**Writing Curriculum Plan Year R,1 and 2 Year B**

**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 R, 1 and 2****Overview:** | **Let’s Explore** | **Let’s Explore** | **Let’s Experiment** | **Let’s Experiment** | **Let’s Remember** | **Let’s Remember** |
| **Year B** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Progression of Core Texts***Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.* | **The train ride** Fiction / rhyme**Key Outcome**Journey recount with a sequence of events | **Boa’s Bad Birthday**Fiction**Key Outcome**Own story | **Sam’s Sunflower**Non - fiction**Key Outcome**narrative - non ficton | **Fatou fetch the water**Fiction**Key Outcome**Patterned story in a familiar setting**How to catch a Santa** (letter writing) | **What happens when?**fiction**Key Outcome**What happens when book | **Now you know science – hot and cold**Non fiction**Key Outcome**Information book/pages | **The Slime Book**Non fiction**Key Outcome**Instructions for a recipe | **Stuck**Fiction**Key Outcome**Story in the pattern as Stuck | **Amelia Earheart Little people big dreams**Non fiction**Key Outcome**Biography | **Ellsworth Extraordinary Electric Ears**Fiction**Key Outcome**An alphabet book | **Creature Features**Non fiction**Key Outcome**Non chronologicalreport | **I love bugs**Poetry**Key Outcome**Poem |
| **Vocabulary linked to core texts ( Fill as sequence starts with vocab assessment)** | travelling(journey)staringstruttingsailingwelcoming |  | dampPatientSafeWaitWatchBurstwither | splendidwarmsmartbitterwidehandsome |  |  |  | CommotionGuessHurledFetchedFollowedFlungCurious | SoaredApproachedFamousFearlessBrave | EndlesslyDelightfullyParticularlyAmazingAlarmingCuriousCaptivated |  |  |
| **Links to Wider Curriculum** | **Geography** – Locational knowledge/ vocabulary( use loaction vocab from text) **Art** Drawing of locality | **Science/ geography** Animals/habitats | **Science** Living things and their habitatsVisit to Escot **Art** Drawing of plants | Christmas – **RE****Geography** Comparison between Uk and The Gambia**Music**Music around the world/drumsSciencePlants | **Science** Materials and investigations**Art**Different media**Pshe**Birthdays**History**Inventors | **Science** Materials and investigations/Opposites.**DT** Testing waterproof materials | **Science** Materials and their everyday uses**DT**Cooking |   | **History** – changes in living memory**pshe**Growth mindset | **History** **lives** of significant historical figures  | **History**Famous people**Science-** Humans**DT –** healthy eating / cooking | **Science** animals |
| **Independent purposeful writing outcomes** | 1.Recount from a walk around the locality.( Geography)2. My journey to school – sequence of events ( geography – location)3. Recount of visit to Escot(Science) | 1.Recount of visit to Escot(Science) 2.narrative– how to grow a…/ how to look after a ….( Science) | 1.Letter to synagogue with questions about Judaism ( H.A to visit and answer) R.E2. ‘What happens when’ book on materials. ( science) | 1. Information book/pages on materials and their properties and uses.2. Instructions for a recipe for a healthy meal | 1.Instructions for making an electrical circuit2. Biography of Bell or Edison or another famous historical figure | 1. An alphabet book on animals 2. Non Chronological report – animals/humans |
| **Guided Reading Linked Texts** |  |  |  |  |  |  |
| Grammar and punctuationNo Nonsense GrammarYear 1Year 2(Taught as a progression that builds and reinforces and is cumulative.) | Strand 1a 1 2 3Simple SentencesWhat’s in a picture.Hammer those verbsStop Strand 1b 4 5 6 SentencesPhysical sentences Subordinating with physical sentencesUsing that | Strand 1a 4 5Simple SentencesSilly sentencesSort it.Strand 1cSentences2,3,4Sort itFill the slotsQuestion it | Strand 1b 1 2 3Subordination and co ordinationLikes and dislikesPhysical sentencesWhat’s in picture?Strand 1c 5,6,7SentencesDo as I tell youHow tricky is this? More exclamation | Strand 1c 1SentencesPlaying with Sentence types Strand 2Nouns and noun phrasesRevise nounsExpanding nounsPlaying with pronouns. | Strand 2Nouns and noun phrasesAll in a nameGrammar goggle Strand 2Nouns and noun phrasesNoun phrasesAll about apostropheAdjective overload | Strand 2 Nouns and noun phrasesDescribe the objectUnderstanding oppositesStrand 2Nouns and noun phrases I went to the market A web of wordsWord combinations | Strand 2 reinforcement Strand 3 AdverbialsWhere is Strand 3 AdverbialsCollecting adverbs Adjectives to adverbs TransformPhysical sentences | Strand 3AdverbialsWhen did.Strand 3AdverbialsHow do you do?. Try it out.Advise and instruct. | Strand 4VerbsSort itVerb bingoPast and presentStrand 4VerbsHammer those verbsWhat are you doing?All in agreement | Strand 4 VerbsAdding edSilly sentencesAs Strand 4VerbsSimple to progressiveTense sorting/ choices Assessment | Recap and assess | Recap and assess |
| SpellingNo Nonsense SpellingYear 2 | Block 1Lessons 1- 15 | Block 1Lessons 16 - 30 | Block 2Lessons1 - 15 | Block 2Lessons16 - 30 | Block 3Lessons1-15 | Block 3Lessons16 - 30 | Block 4Lessons1-15 | Block 4Lessons16 - 30 | Block 5Lessons1-15 | Block 5Lessons16 - 30 | Block 6Revision Lessons | Block 6Revision Lessons |
| Handwriting | All Pupils will use diagonal strokes to join their writing in a legible, cursive style most of the time using letter join.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. |