**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.

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| **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** | Geography  History | | Geography  RE | DT/Science | | R.E/DT/ART | History  Science | | Music | Science | Visit | | Science  Geography | | D.T | Science  Geography  Music | Geography  PSHE |
| **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 Raleigh  Penpal letters – Who am I with partner school | | | Fact files on contrasting animals. How to ……inc instructions  Recount 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)** | Statements  Questions  Coordination and  subordination  Punctuating sentences using  full stops and question marks. | Sequence sentences to  maintain cohesion  Capital letters for names and  the pronoun I  Multiclause sentences using  and  Exclamatory 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: commands  Verb choices  Noun phrases to specify  Punctuating sentences using  capital letters and full stops  Language for detail including  adverbs | | Sentence types and punctuation  Present tense  Apostrophe for contraction  Expanded noun phrases | Expanded noun phrases  Rhyme  Rhythm  Simile  Alliteration | | Co-ordination (and) and  subordination (if, when  Sentence punctuation: capital  letters, full stops, capitalisation  for proper nouns and using  commas in lists  Expanded noun phrases  Present simple and present  progressive tense plus verb  choices  Presentation and layout | | Coordination and/but  Past tense Verbs | Sentence types: commands  Verbs  Subordination  Suffix -ly for adverbs  Layout and organisation | Plurals  Expanded noun phrases  Use and punctuate direct speech (Y3) | | Adjectives and expanded noun  phrases  Exclamation marks  Alliteration  Rhyme and rhythm  Refrains and repeating pattern  Simile | Layout and organisation  Contractions  Subordination  Prepositional phrases |
| **Year 1 Grammar Strands** | Combining words to make sentences ( oral)]  Simple sentences and spaces  between words  Punctuating using capitals and full stops and questions | Sequence sentences to  maintain cohesion  Capital letters for names and  the pronoun I  Multiclause sentences using  and | | Sequence sentences to  maintain cohesion  Capital letters for names  Verbs( choices)  Multiclause sentences using  and | Sequence sentences to  maintain cohesion  Verb choices  Punctuating sentences using  capital letters and full stops  Exclamations | | Punctuating sentences using  capital letters, full stops questions and  Exclamations  **Nouns** | **Nouns**  Rhyme  Rhythm | | Sentence types and choice  Co-ordination  Presentation and layout | | Sequence sentences to  maintain cohesion  Coordination and/but  Verbs | Sentence types - punctuation  Verb choice  Common prepositions | Sequence sentences to  maintain cohesion  Plurals  **Nouns** | | Adjectives  **Nouns**  Rhyme and rhythm  Repeating patterns | Layout and organisation  Prepositions  Coordination 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:  Statements  Questions  Coordination( yr1)  Subordination | Sequence sentences to  maintain cohesion  Coordination and  Subordination  Punctuation with:  Statements  Questions  Exclamations | | Past simple tense and present simple tense  Expanded nouns to describe and specify | Sentence types: commands ( exclamations)  Verb choices ( commands)  Noun phrases to describe and specify  Language for detail including.  adverbs | | Verbs Present and past tense  Apostrophe for contraction and possession  Expanded noun phrases  Layout and organisation | Expanded noun phrases  Simile  Alliteration | | Commas in lists  Expanded noun phrases  Present simple and present  progressive tense plus verb  choices  Presentation and layout | | Present simple and present  progressive tense plus verb  choices  Commas in lists  Expanded noun phrases | Sentence types: commands  Suffix -ly for adverbs  Layout and organisation  Common prepositions | Expanded noun phrases  Use and punctuate direct speech (Y3)  Suffix -ly for adverbs  ( verbs) | | Expanded Noun Phrases  Alliteration  Refrains and repeating pattern  Simile | Layout and organisation  Contractions and possession  Subordination  Prepositional 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 bee  Strategies at the point of writing – Using A GPC chart from PB Spelling Journals  Using segmentation for learning selected words  Homophones blue/blew  Strategies at the point of writing – using the environment.  Segmentation and Phase 5 GPCs  Strategies at the point of writing – have a go sheets  Strategies at the point of writing – highlighting the tricky part in CEW  CEW and GPCS | **Block 1**  **Lessons**  **16 - 30**  Phase 5 GPCs including polysyllabic words  Strategies at the point of writing – have a go sheets  Proofreading using word banks for CEW  Strategies for learning polysyllabic and CEW  Proofreading especially High F words  Homophones  Strategies for learning words: tricky parts and Look Read Cover Write Check  Homophones learnt so far  Find 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 Check  For CEW  Proof reading CEW and HFW  Strategies for learning words: CEW and personal words  Phase 5 GPCs that are not secure  Homophones to too two  Strategies at the point of writing – have a go sheets  Strategies for learning words – rainbow write  Selected Phase 5 GPCs  Strategies at the point of writing word sort  Strategies at the point of writing – have a go sheets  Strategies 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 son  Revise homophones so far,  /n/ Sounds spelt kn and gn at the beginning of words  Strategies for learning words: saying the word in a funny way | | **Block 3**  **Lessons**  **1-15**  Strategies at the point of writing – have a go sheets  Tech/i/ spelt y  Strategies for learning words: should would could  Contractions: can’t didn’t hasn’t it’s couldn’t I’ll they’re  Le at the end of words and following a consonant  Teach / practice proofreading  Adding ing ed er est to words ending with consonant followed by e  Strategies for learning words from this half erm – focus on polysyllable and topic words | **Block 3**  **Lessons**  **16 – 30**  /i/ spelt ey  Near homophones quite and quiet  Homophones and near homophones  /r/sounds spelt wr  CEW most both only  For learning words: selected words form personal lists including CEW, topic words and r words  Adding ing ed er eat and y to words of one syllable ending in a single consonant after a single vowel  CEW: move prove improve should would could most both only  Strategies at the point of writing – using a working wall | | **Block 4**  **Lessons**  **1-15**  /o/ spelt a after w and qu  Strategies for learning words: mnemonics  S segmentation and syllable clapping  Homophones new and knew  Homophones there their they’re  Adding es to nouns and verbs ending y  Strategies 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 bank  Adding suffixes: ful less ly  Strategies for learning words from this half term  Contractions: 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 sheets  The /l/ sound spelt el at the end of words  Proof reading – using a dictionary/ word bank  Adding endings ing ed er est to words ending in y  Strategies at the point of writing: using analogy Strategies for learning words  a before l and ll  ar after w  Strategies for learning words including a before l and ll and ar after w | **Block 5**  **Lessons**  **16 - 30**  Suffixes ment and ness  Strategies for learning words using word cards.  Strategies for learning words: CEW and words from errors  Or after w  The possessive apostrophe ( singular nouns)  L and al at the end of words  Strategies for learning words: tricky parts and Look Read Cover Write Check CEW | | **Block 6**  **Revision**  **Lessons**  Spellings and concepts that pupils need to secure  Homophones  Words revised or learnt this week  Il at the end of words Strategies for learning words: CEW  Revision | **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

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| Grammar and punctuation  No Nonsense Grammar  **YEAR ONE**  First Teach: Red  Second Teach: Yellow  Third/ Repeated Teach: Green | Strand 1a 1 2 3  Simple Sentences  What’s in a picture  Sentence work  .Hammer those verbs  Verbs  Stop  Orally/ with an action:  Full stops  Capitals | Strand 1a 4 5  Simple Sentences  Silly sentences  Sentence work  Sort it.  Likes and dislikes   Using and    Assess Sentence work | Strand 1b 1 2 3  Subordination and co ordination  Likes and dislikes   Using and  Physical sentences   Using and  What’s in  picture?  Using and  Orally/with an action  Full stops  Capitals | Strand 1c 1  Sentences    Playing with Sentence types  Full stops  Question marks  Exclamation marks | Strand 2  Nouns and noun phrases    All in a name  Nouns  Plurals  Grammar goggle s  Nouns  Plurals | Strand 2 reinforcement Strand 3 Adverbials  Where is  Common prepositions - where | Strand 2  Nouns and noun phrases    Describe the object  Noun phrases  Understanding opposites   Prefix un | Strand 4  Verbs  Sort it  Identifying verbs  Verb bingo  Identifying verbs  Past and present  Tense – ing ed | Strand 3  Adverbials  When did.  Common prepositions – when | Strand 4  Verbs  Adding ed  Ing and ed  Silly sentences  Assess past and present verbs | Recap and assess | Recap and assess |
| Grammar and punctuation  No Nonsense Grammar  **YEAR TWO**  First Teach: Red  Second Teach: Yellow  Third/ Repeated Teach: Green | Strand 1b 4 5 6  Sentences  Fill the slots  Punctuation  Question it  Questions | Strand 1c  Sentences2,3,4  Sort it  Punctuation: full stops,  Commands,  exclamations, questions and Capitals  Physical sentences  *and, or, but*  Subordinating  with physical sentences   when, if, that, because  Using that  That | Strand 2  Nouns and noun phrases  Revise nouns  Nouns  Expanding nouns  Noun Phrases  and modification and commas  Playing with pronouns.  Pronouns | Strand 1c 5,6,7  Sentences  Do as I tell you  Commands  How tricky is this?  Exclamations   More exclamations  Exclamations | Strand 2  Nouns and noun phrases  Noun phrases  Noun phrases  Determiners and commas  All about apostrophe  Possession and plurals  Adjective overload  Noun phrases  Commas  Determiners  apostrophes | Strand 2  Nouns and noun phrases     I went to the market  Noun phrase  Adjective comma   A web of words   Suffixes  Word combinations  Compounding | Strand 4  Verbs  Hammer those verbs  Past and present  What are you doing?  Past and present  All 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/adverb  Physical sentences  Using adverbs | Strand 4  Verbs  Simple to progressive  Present progressive  Tense sorting/ choices  Tenses   Assessment | Recap and assess | Recap and assess |