter f</p>	<p>Unit 19 Practising joining to and from the letter f</p> <p>Unit 20 Practising joining to and from the letter e</p> <p>Unit 21 Practising punctuation</p> <p>Unit 22 Practising consistency in forming and joining</p> <p>Unit 23 Practising printing to make captions whole alphabet</p> <p>Unit 24 Practising joining to and from the letter v</p> <p>Unit 25 Practising break letters</p> <p>Unit 26 Practising drafting and editing</p> <p>Unit 27 Practising speedwriting</p>	<p>Unit 21 Practising printing</p> <p>Unit 22 Practising speedwriting</p> <p>Unit 23 Practising writing decorated capital letters</p> <p>Unit 24 Practising writing letters</p> <p>Unit 25 Practising paragraph</p> <p>Unit 26 Practising presentation</p> <p>Unit 27 Revising difficult joins</p> <p>Unit 28 Looking at different handwriting styles</p>	<p>Unit 20 Practising printing</p> <p>Unit 21 Practising paragraphs</p> <p>Unit 22 Practising writing double letters</p> <p>Unit 23 Practising spacing within words</p> <p>Unit 24 Ensuring letters are the correct proportion</p> <p>Unit 25 Practising presentation</p> <p>Unit 26 Practising fluency</p> <p>Unit 27 Practising speedwriting</p> <p>Unit 28 Practising presentation</p>
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		break letters Unit 28 Revising the four handwriting joins		Unit 28 Practising writing decorated capital letters	Unit 28 Practising printing to make a poster		
Grammar and Punctuation	RWI Red ditty- Finger spaces Write a simple phrase Pronoun 'I' introduced (book 2) Joining words and clauses with 'and' (book 8) Green onwards Capital letters for start of sentences Full stops Capital letters for names introduced in (Green book 2)	RWI Yellow – Verbs (past tense) Apostrophe (of omission) Capital letters (names, I, starting sentences) Past tense Suffixes for verbs, no change to root when adding -ing, -ed, -er Adjectives (-er, -est) Prefix -un Plurals using suffixes -s and -es Singular Joining words and clauses with 'and' Full stops Compound words Nouns Statements Questions and question marks Exclamations and exclamation marks Commands RWI Blue – Noun phrases Verbs Adjectives		Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2). Use present and past tense correctly, including use of the present perfect	Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). Make accurate use of present and past tense including simple, progressive	Use a range of verb forms, particularly the perfect, to mark relationships of time and cause. Use modals and adverbs to indicate possibility. Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses. Use a range of clause structures, sometimes varying their position	EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). EXS: Use verb tenses consistently and correctly throughout their writing.

	<p>Adverbs Present and past tense Commas (in lists) Co-ordination (or, and, but) Apostrophe (of omission) Adverbs ending -ly Commands Compound words RWI Grey – Co-ordination (or, and, but) Progressive in past tense Commands Nouns Apostrophe (possessive) Progressive in present tense Adverbs Suffixes -ful, -less Subordination (when, if, that, because) Adjectives Present and past tense Verbs Statements Noun phrases</p>	<p>instead of the simple past. Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain). Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).</p>	<p>and perfect forms (secure from Year 2 and 3). Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done). Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred). Demarcate sentences</p>	<p>within in the sentence for effect. Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech. Indicate parenthesis using brackets, commas or dashes. Use punctuation to ensure meaning is clear, particularly commas for clarity.</p>	<p>GDS: Distinguish between the language of speech and writing and choose the appropriate register. GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. capital letters full stops question marks commas for lists apostrophes for contraction EXS: Use the range of</p>
	<p>WTS: Demarcate some sentences with capital letters and full stops.</p>	<p>Use inverted commas to</p>			

			<p>EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>GDS: Use the punctuation taught at key stage 1 mostly correctly</p>	<p>punctuate direct speech.</p> <p>Use apostrophes for contraction and singular possession correctly.</p>	<p>accurately throughout using capital letters and end punctuation (secure from Year 2).</p> <p>Use commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech accurately.</p> <p>Use apostrophes correctly (contraction, singular and plural possession).</p>		<p>punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</p> <p>GDS: Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
Composition	<p>RWI Red</p> <p>Write dictated simple phrases with</p>	<p>Choose to write for a variety of purposes and in a variety of contexts</p>	<p>WTS: Write sentences that are sequenced to form</p>	<p>Write for real purposes and audiences, demonstrating</p>	<p>Write for real purposes and audiences, demonstrating</p>	<p>Write for a range of purposes and audiences, selecting language that</p>	<p>WTS: Write for a range of purposes.</p>

<p>finger spaces, with support.</p> <p>RWI Green</p> <p>Write dictated simple sentences with more independence.</p> <p>GLD - Write simple phrases and sentences that can be read by others.</p>	<p>(secure from Foundation Stage).</p> <p>Compose sentences orally and in writing.</p> <p>Sequence sentences to form a short narrative or piece of information writing.</p> <p>Use basic descriptive language.</p> <p>Re-read and check writing makes sense.</p> <p>Combine words to form grammatically accurate sentences.</p> <p>Join words and clauses using 'and'.</p> <p>Demarcate many sentences with capital letters and end punctuation</p>	<p>a short narrative (real or fictional)</p> <p>EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>EXS: Write about real events, recording these simply and clearly</p> <p>GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>GDS: Make simple additions, revisions and proof-reading corrections to their own writing.</p>	<p>understanding of the main features of different forms of writing.</p> <p>Write using a rich and varied vocabulary.</p> <p>In narrative create simple settings, characters and plot.</p> <p>Begin to use direct speech within narratives.</p> <p>Use paragraphs as a way of grouping related material.</p> <p>Evaluate the effectiveness of writing and suggest improvements.</p> <p>Proofread for spelling and punctuation</p>	<p>understanding of the main features of different forms of writing.</p> <p>Write using a rich and varied vocabulary appropriate to purpose and form.</p> <p>Write narratives with a clear plot, and describe settings and characters.</p> <p>Make effective choices about using direct speech within narratives.</p> <p>Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.</p> <p>Use pronouns and nouns within and across sentences to</p>	<p>shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text).</p> <p>In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').</p> <p>Use dialogue in narratives to convey character or advance the action.</p> <p>Use a range of devices to build cohesion within and across paragraphs:</p>	<p>EXS: Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</p> <p>GDS: Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</p>
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		<p>(full stops, question marks and exclamation marks).</p> <p>Use capital letters for names and the personal pronoun 'I'.</p>	<p>EXS: Use present and past tense mostly correctly and consistently</p> <p>EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Add description and specification through the use of expanded noun phrase.</p> <p>Write different types of sentences – statements, commands, questions and exclamatory sentences.</p>		<p>aid cohesion and avoid repetition.</p> <p>Evaluate the effectiveness of writing and suggest improvements.</p> <p>Proofread for spelling and punctuation</p>	<ul style="list-style-type: none"> • secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; • link ideas using adverbials of time, place and number; • link ideas using tense choices (e.g. he had seen her before instead of he saw her before). 	<p>WTS: In narratives, describe settings and characters.</p> <p>EXS: In narratives, describe settings, characters and atmosphere.</p> <p>EXS: Integrate dialogue in narratives to convey character and advance the action.</p> <p>WTS: Use paragraphs to organise ideas.</p> <p>WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).</p>
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						<p>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</p> <p>Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).</p>	<p>EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</p> <p>Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).</p>
Dictation	Hold a Sentence texts	Hold a Sentence texts	Hold a Sentence texts	Set 1: Simple Sentences	Set 1: Simple Sentences	Set 1: Simple Sentences with	Set 1: Mixed Vocabulary

	<p>Red Ditty Book 1: Pin it on</p> <ol style="list-style-type: none"> pin it on its leg put it on a kid in a fun hat <p>Red Ditty Book 2: Got him</p> <ol style="list-style-type: none"> I am in the mud put it in a dish a bag in the bin <p>Red Ditty Book 3: Cat in a pot</p> <ol style="list-style-type: none"> the cat sat in the sun the bug gets on top a cat in the bath <p>Red Ditty Book 4: Jam</p> <ol style="list-style-type: none"> a big pot of jam 	<p>Purple Storybook 1: Ken's cap</p> <ol style="list-style-type: none"> I have lost my cap. I left my cap in that pit. <p>Purple Storybook 2: A bad fox</p> <ol style="list-style-type: none"> The bad fox bit the hen. The fox ran off with the hen. <p>Purple Storybook 3: Big Blob and Baby Blob</p> <ol style="list-style-type: none"> He went to the big shops. He got a big black hat. <p>Purple Storybook 4: Tim and Tom</p> <ol style="list-style-type: none"> He ran and ran on the sand. 	<p>Grey Storybook 1: Rex to the rescue</p> <ol style="list-style-type: none"> Put that dog on a lead, said Luke. Sue thought Luke was being rude and didn't listen to him. <p>Grey Storybook 2: The lions paw</p> <ol style="list-style-type: none"> Inside he saw a pile of bones and a golden hair on the floor. Do you think it is strange that the lion held out his paw? <p>Grey Storybook 3: I dare you</p> <ol style="list-style-type: none"> There is a lot of spare time in space. 	<p>I had an accident when I fell off my bike.</p> <p>I actually enjoy reading books in the evening.</p> <p>Please give me your address so I can send you a card.</p> <p>He didn't answer the phone because he was busy.</p> <p>I believe that we can finish the project together.</p> <p>We need to break the chocolate into smaller pieces.</p> <p>It's important to breathe deeply before a race.</p> <p>Can you build a castle with these blocks?</p>	<p>The bicycle is parked outside.</p> <p>I don't believe he finished the race already.</p> <p>We couldn't go swimming because it was too cold.</p> <p>She had to answer all the questions on the test.</p> <p>I didn't catch the ball during the game.</p> <p>The teacher asked us to build a model for our project.</p> <p>Exercise is important for staying healthy.</p> <p>I don't know the answer to that question.</p>	<p>Slightly More Complex Vocabulary</p> <p>The helpful staff made sure everyone was comfortable.</p> <p>His sudden decision surprised all of us.</p> <p>The ancient tree stood tall in the centre of the park.</p> <p>The answer was obvious after looking at the clues carefully.</p> <p>I appreciate the effort you've put into this project.</p> <p>The attached files contain all the important information.</p> <p>There was an uncomfortable</p>	<p>The mysterious figure stood still in the shadows, watching the crowd with interest.</p> <p>The brilliant fireworks lit up the night sky, causing everyone to cheer in excitement.</p> <p>Her strong determination to succeed inspired those around her.</p> <p>The detailed report revealed some surprising facts that could change everything.</p> <p>The large monument stood proudly at the city centre, a reminder of its history.</p> <p>The famous artist's paintings</p>
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	<p>2. this is my ted 3. I have got a fish</p> <p>Red Ditty Book 5: Pick it up</p> <p>1. pick up that sock 2. six rats in hats 3. that chimp can win</p> <p>Red Ditty Book 6: Wuff, wuff</p> <p>1. my pup is big 2. I sit on the sand 3. it is in the net</p> <p>Red Ditty Book 7: Lets sing</p> <p>1. the chick can sing 2. a duck in the bath 3. I can sing songs</p>	<p>2. I have got my red cap.</p> <p>Purple Storybook 5: Tag</p> <p>1. He hid in the big box. 2. I am in the rocket.</p> <p>Purple Storybook 6: Elvis</p> <p>1. I tap and tap the box. 2. His job is mending things.</p> <p>Purple Storybook 7: Flip Frog and the bug</p> <p>1. He sat on a big log. 2. The bug lands next to him.</p> <p>Purple Storybook 8: Red Ken</p>	<p>2. Prepare to be very, very scared, said Rob.</p> <p>Grey Storybook 4: Looking after a hamster</p> <p>1. Your hamster will like to come out of its cage each day to play. 2. What do you need to feed your hamster?</p> <p>Grey Storybook 5: How silly!</p> <p>1. Go down to the cellar and fetch me some flour, shouted Barbara. 2. Where can I find a very silly man?</p> <p>Grey Storybook 6: Wailing Winnys car boot sale</p>	<p>The room was very busy during the party.</p> <p>I marked all the dates on the calendar.</p> <p>I caught the ball with one hand.</p> <p>I need to climb the ladder to reach the top shelf.</p> <p>We will complete the test tomorrow.</p> <p>I will consider your suggestion carefully.</p> <p>I need to continue reading the book.</p> <p>Can you decide which ice cream you want?</p> <p>Can you describe what the picture looks like?</p>	<p>We need to complete the puzzle before lunch.</p> <p>The earth is made up of land, water, and air.</p> <p>Set 2: Compound Sentences</p> <p>The library was very quiet, but the café was noisy.</p> <p>We can go to the park, or we can stay home and play games.</p> <p>He didn't want to go, so he stayed home instead.</p> <p>I wanted to play outside, but it started raining.</p> <p>I like to read books, and my brother likes to play games.</p>	<p>silence when no one knew what to say.</p> <p>The available seats were filling up quickly as the event began.</p> <p>The average temperature last winter was colder than usual.</p> <p>The boundary of the field was marked with bright yellow tape.</p> <p>Set 2: Compound Sentences</p> <p>We can accompany you to the store, but we need to leave soon.</p> <p>The committee voted on the proposal, and they agreed to move forward.</p>	<p>are now displayed in the best museums around the world.</p> <p>The strange silence in the room made everyone nervous, unsure of what would happen next.</p> <p>The carefully planned event went off without a hitch, impressing all the guests.</p> <p>The sudden drop in temperature caused frost to form on the ground by morning.</p> <p>His steadfast dedication to his work earned him a well-deserved promotion.</p> <p><u>Set 2: Compound Sentences</u> with</p>
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	<p>Red Ditty Book 8: Lets swim</p> <ol style="list-style-type: none"> 1. get a hot drink 2. I add egg and cress 3. six of us get on the bus <p>Red Ditty Book 9: Cluck</p> <ol style="list-style-type: none"> 1. my hen has got an egg 2. a big red plum for lunch 3. I can drink and splash <p>Red Ditty Book 10: In the mud</p> <ol style="list-style-type: none"> 1. I dig in the black mud 2. I am in my truck 3. I will get a plant in a pot 	<ol style="list-style-type: none"> 1. The man went off in the truck. 2. I will mix it up with this stick. <p>Purple Storybook 9: Billy the Kid</p> <ol style="list-style-type: none"> 1. Let me get a fat red plum. 2. I will put you into the pond. <p>Purple Storybook 10: In the bath</p> <ol style="list-style-type: none"> 1. He has got a duck in the bath. 2. He put his red ship in the bath. <p>Pink Storybook 1: Scruffy Ted</p> <ol style="list-style-type: none"> 1. Ted is the best. 2. He has red and black socks. <p>Pink Storybook 2: Tab the cat</p>	<ol style="list-style-type: none"> 1. Go and find my best trainers straight away, said Phil. 2. Winny was afraid she wouldn't find the trainers again. <p>Grey Storybook 7: Toad</p> <ol style="list-style-type: none"> 1. Why should a pretty princess agree to live with an ugly toad? 2. Keep your promise, the King said to his beautiful child. <p>Grey Storybook 8: Andrew</p> <ol style="list-style-type: none"> 1. Why was Andrew confused about where he was? 2. I knew I was safe when I saw 	<p>She wore a different dress today.</p> <p>This task is difficult, but we can do it together.</p> <p>We woke up early to watch the sunrise.</p> <p>Set 2: Compound Sentences</p> <p>I wanted to play outside, but it started raining.</p> <p>We can go to the park, or we can stay home and read.</p> <p>I need to finish my homework, so I'll work quickly.</p> <p>I like pizza, and my brother likes pasta.</p> <p>We will visit the zoo tomorrow, but</p>	<p>We can have fruit for dessert, or we can have cake.</p> <p>She took the dog for a walk, but she forgot the leash.</p> <p>I will try to finish my homework, so I can play later.</p> <p>I forgot to bring my lunch, but my friend shared hers.</p> <p>The team practiced hard, and they won the game.</p> <p>Set 3: Questions</p> <p>What time does the train leave?</p> <p>Can you help me with my homework?</p>	<p>He was tired, yet he finished the race in record time.</p> <p>The category for the competition is painting, so we're preparing our artwork.</p> <p>I thought the movie would start at 5:00, but it actually started at 4:30.</p> <p>She is an amateur photographer, but her photos are stunning.</p> <p>The plan seemed simple, yet it was harder to complete than expected.</p> <p>The desperate attempt to solve the problem was</p>	<p>Balanced Vocabulary</p> <p>She worked hard, but the project was too complicated to finish by the deadline.</p> <p>The storm was unexpected, so we made sure to stay inside and stay safe.</p> <p>The decision was unanimous, and the team agreed to proceed with the plan.</p> <p>He was feeling tired, yet he still managed to complete his homework on time.</p> <p>The movie was exciting and entertaining, keeping the</p>
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	<p>Green Storybook 1: On the bus</p> <ol style="list-style-type: none"> 1. Sit on the bus. 2. Sit with the cat. <p>Green Storybook 2: My dog Ned</p> <ol style="list-style-type: none"> 1. My dog has a bad leg. 2. I will rub in a bit of this. <p>Green Storybook 3: Six fish</p> <ol style="list-style-type: none"> 1. The cat had a fish. 2. That is a lot of fish. <p>Green Storybook 4: The spell</p> <ol style="list-style-type: none"> 1. A rat is in my pot. 2. A slug is in my pot. 	<ol style="list-style-type: none"> 1. You must get a big tank for a fish. 2. A rat will smell. <p>Pink Storybook 3: In the sun</p> <ol style="list-style-type: none"> 1. The sand is soft and wet. 2. I have a stick of pink rock. <p>Pink Storybook 4: The dressing up box</p> <ol style="list-style-type: none"> 1. He put on the pink wig and the cap. 2. She put on the kilt and the mask. <p>Pink Storybook 5: Tabs kitten</p> <ol style="list-style-type: none"> 1. She has got fish and milk. 	<p>the red, white and blue boat.</p> <p>Grey Storybook 9: Dear Vampire</p> <ol style="list-style-type: none"> 1. Is it nearly time for this year's bonfire party? <p>asked Winny.</p> <ol style="list-style-type: none"> 2. I want a scary vampire, wailed Winny. <p>Grey Storybook 10: Vulture culture</p> <ol style="list-style-type: none"> 1. A condor is an amazing animal because it is the largest flying bird. 2. A condor has a mixture of black and white feathers. <p>Grey Storybook 11: A celebration on planet Zox</p>	<p>we need to leave early.</p> <p>I have a piano lesson, but I also want to play soccer.</p> <p>He forgot to bring his lunch, so he had to borrow some food.</p> <p>We are going to the beach, or we might go to the museum.</p> <p>She finished her painting, and then she started another one.</p> <p>We went for a walk, but the weather turned cold.</p> <p>Set 3: Sentences with Questions</p>	<p>Why did you miss the meeting yesterday?</p> <p>Where is your favourite place to visit?</p> <p>Did you hear the announcement this morning?</p> <p>Who is going to be the team captain?</p> <p>How did you solve the math problem?</p> <p>When are we going to the zoo?</p> <p>Which book do you want to read first?</p> <p>Why is the sky blue?</p> <p>Set 4: Expanded Noun Phrases</p> <p>The red bicycle is parked near the gate.</p>	<p>unsuccessful, but they kept trying.</p> <p>The event was controversial, so many people had different opinions.</p> <p>The coordinator made sure everything was ready, but we still had a few last-minute issues.</p> <p>Set 3: Questions with Vocabulary and Punctuation</p> <p>Why is it important to organise your time effectively when working on a project?</p> <p>How do you appreciate the efforts of your team members?</p>	<p>audience's attention from start to finish.</p> <p>The new law was controversial, but it was meant to solve a number of social issues.</p> <p>The informative presentation helped everyone understand the issue more clearly.</p> <p>We will continue with the research, even though the results are not yet clear.</p> <p>The fine details of the artwork revealed the artist's amazing skill.</p> <p>The long journey took them through many difficult</p>
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	<p>Green Storybook 5: Black Hat Bob</p> <ol style="list-style-type: none"> 1. He is on his ship. 2. He has got a cash box. <p>Green Storybook 6: Tug, tug</p> <ol style="list-style-type: none"> 1. I will catch a big fish. 2. He got his fishing rod. <p>Green Storybook 7: Chips</p> <ol style="list-style-type: none"> 1. He got lots of chips. 2. I can have a chip. <p>Green Storybook 8: The web</p> <ol style="list-style-type: none"> 1. This is a long thin bug. 	<ol style="list-style-type: none"> 2. The kitten drinks the milk. <p>Pink Storybook 6: San jay stays in bed</p> <ol style="list-style-type: none"> 1. I must stay in bed all day. 2. He had a cup of milk and eggs. <p>Pink Storybook 7: The greedy green gremlin</p> <ol style="list-style-type: none"> 1. I creep away on my three green feet. 2. He keeps me in the sink. <p>Pink Storybook 8: In the night</p> <ol style="list-style-type: none"> 1. Rats creep in the night. 2. I just might get a bit of a fright. 	<ol style="list-style-type: none"> 1. Can we have a celebration? asked Cosmic Cath. 2. Get him to the hospital for an operation! cried Meteor Meg. <p>Grey Storybook 12: A very dangerous dinosaur</p> <ol style="list-style-type: none"> 1. The dangerous dinosaur thought the precious eggs were delicious. 2. We need to find an even more dangerous dinosaur to catch him. <p>Grey Storybook 13: The invisible clothes</p> <ol style="list-style-type: none"> 1. Why are the clothes invisible? 	<p>Can you help me with my homework?</p> <p>Did you see the calendar for next month?</p> <p>How did you catch the ball?</p> <p>Where did you leave your keys?</p> <p>Are you going to build a sandcastle at the beach?</p> <p>What do you believe about the story?</p> <p>Set 4: Expanded Noun Phrases</p> <p>The heavy box was hard to lift.</p> <p>We saw a bright rainbow after the storm.</p>	<p>I saw a beautiful butterfly in the garden.</p> <p>The cold breeze made everyone shiver.</p> <p>The old tree stood tall in the field.</p> <p>We found a small stone on the beach.</p> <p>The bright sun shone through the clouds.</p> <p>She wore a new jacket to school today.</p> <p>The blue book is on the shelf.</p> <p>The soft pillow was perfect for napping.</p> <p>The large tree had many birds in it.</p>	<p>What is the purpose of conducting a survey before starting a new project?</p> <p>Who in the class has the necessary skills to lead the group?</p> <p>When did the government decide to introduce the new rules?</p> <p>Where can we find the available resources for the task?</p> <p>Why do you think the proposal was so controversial?</p> <p>How would you describe the changes in the company's new policy?</p>	<p>paths, but they never gave up.</p> <p><u>Set 3: Questions with Balanced Vocabulary</u></p> <p>How does the stress of a busy schedule affect your daily routine?</p> <p>Why is it important to include all perspectives before making a decision?</p> <p>What are the main factors that led to this change in the plan?</p> <p>Who is responsible for overseeing the delicate negotiations between the two groups?</p> <p>When did you first realize how</p>
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	<p>2. A big black bug is stuck in the web.</p> <p>Green Storybook 9: Pips pizza</p> <p>1. I can smell pizza.</p> <p>2. He put red jam on it.</p> <p>Green Storybook 10: Stitch the witch</p> <p>1. I can have a wish.</p> <p>2. I wish I had a bed.</p>	<p>Pink Storybook 9: Snow</p> <p>1. Follow me into the street.</p> <p>2. I throw the snow in my street.</p> <p>Pink Storybook 10: So cool!</p> <p>1. I will have all the right food.</p> <p>2. It will be so cool in my flat.</p> <p>Orange Storybook 1: Playday</p> <p>1. You may play with the clay.</p> <p>2. I will play in the sand.</p> <p>Orange Storybook 2: I think I want to be a bee</p> <p>1. I want to munch green grass.</p>	<p>2. Why did the Emperor feel miserable?</p>	<p>The big cat jumped onto the sofa.</p> <p>She wore a red dress to the party.</p> <p>I need the blue pencil for my drawing.</p> <p>The cold wind blew through the trees.</p> <p>The tall tree stood in the centre of the park.</p> <p>I found a soft pillow on the bed.</p> <p>Set 5: Imperative Sentences</p> <p>Decide which book to read first.</p> <p>Describe the picture to your friend.</p> <p>Complete your work before lunch.</p>	<p>Set 5: Imperative Sentences</p> <p>Complete your homework before you play outside.</p> <p>Describe what you saw at the museum.</p> <p>Build a castle with the blocks.</p> <p>Decide which story you want to read.</p> <p>Continue with your project after lunch.</p> <p>Choose your favourite colour.</p> <p>Write a letter to your friend.</p> <p>Please close the door quietly.</p> <p>Tell me the answer when you know it.</p>	<p>What can we do to avoid awkward situations during the meeting?</p> <p>Where should we meet to discuss the important updates for the project?</p> <p>Set 4: Expanded Noun Phrases</p> <p>The colourful decorations brightened up the whole room.</p> <p>The old stone walls of the castle stood strong despite the years.</p> <p>The friendly dog followed us home after we found him in the park.</p> <p>The strong winds knocked down a few branches from the tree.</p>	<p>much work was required to complete the project?</p> <p>Where can we find the most reliable sources for the upcoming assignment?</p> <p>Why did the unforeseen delay cause such a shift in our plans?</p> <p>How does advancement in technology impact the way we live today?</p> <p>What would happen if we continue to ignore the environmental consequences of our actions?</p> <p>When will the final decisions</p>
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		<p>2. I want to flash my teeth.</p> <p>Orange Storybook 3: A bad fright</p> <p>1. I might switch off the light.</p> <p>2. Mum did not get a fright.</p> <p>Orange Storybook 4: Follow me!</p> <p>1. Follow me and I will show you what to do.</p> <p>2. Do you know what to do?</p> <p>Orange Storybook 5: Too much!</p> <p>1. My dog is much too fat.</p> <p>2. My cap is too little.</p> <p>Orange Storybook 6: A good cook?</p>		<p>Continue with your homework.</p> <p>Break the chocolate into pieces and share.</p> <p>Build a tower with these blocks.</p> <p>Climb to the top of the hill to see the view.</p> <p>Tell me the answer when you know it.</p> <p>Set 6: Sentences with Adverbs</p> <p>She carefully placed the glass on the table.</p> <p>He ran quickly to catch the bus.</p> <p>The children played outside for hours.</p> <p>We finished our homework quickly</p>	<p>Draw a picture of your favourite animal.</p> <p>Set 6: Adverbs of Manner</p> <p>She answered the question correctly.</p> <p>He ran quickly to catch the bus.</p> <p>The dog barked loudly at the mailman.</p> <p>They worked together on the project.</p> <p>I placed the vase carefully on the shelf.</p> <p>We spoke softly so we didn't disturb the others.</p> <p>He smiled brightly when he saw his friends.</p>	<p>The large crowd gathered outside to see the new exhibit.</p> <p>The warm blankets kept us cosy during the cold night.</p> <p>The beautiful flowers bloomed all over the garden.</p> <p>The tiny bird hopped along the fence, searching for food.</p> <p>The tall building loomed over the street, casting a shadow.</p> <p>The bright stars sparkled in the night sky, lighting up the dark.</p> <p>Set 5: Imperative Sentences</p> <p>Please check the schedule before</p>	<p>regarding the project be made?</p> <p>Set 4: Expanded Noun Phrases with Balanced Vocabulary</p> <p>The tall mountain loomed in the distance, its peak covered in snow.</p> <p>The detailed design on the ancient rug reflected the culture of the people who made it.</p> <p>The shiny skyscraper reflected the light, standing tall in the city's skyline.</p> <p>The beautiful waterfall splashed against the rocks,</p>
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		<p>1. I look in my cookbook.</p> <p>2. The pasta took all day to cook.</p> <p>Orange Storybook 7: Come on, Margo!</p> <p>1. Three cars stand at the start.</p> <p>2. The three cars did not get far.</p> <p>Orange Storybook 8: My sort of horse</p> <p>1. This horse wants to play.</p> <p>2. This sort of horse sings all day.</p> <p>Orange Storybook 9: Haircuts</p> <p>1. My hair is very messy.</p> <p>2. She has got long hair.</p>		<p>and went outside to play.</p> <p>The dog barked loudly at the postman.</p> <p>She looked at the painting closely to see the details.</p> <p>I spoke softly so no one could hear me.</p> <p>We worked together on the project.</p> <p>Set 7: Using "Because" for Reasons</p> <p>I stayed home because it was raining outside.</p> <p>She smiled because she was happy to see her friend.</p>	<p>The children played outside all afternoon.</p> <p>She finished her homework quickly.</p> <p>We decorated the room beautifully for the party.</p> <p>Set 7: Using "Because" for Reasons</p> <p>I stayed home because it was too rainy to go outside.</p> <p>He was late because he missed the bus.</p> <p>We took an umbrella because it looked like it might rain.</p> <p>She was tired because she had stayed up too late.</p>	<p>you arrive for the meeting.</p> <p>Describe the environment of the scene you want to create in your story.</p> <p>Make sure you have all your materials before we start the project.</p> <p>Consider all the options before you make a decision.</p> <p>Prepare your speech well, so you can speak clearly and confidently.</p> <p>Remember to appreciate everyone's contribution to the team.</p> <p>Check your answers carefully</p>	<p>sending water into the air.</p> <p>The brilliant scientist's discoveries changed the way we think about the universe.</p> <p>The grand palace stood in the heart of the city, a symbol of its history and power.</p> <p>The cutting-edge technology allowed for more accurate and faster results in the lab.</p> <p>The colourful murals on the wall brightened the whole room, making it feel lively.</p> <p>The strong fortress was built to last, offering protection</p>
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		<p>Orange Storybook 10: My best shirt</p> <ol style="list-style-type: none"> 1. She splashed drink on his shirt. 2. Her skirt is a bit dirty. <p>Orange Storybook 11: Look out!</p> <ol style="list-style-type: none"> 1. The mouse runs up the spout. 2. The mouse runs round the house. <p>Orange Storybook 12: Hunt the tortoise</p> <ol style="list-style-type: none"> 1. The boy has not found him in the sandpit. 2. He looked at the lunch. <p>Yellow Storybook 1: The duckchick</p>		<p>We ate dinner early because we had a meeting.</p> <p>I brought my umbrella because the weather looked bad.</p> <p>He didn't come to school because he was feeling ill.</p> <p>We went to bed early because we had a busy day ahead.</p> <p>I wore my boots because it was cold outside.</p> <p>Set 8: Sentences with Contractions</p> <p>I'm going to the park after school.</p> <p>He didn't like the movie we watched.</p> <p>We can't wait for the weekend.</p>	<p>I didn't go swimming because the water was too cold.</p> <p>He smiled because he was happy to see his friend.</p> <p>They didn't go to the park because it was too windy.</p> <p>We had to leave early because we had a meeting.</p> <p>I wore my boots because it was snowing.</p> <p>We stayed inside because the weather was bad.</p> <p>Set 8: Contractions</p> <p>I didn't see the email you sent.</p> <p>She isn't going to the party tonight.</p>	<p>to avoid any mistakes.</p> <p>Complete your assignment on time to avoid delays.</p> <p>Keep the workspace tidy and organised during the activity.</p> <p>Take a break if you're feeling tired; it will help you focus better.</p> <p>Set 6: Adverbs of Manner</p> <p>The team worked hard to finish the task before the deadline.</p> <p>She spoke clearly, making sure everyone understood the instructions.</p> <p>He answered the questions</p>	<p>from invaders for centuries.</p> <p>The twinkling stars shone brightly in the clear night sky, creating a peaceful atmosphere.</p> <p>Set 5: Imperative Sentences with Balanced Vocabulary</p> <p>Review the report carefully before presenting your findings to the group.</p> <p>Think carefully about your options before making such an important decision.</p> <p>Support your argument with relevant examples</p>
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		<p>1. Things began to go wrong in the spring.</p> <p>2. The duckchick flapped his long wings.</p> <p>Yellow Storybook 2: Off sick</p> <p>1. Mum said I cannot go swimming with Dad and Sam today.</p> <p>2. Tomorrow you can have sweets and pick a film from the shop.</p> <p>Yellow Storybook 3: Tom Thumb</p> <p>1. He skipped with the insects.</p> <p>2. Get me out of this fish!</p>		<p>She isn't feeling well today.</p> <p>I don't understand this question.</p> <p>We haven't finished our lunch yet.</p> <p>They won't be coming to the party.</p> <p>It's too late to go to the store now.</p> <p>Set 9: Sentences with "If" and "Then"</p> <p>If you finish your homework, you can play.</p> <p>If it rains tomorrow, we'll stay indoors.</p> <p>If you study hard, you will pass the test.</p>	<p>We can't wait to see the new movie.</p> <p>He doesn't like chocolate cake.</p> <p>I won't be able to join you for dinner.</p> <p>We haven't finished our project yet.</p> <p>She isn't feeling well today.</p> <p>I didn't know it was your birthday.</p> <p>They won't be able to play outside today.</p> <p>It's going to be sunny this afternoon.</p> <p>Set 9: Using "If" and "Then"</p> <p>If it rains tomorrow, we will stay indoors.</p>	<p>confidently, knowing he had prepared well.</p> <p>The children worked together, making the project more enjoyable.</p> <p>She smiled kindly, offering to help anyone who needed it.</p> <p>They listened carefully to the teacher's advice before starting.</p> <p>The students performed bravely in the play, despite their nerves.</p> <p>He walked slowly across the field, taking in the view.</p> <p>The dog ran happily through the park, wagging its tail.</p>	<p>to make it more convincing.</p> <p>Clear up any misunderstandings before continuing with the project.</p> <p>Take on the challenge, and do your best to succeed.</p> <p>Summarize the most important points of the presentation to help the audience understand quickly.</p> <p>Stay positive, even when things seem difficult, and continue pushing forward.</p> <p>Consider the long-term effects before making any</p>
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Yellow Storybook 4: The gingerbread man

1. He jumped out of the tin.
2. He stopped running and looked at the fox.

Yellow Storybook 5: Robin Hood

1. Let me get past!
2. Put the arrow back and get a stick.

Yellow Storybook 6: Lost

1. Will you let the kittens stay with me when you go on holiday?
2. The kitten is happy and playful.

Yellow Storybook 7: Do we have to keep it?

If we leave now, we will catch the bus.

If I had a bike, I would ride to school.

If we wait here, they will come back soon.

Set 10: More Compound Sentences

I want to play outside, but I need to finish my homework first.

We can go to the cinema, or we can watch a movie at home.

She loves reading, but her brother prefers playing video games.

If I finish my homework, I can go out to play.

If we hurry, we can catch the bus.

If you eat all your vegetables, you can have dessert.

If you study hard, you will pass the test.

If it's too cold outside, we will stay inside.

If you finish the puzzle, you can play with the toys.

If you need help, just ask me.

If we leave now, we will be on time.

If you don't have lunch, you can eat in the canteen.

The teacher spoke calmly, even though the students were noisy.

Set 7: Using "Because"

I stayed home because I had a cold and didn't want to get anyone else sick.

He passed the exam because he studied every night for the past week.

She missed the meeting because she was running late.

We didn't go swimming because the pool was too cold.

They didn't finish their work because

drastic changes to the plan.

Check the progress of the team before moving on to the next task.

Organize the materials neatly to make it easier to find what you need.

Set 6: Adverbs of Manner with Balanced Vocabulary

The team worked diligently to ensure the project was completed on time.

She spoke persuasively, convincing everyone to support her ideas.

He explained the concept clearly,

		<p>1. Mum dumps the baby on my knee.</p> <p>2. I have got a funny feeling that I will miss him.</p> <p>Yellow Storybook 8: Danny and the Bump-a-lump</p> <p>1. Is it there in the daylight, or just in the night?</p> <p>2. Tell it to go away!</p> <p>Yellow Storybook 9: Grow your own radishes</p> <p>1. Plant the seeds in a narrow window box and put them in the sun.</p> <p>2. Keep the compost damp and watch the seeds grow.</p>		<p>I like to swim, and my sister likes to play volleyball.</p> <p>We can have cake for dessert, or we can have fruit.</p> <p>It was hot outside, so we decided to go swimming.</p> <p>He didn't have his lunch, but he borrowed a sandwich from a friend.</p> <p>Set II: Using "Too" and "Very"</p> <p>The test was too hard for me to complete.</p> <p>The cake was very sweet and delicious.</p> <p>The movie was too long for me to sit through.</p>	<p><u>Set 10: Using "Too" and "Very"</u></p> <p>The movie was too long for me to watch.</p> <p>The cake was very sweet and delicious.</p> <p>I am too tired to play now.</p> <p>The test was very difficult.</p> <p>This bag is too heavy for me to carry.</p> <p>The room was very hot after the heater was on.</p> <p>The book is too hard for me to read.</p> <p>She runs very fast in races.</p> <p>This dress is too small for me.</p>	<p>they were distracted by their phones.</p> <p>She felt disappointed because she didn't get the part in the play.</p> <p>I couldn't attend the event because I had another appointment.</p> <p>He was chosen for the team because he showed great skill.</p> <p>I felt tired because I didn't get enough sleep last night.</p> <p>She was excited because she was going to visit her grandmother.</p> <p>Set 8: Contractions</p>	<p>making it easy for everyone to understand.</p> <p>The runner moved quickly, crossing the finish line in first place.</p> <p>She answered the question thoughtfully, considering all aspects before responding.</p> <p>The dancers moved gracefully, capturing the audience's attention with their performance.</p> <p>The researchers worked carefully to ensure the results were accurate.</p> <p>The musician played beautifully,</p>
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		<p>Yellow Storybook 10: The foolish witch</p> <p>1. They slept on soft beds with smooth satin sheets.</p> <p>2. Stay there until you are good and fat.</p> <p>Blue Storybook 1: Barker</p> <p>1. The dog picked up the food and started running away.</p> <p>2. He started barking when we were all asleep one night.</p> <p>Blue Storybook 2: The poor goose</p> <p>1. Run from the farmyard to the barn.</p>		<p>She spoke very loudly during the presentation.</p> <p>The toy was too expensive to buy.</p> <p>The car is very fast and fun to drive.</p> <p>Set 12: More Expanded Noun Phrases</p> <p>The green ball bounced across the floor.</p> <p>I found a shiny coin in the garden.</p> <p>The large dog ran past us quickly.</p> <p>She wore her new shoes to the party.</p> <p>We saw a beautiful bird in the tree.</p>	<p>The weather is very nice today.</p> <p>Set 11: Expanded Noun Phrases</p> <p>The bright star shone in the night sky.</p> <p>We saw a large elephant at the zoo.</p> <p>The old book was filled with interesting stories.</p> <p>The soft pillow helped me sleep better.</p> <p>The red ball bounced across the floor.</p> <p>I found a shiny coin on the ground.</p> <p>She wore a beautiful dress to the party.</p>	<p>I didn't realise the meeting was scheduled for today.</p> <p>We weren't able to attend the event because of other commitments.</p> <p>She couldn't believe the news when she heard it.</p> <p>They haven't finished the report yet, but they are working on it.</p> <p>I shouldn't have left my homework at school.</p> <p>We won't be able to join you for dinner this evening.</p> <p>I can't wait to go on the school trip next week.</p>	<p>leaving the audience in awe.</p> <p>The speaker delivered his speech enthusiastically, inspiring the crowd to take action.</p> <p>He completed the puzzle carefully, making sure each piece fit into place.</p> <p>Set 7: Using "Because" for Clear Explanations</p> <p>She couldn't attend the meeting because she had another commitment.</p> <p>He succeeded because of his hard work and determination.</p> <p>The match was postponed because</p>
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		<p>2. I am the smartest animal, said the dog.</p> <p>Blue Storybook 3: Hairy fairy</p> <p>1. How can I be a good fairy when I'm so hairy?</p> <p>2. Stop frightening the children, she said.</p> <p>Blue Storybook 4: King of the birds</p> <p>1. The wild birds whirled off to their important meeting.</p> <p>2. Who will they choose to be king of the birds?</p> <p>Blue Storybook 5: Our house</p> <p>1. Boulder pounced on the sandwich</p>		<p>He showed me his colourful painting.</p> <p>Set 13: Using "When" for Time</p> <p>When it's sunny, I like to play outside.</p> <p>When we get home, we'll have dinner.</p> <p>When you finish your work, we can go for a walk.</p> <p>When we arrived, the show had already started.</p> <p>When I was younger, I used to play in the park.</p> <p>Set 14: More Sentences with Common Exception Words</p>	<p>The green frog jumped into the pond.</p>	<p>She doesn't like to eat vegetables, but she knows they're good for her.</p> <p>We haven't seen him today, so let's check on him.</p> <p>He wouldn't accept help even though he clearly needed it.</p> <p>Set 9: Using "If" and "Then"</p> <p>If you finish your homework, then you can play outside.</p> <p>If it rains, then we'll have to move the event indoors.</p> <p>If you study every day, then your grades will improve.</p> <p>If we follow the plan, then we</p>	<p>the weather was too dangerous.</p> <p>They decided to leave early because they had a long journey ahead.</p> <p>The team celebrated because they had won the championship.</p> <p>She was promoted because of her exceptional performance over the past year.</p> <p>I stayed home because I had too much work to catch up on.</p> <p>The decision was made because the data supported it strongly.</p> <p>We stayed inside because it was too cold to be outside.</p>
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		<p>when it fell to the ground.</p> <p>2. I stuffed most of the little sweets into my mouth.</p> <p>Blue Storybook 6: The jar of oil</p> <p>1. I will sell it, the man said to his little yellow dog.</p> <p>2. We will marry and live together in a grand house.</p> <p>Blue Storybook 7: Jades party</p> <p>1. We raced along the pavement to the place where the bus stopped.</p> <p>2. Take this shopping back to the shop and pick up the right bag.</p> <p>Blue Storybook 8: Jellybean</p>		<p>I remember what happened yesterday.</p> <p>I was surprised by the news.</p> <p>We walked through the park to get to the museum.</p>		<p>should be finished by lunchtime.</p> <p>If you want to join the club, then you need to sign up by Friday.</p> <p>If we all help, then the project will be done much faster.</p> <p>If you bring your materials, then we can start immediately.</p> <p>If the team wins, then we'll celebrate with a party.</p> <p>If you're tired, then it's okay to take a break.</p> <p>If you need any help, then feel free to ask me.</p> <p>Set 10: Using "Too" and "Very"</p> <p>The homework was too difficult for</p>	<p>They celebrated because their efforts had finally paid off.</p> <p>Set 8: Contractions with Clear Vocabulary</p> <p>I shouldn't have missed the meeting yesterday.</p> <p>They won't be able to join us for the dinner tonight.</p> <p>We couldn't finish the project in time because it was too difficult.</p> <p>He wouldn't accept the offer, even though it was generous.</p> <p>I haven't reviewed the final draft yet, but I'll do it soon.</p>
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1. Please can I have a horse for a pet?

2. The sheep bleated all night so it had to leave.

**Blue Storybook 9:
A box full of light**

1. What do you think is inside the box?

2. Lets hide behind this for a while, said Fox with a smile.

**Blue Storybook 10:
The hole in the hill**

1. Give me five bags of gold!

2. Everybody wrote a note asking for the children to come home.

me to finish in one evening.

The results were very unexpected, considering the weather conditions.

The test was too challenging, but I managed to finish it.

The weather is very cold today, so I'll wear a thick jacket.

The story was too long for one sitting, so I took a break.

Her explanation was very clear, so everyone understood what to do.

The movie was too scary for me, so I

They didn't understand the full scope of the project until it was too late.

She can't attend the event because she's out of town.

We haven't finished all the preparations yet, but we're almost done.

He shouldn't have acted so hastily without thinking of the consequences.

We won't have enough time if we don't start the task soon.

Set 9: Using "If" and "Then" for Clear Connections

If we work together, then we

					<p>watched it with a friend.</p> <p>The question was very difficult, but I managed to answer it.</p> <p>The concert was too loud for me, but I had a good time anyway.</p> <p>The task was very important, so I paid extra attention to the details.</p> <p>Set II: Expanded Noun Phrases</p> <p>The bright yellow flowers brightened up the room.</p> <p>The ancient ruins stood silent in the middle of the desert.</p> <p>The heavy rain soaked us</p>	<p>can complete the project on time.</p> <p>If you finish early, then you can help the others with their tasks.</p> <p>If the results are promising, then we can proceed to the next step.</p> <p>If the weather improves, then we'll go outside for a walk.</p> <p>If the proposal is accepted, then we can start planning immediately.</p> <p>If you don't complete your homework, then you'll need to make it up later.</p> <p>If you practice every day, then</p>
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						<p>completely on our walk home.</p> <p>The friendly dog wagged its tail when we approached.</p> <p>The shiny coins clinked together in his hand.</p> <p>The delicious aroma of freshly baked bread filled the room.</p> <p>The peaceful river flowed gently through the valley.</p> <p>The huge elephant stood still, watching the visitors at the zoo.</p>	<p>your skills will improve over time.</p> <p>If the plan is approved, then we'll move forward with the project.</p> <p>If you take your time, then you can do a better job.</p> <p>If you need help, then please ask before you get stuck.</p> <p>Set 10: Using "Too" and "Very" for Emphasis</p> <p>The task was too complicated for me to finish without help.</p> <p>The problem was very challenging, but we were able to solve it in the end.</p>
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							<p>The results were too uncertain to make any final decisions yet.</p> <p>The delay was very frustrating, as it pushed back the entire schedule.</p> <p>The project was too difficult, but we still managed to complete it.</p> <p>The research findings were very helpful, guiding the team toward a better solution.</p> <p>The conditions were too harsh to continue working outside.</p> <p>The movie was very entertaining, and everyone</p>
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							<p>enjoyed it from start to finish.</p> <p>The calculations were too precise, with no room for mistakes.</p> <p>The event was very successful, and everyone was pleased with how it turned out.</p>
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