**Intent**

We believe that all children have the right to become unique and ambitious writers. We provide all our children with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them now and in the future.

Our intentions are that writers in the Raleigh Hub will:

* Become motivated, resilient, and resourceful writers.
* Develop a strong thread of individual creativity in their writing.
* Understand writing for a purpose and audience.
* Have a secure skill set in spelling, punctuation, and grammar.
* Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
* Have opportunities to explore and use a rich and varied bank of vocabulary.
* Use a cursive script designed to promote fluent and neat writing.

|  |
| --- |
|  **Year 1 and 2**   |
| **Year A****Overview:** | **Let’s Build:** **Me and My Local Area** | **Let’s Build:****Inventions** | **Let’s Research:****People** | **Let’s Research:****Animals** | **Let’s Explore:****Plants** | **Let’s Explore:****Explorers** |
| **Year A** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Progression of Core Texts and Outcomes** | Transport – Our Local area  | Stella and the Seagull | The three little Pigs | Snow in the garden | This is how we do it | A First Poetry Book | Penguins | A mouse called Julian | Grow your own lettuce | The disgusting sandwich | A first book of the sea | Outdoor Wonderland |
| **Non fiction** | **Non fiction** | **Fiction** | **Non Fiction/poetry** | **Non fiction** | **Poetry**  | **Non- fiction** | **Fiction** | **Non- fiction** | **Fiction** | **Poetry** | **Non fiction** |
| **Key Outcomes:** | To write about local landmarks in a clear manner and layout. | To write a letter asking for help with an environmental issue. **Yr 2** You may wish to extend this sequence by writing a response to each other’s letters at the end. | **Y1** To write the story of The Three Little Pigs **Y2** To write the story changing some key details such as the characters and/or setting | **YR 1 and 2 Poem:** To write a poem in two stanzas on a familiar theme, e.g. winter weather or Christmas, including rhyme and rhythm**Yr 2 Instructions:** To write a set of detailed instructions for making a decoration for a festival | To add yourself to the seven children in the book and write about how you live . | To perform a poem as part of a class/group using intonation, rhythm and rhyme to entertain an audience.To write a poem using ideas from the models provided showing word choice for effect on the reader and rhythm appropriate to the particular poem. | **Y1** To write an information text about animals they have learnt about.**Y2** To write their own information text in sections about another animal/animal family that they have learnt about | **Y1** To write a version of the story with different animals.**Y2** To write a version of the story with different animals in a different setting (preferably linked to a class topic). Some children might choose a different ending for the story based on their predictions. | **Y1** To write an introduction and a set of instructions.**Y2** To write a double page spread which includes a detailed introduction and a set of instructions  | To write a story about some food that becomes more and more disgusting until it is finally eaten. | **Y1.** Write a poem about a sea creature you have learnt about **Y2.** Write a poem about a sea creature you have learnt about Write a poem about something you like or enjoy doing linked to the sea | To write a page, including an introduction that contains a set of instructions for an information book |
| **Vocabulary** | Tier 2 transferrable words identified through assessment and identified as yellow target words.Year 3 Technical vocabulary chosen and embedded through links to the wider curriculum. |
| **Links to wider curriculum** | GeographyHistory | GeographyRE | DT/Science | R.E/DT/ART | HistoryScience | Music | Science | Visit | ScienceGeography | D.T | ScienceGeographyMusic  | GeographyPSHE |
| **Independent purposeful writing outcomes** | Environmental facts ( link to RE agents of change) | Instruction writing based on materials and DT focus/ Christmas decorations | Non Chronological report on significant people – Sir Walter RaleighPenpal letters – Who am I with partner school | Fact files on contrasting animals. How to ……inc instructionsRecount write on class visit or walk based on Year B writing) | Recount– link to allotment visit or trips ( if not covered in Spring 2) Instruction writing – how to make a healthy sandwich | Poetry based on beach visits.An information page on environmental issues – letter associated with agents for change.  |
| **Overall Grammar Coverage****(See Appendix A)** | StatementsQuestionsCoordination and subordination Punctuating sentences using full stops and question marks. | Sequence sentences to maintain cohesionCapital letters for names and the pronoun IMulticlause sentences using andExclamatory sentences (if using with mixed Y1/2 class) | Capital letters for names Precise verb choices Past simple tense and present simple tense Expanded noun phrases Onomatopoeic words | Sentence types: commandsVerb choicesNoun phrases to specifyPunctuating sentences using capital letters and full stopsLanguage for detail including adverbs | Sentence types and punctuationPresent tenseApostrophe for contractionExpanded noun phrases | Expanded noun phrasesRhymeRhythmSimileAlliteration | Co-ordination (and) and subordination (if, whenSentence punctuation: capital letters, full stops, capitalisation for proper nouns and using commas in listsExpanded noun phrasesPresent simple and present progressive tense plus verb choicesPresentation and layout | Coordination and/but Past tense Verbs | Sentence types: commandsVerbsSubordinationSuffix -ly for adverbsLayout and organisation | Plurals Expanded noun phrases Use and punctuate direct speech (Y3) | Adjectives and expanded noun phrasesExclamation marksAlliterationRhyme and rhythmRefrains and repeating patternSimile | Layout and organisationContractionsSubordinationPrepositional phrases |
| **Year 1 Grammar Strands** | Combining words to make sentences ( oral)]Simple sentences and spaces between wordsPunctuating using capitals and full stops and questions | Sequence sentences to maintain cohesionCapital letters for names and the pronoun IMulticlause sentences using and | Sequence sentences to maintain cohesionCapital letters for names Verbs( choices)Multiclause sentences using and | Sequence sentences to maintain cohesionVerb choicesPunctuating sentences using capital letters and full stopsExclamations | Punctuating sentences using capital letters, full stops questions and Exclamations**Nouns** | **Nouns**RhymeRhythm | Sentence types and choiceCo-ordination Presentation and layout | Sequence sentences to maintain cohesionCoordination and/but Verbs | Sentence types - punctuationVerb choiceCommon prepositions | Sequence sentences to maintain cohesionPlurals**Nouns** | Adjectives**Nouns**Rhyme and rhythmRepeating patterns | Layout and organisationPrepositionsCoordination and/but  |
| **Greater Depth****Year 1**  | To identify a verb in the text with an action and in writing.  | To use some technical vocabulary around caring for our environment. | To use some precise verbs to describe actions. | Show how and when things should be done by using adverbials. | Use well-chosen expanded noun phrases to build a picture of your life. | To use expanded noun phrases to add detail and specify. | Punctuate most sentences accurately | Use the full range of punctuation mostly accurately. | Use suffix -ly to create adverbs to add detail to instructions. | Use a range of sentence constructions. | Use some poetical devices, e.g. alliteration | Use co-ordinating and subordinating conjunctions to link ideas together in a logical order. |
| **Year 2 Grammar Strands** | Sentences with capital letters and Punctuation with:StatementsQuestionsCoordination( yr1)Subordination | Sequence sentences to maintain cohesionCoordination and SubordinationPunctuation with:StatementsQuestionsExclamations | Past simple tense and present simple tenseExpanded nouns to describe and specify | Sentence types: commands ( exclamations)Verb choices ( commands)Noun phrases to describe and specifyLanguage for detail including. adverbs | Verbs Present and past tenseApostrophe for contraction and possessionExpanded noun phrasesLayout and organisation | Expanded noun phrasesSimileAlliteration | Commas in listsExpanded noun phrasesPresent simple and present progressive tense plus verb choicesPresentation and layout | Present simple and present progressive tense plus verb choicesCommas in listsExpanded noun phrases | Sentence types: commandsSuffix -ly for adverbsLayout and organisationCommon prepositions | Expanded noun phrases Use and punctuate direct speech (Y3)Suffix -ly for adverbs( verbs) | Expanded Noun PhrasesAlliterationRefrains and repeating patternSimile | Layout and organisationContractions and possessionSubordinationPrepositional phrases |
| **Greater Depth Year 2** | To consider the impact that the layout of the page may have on the reader. | Write a letter about an environmental issue that is personal to you. | Use a range of past tense verbs (both regular and irregular) and spell them mostly correctly. | To use adverbs to add detail to my instructions. | Extend vocabulary to be precise but ambitious. | Experiment with rhythm, rhyme or poetic form. | Choose verbs to describe precisely. | Devise an original ending for their independent story. | Use organisational devices such as headings, subheadings, numbered list or text boxes | Use speech marks when characters talk. | Write a poem with a series of memorable images for the reader by using a range of different poetical device. | Use a range of sentence types appropriately: *statements, questions, commands* |
| **Spelling****No Nonsense Spelling****Year 2** | **Block 1****Lessons**1. **15**

Phase 5 GPCs ( through Phonics Bug)Homophones sea see be beeStrategies at the point of writing – Using A GPC chart from PB Spelling JournalsUsing segmentation for learning selected wordsHomophones blue/blewStrategies at the point of writing – using the environment.Segmentation and Phase 5 GPCsStrategies at the point of writing – have a go sheetsStrategies at the point of writing – highlighting the tricky part in CEW CEW and GPCS  | **Block 1****Lessons** **16 - 30**Phase 5 GPCs including polysyllabic wordsStrategies at the point of writing – have a go sheetsProofreading using word banks for CEWStrategies for learning polysyllabic and CEWProofreading especially High F wordsHomophonesStrategies for learning words: tricky parts and Look Read Cover Write CheckHomophones learnt so farFind mind kind behind child wild climb -/i/Strategies for learning words: selected words from personal lists and this half term. | **Block 2****Lessons****1 – 15**Strategies for learning words Look Read Cover Write CheckFor CEWProof reading CEW and HFWStrategies for learning words: CEW and personal wordsPhase 5 GPCs that are not secureHomophones to too twoStrategies at the point of writing – have a go sheetsStrategies for learning words – rainbow writeSelected Phase 5 GPCsStrategies at the point of writing word sortStrategies at the point of writing – have a go sheetsStrategies at the point of writing – which one looks right?Strategies for learning words: selected topic words for this term. | **Block 2****Lessons****16 - 30**Sound spelt ge and dge at the end of words and sometimes g elsewhere in words before e i y Proof reading – using the environment and the working wall. Strategies at the point for learning words: personal lists and dge words/s/ sound spelt c before e I y Homophones : here hear one won sun sonRevise homophones so far,/n/ Sounds spelt kn and gn at the beginning of wordsStrategies for learning words: saying the word in a funny way | **Block 3****Lessons****1-15**Strategies at the point of writing – have a go sheetsTech/i/ spelt y Strategies for learning words: should would couldContractions: can’t didn’t hasn’t it’s couldn’t I’ll they’reLe at the end of words and following a consonantTeach / practice proofreadingAdding ing ed er est to words ending with consonant followed by eStrategies for learning words from this half erm – focus on polysyllable and topic words | **Block 3****Lessons****16 – 30**/i/ spelt eyNear homophones quite and quietHomophones and near homophones/r/sounds spelt wrCEW most both only For learning words: selected words form personal lists including CEW, topic words and r wordsAdding ing ed er eat and y to words of one syllable ending in a single consonant after a single vowelCEW: move prove improve should would could most both onlyStrategies at the point of writing – using a working wall | **Block 4****Lessons****1-15**/o/ spelt a after w and quStrategies for learning words: mnemonicsS segmentation and syllable clappingHomophones new and knewHomophones there their they’reAdding es to nouns and verbs ending yStrategies for learning words Look Read Cover Write Check – selected words | **Block 4****Lessons****16 - 30**The possessive apostrophe ( singular nouns)Strategies at the point of writing- using an alphabetically ordered word bankAdding suffixes: ful less lyStrategies for learning words from this half termContractions: Can’t didn’t hasn’t couldn’t I’ll they’re)Words ending tion Proof reading – dictionary skills | **Block 5****Lessons****1-15**Strategies at the point of writing – have a go sheetsThe /l/ sound spelt el at the end of wordsProof reading – using a dictionary/ word bankAdding endings ing ed er est to words ending in yStrategies at the point of writing: using analogy Strategies for learning wordsa before l and llar after wStrategies for learning words including a before l and ll and ar after w | **Block 5****Lessons****16 - 30**Suffixes ment and nessStrategies for learning words using word cards.Strategies for learning words: CEW and words from errorsOr after wThe possessive apostrophe ( singular nouns)L and al at the end of wordsStrategies for learning words: tricky parts and Look Read Cover Write Check CEW | **Block 6****Revision** **Lessons**Spellings and concepts that pupils need to secureHomophonesWords revised or learnt this weekIl at the end of words Strategies for learning words: CEWRevision  | **Block 6****Revision** **Lessons**Revision |
| Handwriting | All pupils will learn to write in print using the correct letter formation before transitioning to cursive handwriting.All Pupils will use diagonal strokes to join their writing in a legible, cursive style most of the time .All Pupils will engage in daily handwriting for at least the first half of the Autumn Term.All Pupils will have at least one implicitly taught handwriting lesson each week.All Pupils will use wider lines to support their writing.All Pupils will write with a sharp HB pencil. |

No Nonsense Grammar Strands for reference

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grammar and punctuation No Nonsense Grammar **YEAR ONE**First Teach: RedSecond Teach: YellowThird/ Repeated Teach: Green | Strand 1a 1 2 3 Simple Sentences What’s in a picture Sentence work.Hammer those verbs VerbsStop  Orally/ with an action:Full stopsCapitals | Strand 1a 4 5 Simple Sentences Silly sentences Sentence workSort it. Likes and dislikes Using and  Assess Sentence work | Strand 1b 1 2 3 Subordination and co ordination Likes and dislikes Using andPhysical sentences Using andWhat’s in  picture?Using and Orally/with an actionFull stopsCapitals | Strand 1c 1 Sentences  Playing with Sentence types   Full stopsQuestion marksExclamation marks  | Strand 2 Nouns and noun phrases  All in a name NounsPluralsGrammar goggle sNounsPlurals | Strand 2 reinforcement Strand 3 Adverbials Where is  Common prepositions - where | Strand 2  Nouns and noun phrases  Describe the object Noun phrasesUnderstanding opposites  Prefix un | Strand 4 Verbs Sort it Identifying verbsVerb bingo Identifying verbsPast and presentTense – ing ed | Strand 3 Adverbials When did. Common prepositions – when | Strand 4  Verbs Adding ed Ing and edSilly sentences Assess past and present verbs  | Recap and assess | Recap and assess |
| Grammar and punctuation No Nonsense Grammar **YEAR TWO**First Teach: RedSecond Teach: YellowThird/ Repeated Teach: Green | Strand 1b 4 5 6  Sentences Fill the slots PunctuationQuestion it Questions | Strand 1c Sentences2,3,4 Sort it Punctuation: full stops, Commands,exclamations, questions and CapitalsPhysical sentences*and, or, but* Subordinating  with physical sentences when, if, that, becauseUsing that That | Strand 2 Nouns and noun phrases Revise nouns NounsExpanding nouns Noun Phrasesand modification and commasPlaying with pronouns. Pronouns | Strand 1c 5,6,7 Sentences Do as I tell you CommandsHow tricky is this? Exclamations More exclamations Exclamations | Strand 2 Nouns and noun phrases Noun phrasesNoun phrases Determiners and commas All about apostrophe Possession and pluralsAdjective overload Noun phrasesCommasDeterminersapostrophes | Strand 2 Nouns and noun phrases   I went to the market Noun phraseAdjective comma A web of words SuffixesWord combinations Compounding | Strand 4 Verbs Hammer those verbs Past and presentWhat are you doing? Past and presentAll in agreement Present progressive verbs | Strand 3 Adverbials  How do you do?Using adverbs. Try it out. Pre modifying adverbs Advise and instruct Adverbs to add detail in instructions | Strand 3  Adverbials Collecting adverbs adverbs Adjectives to adverbs Adjectives and adverbs Transform Suffix ly/adverbPhysical sentences Using adverbs  | Strand 4 Verbs Simple to progressive Present progressiveTense sorting/ choices Tenses Assessment  | Recap and assess | Recap and assess |