



## English Long-Term Planning - Two -year cycle




### RED Year – Key Stage One

Year 1/2	Autumn Term	Spring Term	Summer Term
<b style="color: red;">English</b>  <b style="color: red;">Cycle B</b> <b style="color: red;">Year 1/2</b>	<p><b><u>Autumn 1 - Fiction Adventure</u></b> Lost and Found by Oliver Jeffers</p> <p><b>Writing outcome:</b> To write an adventure story based on the structure of 'Lost and Found' with a new animal. Greater depth writing outcome: To write an adventure story based on the structure of 'Lost and Found' with two new characters and details about the setting.</p> <p><b>Yr1</b></p> <ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe a new animal character</li> <li>• Include and describe the setting (new setting for greater depth)</li> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul> <p><b>Yr 1 Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Combine words to make sentences</li> <li>• Leave spaces between words</li> <li>• Begin to use capital letters and full stops</li> <li>• Use capital letters for names of people and the personal pronoun 'I'</li> </ul> <p><b>Yr2:</b></p> <ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> <li>• Sequence of events</li> <li>• Section story into beginning, middle and end</li> <li>• Use 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul>	<p><b><u>Spring 1 - Fiction Journey</u></b> The Lion Inside by Rachel Bright &amp; Jim Field</p> <p><b>Writing outcome:</b> To write a story about a small animal (mouse) who befriends a large animal in the African savannah. Greater depth writing outcome: To write a story about a small animal who befriends a large animal in the African savannah, including two new animals (small animal and large animal)</p> <p><b>Yr1</b></p> <ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe new characters</li> <li>• Include and describe the setting</li> <li>• Write simple sentences in sequence (link ideas with pronouns) Include a beginning, middle and end</li> </ul> <p><b>Yr 1 Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks</li> <li>• Join words and clauses using and</li> <li>• Some accurate use of the prefix un-</li> <li>• Add suffixes where no change is needed to the root of the word e.g. -ed,-ing, -er, -est</li> </ul> <p><b>Yr2:</b></p> <ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> </ul>	<p><b><u>Summer 1 - Fiction Fantasy</u></b> Toys in Space by Mini Grey</p> <p><b>Writing outcome:</b> To write a fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story. Greater depth writing outcome: To write a fantasy story about some toys who are taken onto a spaceship. They will be changing some of the characters and the settings in the story</p> <p><b>Yr1</b></p> <ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe characters</li> <li>• Include and describe the setting</li> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul> <p><b>Yr 1 Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est</li> <li>• Change the meaning of verbs and adjectives by adding the prefix un</li> </ul> <p><b>Yr2:</b></p> <ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> </ul>

	<p><b>Year 2 Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Use subordination (because) and co-ordination (and)</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Use punctuation correctly -full stops, capital letters</li> </ul> <p><b>Autumn 2 - Recount - Diary</b> Nibbles the Book Monster by Emma Yarlett</p> <p><b>Writing outcome:</b> To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story Greater depth writing outcome: To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story.To add a new adventure based on a previous text i.e. Lost and Found, Naughty Bus, The Gingerbread Man</p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Use some simple description</li> <li>• Write in 1st person based on experiences</li> <li>• Write in past tense</li> <li>• Begin to link events using and Write events in order</li> <li>• Open with Dear Diary</li> </ul> <p><b>Yr 1 Grammar and punctuation::</b></p> <ul style="list-style-type: none"> <li>• Join words using and</li> <li>• Punctuate sentences using a capital letter and a full stop</li> <li>• Use capital letters for names of people</li> <li>• Sequence sentences to form short narratives (link ideas or event by pronoun)</li> <li>• Opportunity to apply word skills:</li> <li>• Spell words containing phonemes already taught</li> <li>• Use plural noun suffixes –s and -es</li> </ul> <p><b>Yr2:</b></p> <ul style="list-style-type: none"> <li>• Include detail and description to inform the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Use past tense consistently and correctly</li> <li>• Write in 3rd person</li> <li>• Sequence of events with beginning, middle and end</li> </ul> <p><b>Year 2 Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Write sentences with different forms: statement, question, exclamation, command</li> <li>• Use subordination (apply because, introduce when)</li> <li>• Use present and past tenses correctly and consistently (some progressive)</li> <li>• Use punctuation correctly -exclamation marks, question marks</li> </ul> <p><b>Spring 2 - Fiction Adventure</b> The Curious Case of the Missing Mammoth by Ellie Hattie &amp; Karl James Mountford</p> <p><b>Writing outcome:</b> To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character Greater depth writing outcome: To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character and setting</p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe a character</li> <li>• Include and describe the setting (new setting for greater depth)</li> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul> <p><b>Yr 1 Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes where no change is needed to the root of the word e.g. -ed,-ing, -er, -est</li> </ul> <p><b>Yr2:</b></p> <ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence of events</li> <li>• Section story into beginning, middle and end</li> <li>• Use 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul> <p><b>Year 2 Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Use subordination (if, that)</li> <li>• Add -er and -est to adjectives</li> <li>• Use homophones and near homophones</li> <li>• Use punctuation correctly– apostrophes for contracted forms</li> </ul> <p><b>Summer 2 - Traditional and Non-Chronological</b> Goldilocks and Just the One Bear by Leigh Hodgkinson</p> <p><b>Writing outcome:</b> To write a new version of the story with a new character or new setting <b>Greater depth writing outcome:</b> To write a new version of the story with a new character and a new setting</p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Story language</li> <li>• Simple description for character and setting</li> <li>• Sequence of events</li> <li>• Include a beginning, middle and end</li> <li>• Past tense</li> </ul> <p><b>Yr 1 Grammar and punctuation :</b></p> <ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Use simple description</li> <li>• Sequence sentences to form short narratives (link ideas or events by pronouns)</li> <li>• Use a capital letter for places and days of the week</li> <li>• Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</li> </ul> <p><b>Yr2:</b></p> <ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> <li>• Sequence of events</li> <li>• Section story into beginning, middle and end</li> </ul>
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	<ul style="list-style-type: none"> <li>• Write in 1st person</li> <li>• Use consistent past tense</li> <li>• Order events with adverbs of time</li> <li>• Include personal comments and own viewpoint</li> <li>• Set the scene with a clear opening and establish the context</li> <li>• Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!</li> </ul> <p><b>Yr 2 Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Use co-ordination (but, or)</li> <li>• Add -ly to turn adjectives into adverbs</li> <li>• Use commas to separate items in a list</li> </ul> <p><b>Poetry</b>  <i>There are no such things as Monsters!!</i> by Roger Stevens from Off by Heart by Roger Stevens</p> <p><b>Writing outcome:</b> To create and describe new monsters to add to the model poem</p> <p><b>Greater depth writing outcome:</b> To create and describe new monsters to write own version of the poem (including elements of rhyme)</p> <ul style="list-style-type: none"> <li>• Create imaginative ideas</li> <li>• List words and phrases</li> <li>• Use simple language patterns e.g. repetition and rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Create and describe settings</li> <li>• Use past tense consistently and correctly</li> <li>• Write in 3rd person</li> <li>• Sequence of events with beginning, middle and end</li> </ul> <p><b>Yr 2 Grammar and punctuation):</b></p> <ul style="list-style-type: none"> <li>• Use present and past tenses correctly and consistently</li> <li>• Use the progressive form of verbs in the present and past tense</li> <li>• Use subordination (apply because, when; introduce that)</li> <li>• Use punctuation correctly -apostrophes for the possessive (singular)</li> </ul> <p><b>Poetry</b>  At the Zoo by W M Thackeray from Off by Heart by Roger Stevens</p> <p><b>Writing outcome:</b> Add their own items to a list poem about a visit to a museum</p> <p><b>Greater depth writing outcome:</b> Write a list poem of their own about a visit to a museum including elements of rhyme with the option to use own opening and closing lines</p> <ul style="list-style-type: none"> <li>• Play with words e.g. <i>onomatopoeia, rhyme</i></li> <li>• List words and phrases</li> <li>• Use simple language patterns e.g. repetition and rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Use 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul> <p><b>Year 2 Grammar and punctuation :</b></p> <ul style="list-style-type: none"> <li>• Use present and past tenses correctly and consistently including the progressive form</li> <li>• Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Add suffixes to spell longer words e.g -ment,- ful</li> </ul> <p><b>Poetry</b>  Poetry Fruit Salad  From 'I am the seed that grew the tree' by Fiona Waters</p> <p><b>Writing outcome:</b> Write a poem about fruit using senses vocabulary in a shape and join with others to make a 'fruit salad' poetry sequence.</p> <p><b>Greater depth writing outcome:</b> Write a shape poem or two as above with own choice of fruit and combine with a partner's poems to make their own 'fruit salad'.</p> <ul style="list-style-type: none"> <li>• Play with words e.g. <i>onomatopoeia, rhyme</i></li> <li>• Describe using the senses</li> <li>• Create imaginative ideas</li> </ul>
<p><b>Y1 Phonics</b></p>  <p>Bug Club Phonics</p>	<p>Revise Phase 3 with Phase 4 words</p> <p>Phase 5 Units 13-15</p>	<p>Phase 5 Units 17-19</p> <p>Phase 5 Units 20-23</p>	<p>Phase 5 Units 24- 30</p> <p>Phase 5 Revision of all</p>
<p><b>Y2 Spelling</b></p> 	<p>Stage 2</p> <p>Steps 1 to 12</p>	<p>Stage 2</p> <p>Steps 13 to 24</p>	<p>Stage 2</p> <p>Steps 25 to 36</p>
<p><b>Year 2</b></p>	<p><b>Reading Comprehension</b></p>	<p><b>Reading Comprehension</b></p>	<p><b>Reading Comprehension</b></p>

<b>Reading</b> <b>VIPERS</b>	Brilliant Publications - Fiction and Poetry Year 1 (Autumn 1) Brilliant Publications - Fiction and Poetry Year 1 (Autumn 2)	Brilliant Publications - Non-fiction Year 2	Brilliant Publications - Fiction and Poetry and Non fiction Year 2
<b>Handwriting</b> 	<a href="http://www.letterjoin.co.uk">www.letterjoin.co.uk</a> Year 1: Module 2 Print to Cursive      Year 2: Module 3 Starting Cursive		

## English Long-Term Planning - Two -year cycle

### BLUE Year Key Stage One

Year 1/2	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>English</b></p> <p style="text-align: center;"><b>Cycle A</b></p> <p style="text-align: center;"><b>Year 1/2</b></p>	<div style="text-align: center;"> </div> <p><b>Autumn 1 - Fiction</b>  <b>Troll Swap</b> by Leigh Hodgkinson  <b>Writing outcome:</b> To write a story based upon the model text using the pupils' ideas for characters            Greater depth writing outcome: To write a story about any two contrasting characters who swap places</p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe a new animal character</li> <li>• Include and describe the setting (new setting for greater depth)</li> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul> <p><b>Yr 1 Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Combine words to make sentences</li> <li>• Leave spaces between words</li> <li>• Begin to use capital letters and full stops</li> <li>• Use capital letters for names of people and the personal pronoun 'I'</li> </ul> <p><b>Yr2:</b></p> <ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> </ul>	<div style="text-align: center;"> </div> <p><b>Spring 1 - Fiction Adventure</b>  <b>The Dragon Machine</b> by Helen Ward  <b>Writing outcome:</b> To write a story based upon the model text using own ideas for a change of character and machine            Greater depth writing outcome: To write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story</p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe a character</li> <li>• Include and describe the setting</li> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul> <p><b>Yr 1 Grammar and punctuation :</b></p> <ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul> <p><b>Yr2</b></p> <ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> <li>• Use past tense consistently and correctly</li> <li>• Write in 3rd person</li> <li>• Sequence of events with beginning, middle and end</li> </ul> <p><b>Year 2 Grammar and punctuation:</b></p>	<div style="text-align: center;"> </div> <p><b>Summer 1 - Letter</b>  <b>The Last Wolf</b> by Mini Grey  <b>Writing outcome:</b> To write a letter in role persuading characters to save the trees            Greater depth writing outcome: To write a letter as themselves persuading local people to save the trees</p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Write in 1st person</li> <li>• Write simple sentences in sequence</li> <li>• Begin to link events using and</li> <li>• Use simple openings and closings e.g. dear, from</li> </ul> <p><b>Yr 1 Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Change the meaning of verbs and adjectives by adding prefix un</li> </ul> <p><b>Yr2:</b></p> <ul style="list-style-type: none"> <li>• Include detail and description to inform the reader</li> <li>• Use a range of sentence forms to address the reader</li> <li>• Write in 1st person</li> <li>• Include personal comments and own viewpoint</li> </ul>

- Sequence of events
- Section story into beginning, middle and end
- Use 3rd person consistently
- Use tenses appropriately

**Year 2 Grammar and punctuation**

- Use subordination (because) and co-ordination (and)
- Use expanded noun phrases to describe and specify
- Use punctuation correctly -full stops, capital letters

**Autumn 2 - Report Non-Chronological**

The Owl who Was Afraid of the Dark by Jill Tomlinson

**Writing outcome:** To write a fact sheet about owls using information gathered from the text

Greater depth writing outcome:

To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used

**Year 1:**

- Write simple sentences linked to the topic
- Write in the present tense
- Link ideas through subject or pronoun e.g. Bats are black. They fly at night
- **Yr 1 Grammar and punctuation:**
- Use plural noun suffixes -s and -es
- Punctuate sentences using a capital letter and a full stop
- Join words using and

**Yr2:**

- Specific vocabulary linked to the topic
- Clear and precise description
- Present tense
- Title
- Sub-Headings
- Introduction

- Write sentences with different forms: statement, question, exclamation, command
- Use subordination (apply because, introduce when)
- Use present and past tenses correctly and consistently (some progressive)
- Use punctuation correctly - exclamation marks, question marks

**Spring 2 - Recount Diary**

Major Glad, Major Dizzy by Jan Oke

**Writing outcome:** Writing outcome: To write a recount of historical events from the text from Major Glad's point of view

Greater depth writing outcome: Include in the diary how Major Dizzy felt. What did Major Glad notice about him?

**Year 1:**

- Use some simple description
- Write in 1st person based on experiences
- Write in past tense
- Begin to link events using and
- Write events in order
- Open with Dear Diary
- **Yr 1 Grammar and punctuation):**
- Join words and clauses using and
- Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Add suffixes where no change is needed to the root of the word e.g. -ed,-ing, -er, -est

**Yr2:**

- Include detail and description to inform the reader
- Write in 1st person
- Use consistent past tense
- Order events with adverbs of time
- Include personal comments and own viewpoint

- Use openings and closings e.g. dear, opening statement to state why we are writing, from

**Year 2 Grammar and punctuation (Mastery Keys):**

- Use subordination (if, that)
- Add -er and -est to adjectives
- Use homophones and near homophones
- Use punctuation correctly– apostrophes for contracted forms

**Summer 2 - Fiction Moral**

Grandad's Secret Giant by David Litchfield

**Writing outcome:** To write own version of the story with a focus on morals and acceptance of others

Greater depth writing outcome: To write own version of the story including the point of view of the giant character

**Year 1:**


- Story language
- Simple description for character and setting
- Sequence of events
- Include a beginning, middle and end
- Past tense

**Yr 1 Grammar and punctuation:**

- Join words and clauses using and
- Use simple description
- Use a capital letter for places and days of the week
- Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

**Yr2:**

- Use phrases from story language
- Create and describe characters
- Create and describe settings
- Sequence of events
- Section story into beginning, middle and end
- Use 3rd person consistently

	<ul style="list-style-type: none"> <li>• Grouped information</li> <li>• Facts from research</li> </ul> <p><b>Yr 2 Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Use co-ordination (but, or)</li> <li>• Add -ly to turn adjectives into adverbs</li> <li>• Use commas to separate items in a list</li> <li>• Write for different purposes</li> </ul> <p><b>Poetry</b> The Owl and the pussycat by Edward Lear</p> <p><b>Writing outcome:</b> To write the first 2 verses of a new poem based on The Owl and the Pussycat Greater depth writing outcome: To write additional verses of a new poem based on The Owl and the Pussycat</p> <ul style="list-style-type: none"> <li>• Experiment with words e.g. alliteration, humour</li> <li>• Use adventurous word choices of nouns, adjectives and verbs to describe observations</li> <li>• Use structured language patterns, including simple repeating phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Set the scene with a clear opening and establish the context</li> <li>• Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!</li> </ul> <p><b>Yr 2 Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Use present and past tenses correctly and consistently</li> <li>• Use the progressive form of verbs in the present and past tense</li> <li>• Use subordination (apply because, when; introduce that)</li> <li>• Use punctuation correctly -apostrophes for the possessive (singular)</li> </ul> <p><b>Poetry</b> Night Sounds by Berlie Doherty from 'I am the seed that grew the tree' by Fiona Waters</p> <p><b>Writing outcome:</b> To write a Night Sounds poem of their own based on Berlie Doherty's version Greater depth writing outcome: To write an extended Night Sounds poem including questions and answers using their own repetitive phrases</p> <ul style="list-style-type: none"> <li>• Use adventurous word choices of nouns, adjectives and verbs to describe observations</li> <li>• Use structured language patterns, including simple repeating phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Use tenses appropriately</li> </ul> <p><b>Year 2 Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Use present and past tenses correctly and consistently including the progressive form</li> <li>• Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Add suffixes to spell longer words e.g -ment,- ful</li> </ul> <p><b>Poetry</b> Fox by Cathy Henderson From 'I am the seed that grew the tree' by Fiona Waters <b>Writing outcome:</b> Write a descriptive wildlife poem. Greater depth writing outcome: Research own animal to write a descriptive wildlife poem with an environmental message.</p> <ul style="list-style-type: none"> <li>• Use adventurous word choices of nouns, adjectives and verbs to describe observations</li> <li>• Experiment with words e.g. alliteration, humour</li> </ul>
<p><b>Year 1 Phonics</b></p>  <p>Bug Club Phonics</p>	<p>Revise Phase 3 with Phase 4 words</p> <p>Phase 5 Units 13-15</p>	<p>Phase 5 Units 17-19</p> <p>Phase 5 Units 20-23</p>	<p>Phase 5 Units 24- 30</p> <p>Phase 5 Revision of all</p>
<p><b>Year 2 Reading</b></p> <p>VIPERS</p>	<p><b>Reading Comprehension</b> Brilliant Publications - Fiction and Poetry Year 1 (Autumn 1) Brilliant Publications - Fiction and Poetry Year 1 (Autumn 2)</p>	<p><b>Reading Comprehension</b> Brilliant Publications - Non-fiction Year 2</p>	<p><b>Reading Comprehension</b> Brilliant Publications - Fiction and Poetry and Non fiction Year 2</p>

Handwriting

Letter-join 

[www.letterjoin.co.uk](http://www.letterjoin.co.uk)

Year 1: Module 2 Print to Cursive

Year 2: Module 3 Starting Cursive