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| **Writing Curriculum Plan Year 1 and 2 Year B** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Year B** | | **Autumn 1** | | | | | | **Autumn 2** | | | | | | **Spring 1** | | | | | | **Spring 2** | | | | | | | **Summer 1** | | | | | | **Summer 2** | | | |
| **Progression of Core Texts** | | **Text** | | | | | | | | | | | | **Text** | | | | | | | | | | | | | **Text** | | | | | | | | | |
| **EYFS** | | **People who help us** | **The Little Red Hen** | | | **Dear Zoo** | | **Brown Bear** | **The Gingerbread Man** | | | **Whatever Next** | | **How to catch a star** | **Big Book of dinosaurs** | | | **Owl Babies** | | | **Goldilocks and the three bears** | **Lost and found** | | | **Tadpole to frog** | | **Dear Dinosaur** | **Bears don’t eat egg sandwiches** | | | **Sam plants a sunflower** | | **The Ugly vegetables** | **The lighthouse keepers lunch** | | **The Big Book of Bugs** | |
| **KS1** | | **Sylvia and Bird** | | | **My Day at the Zoo** | | | **Zim Zam Zoom** | | | **How to catch Santa** | | | **Little Red Riding Hood** | | | **Now you know science – hot and cold** | | | **Mixed Up Fairy Tales** | | | | **The Slime Book** | | | **Mrs Armitage and the big wave** | | | **Creature Features** | | | **A first Poetry Book** | | **Traction Man is here** | |
| **Genre** | | **Fiction** | | | **Non fiction** | | | **Poetry** | | | **Non- fiction** | | | **Fiction** | | | **Non fiction** | | | **Fiction** | | | | **Non fiction** | | | **Fiction** | | | **Non fiction** | | | **Poetry** | | **Fiction** | |
|  | | **Key Outcome** | | | | | | | | | | | | **Key Outcome** | | | | | | | | | | | | | **Key Outcome** | | | | | | | | | |
| **Poem** | | | **Information Writing/ Recount** | | | **Narrative** | | | **Instructions** | | | **Narrative** | | | **Information writing** | | | **Narrative** | | | | **Instructions** | | | **Narrative** | | | **Information Writing** | | | Poem | | **Biography** | |
| **Key Outcome**  **Year 1** | | To write a ***short*** narrative ( or part of the narrative) about two animals/ creatures who become friends (and go on a journey.) | | | To write a short recount of a school event or trip. | | | To perform some poems as part of the class/group for an audience, using expression, intonation and rhythm appropriately. | | | To write a simple set of instructions | | | To retell and re write parts of the story ( e.g the ending) | | | To write an information page about another topic of interest. | | | To write( or orally create) their own short fairy tales in parts using as part of an whole class book of mixed up fairy tales. | | | | To write instructions for a slime recipe. | | | To write a story with some cumulative structure. | | | To write information to include in a book . | | | To perform a poem as part of a class/group using intonation, rhythm and rhyme to entertain an audience. | | To write facts about a person’s life. | |
| **Text** | | **Sylvia and Bird** | | | **My Day at the Zoo** | | | **Zim Zam Zoom** | | | **How to catch Santa** | | | Little Red Riding Hood | | | **Now you know science – hot and cold** | | | **Mixed Up Fairy Tales** | | | | **The Slime Book** | | | **Mrs Armitage and the big wave** | | | **Creature Features** | | | **A first Poetry Book** | | **Traction Man is here** | |
| **Key Outcome**  **Year 2** | | To write a narrative about two animals/ creatures who become friends and go on a journey. | | | To write a recount of a school event or trip. | | | To perform some poems as part of the class/group for an audience, using expression, intonation and rhythm appropriately.  To write their own Kenning poem based on a model from the text. Some children may also write poems based on other models. | | | To write a set of instructions.  To include questions and noun phrase captions. | | | **To re write the story of Little Red Riding Hood changing the venue and other elements of the story.** | | | To write an information page about another topic of interest including some of the layout features of the text. | | | To use their summarised fairy tale as part of the planning structure to write their own version of a known tale. | | | | To write instructions with precise detail for a slime recipe. To include an introduction about the slime. | | | To write a funny story with a cumulative structure. | | | To write an information book on a subject they are knowledgeable about. | | | To perform and poem.  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. | | Pupils to write a sequential biography of aspects | |
| **Spoken Language Coverage** | | Listen and respond appropriately to adults and their peers  Ask relevant questions to extend their understanding and knowledge  Use relevant strategies to build their vocabulary  Give well-structured descriptions, explanations and narratives for different purposes, including for  expressing feelings | | | Use relevant strategies to build their vocabulary through  Speak audibly and fluently with an increasing command of Standard English  Participate in discussions, presentations, performances, role play, improvisations and debates | | | Listen and respond appropriately to adults and their peers  Use relevant strategies to build their vocabulary  Speak audibly and fluently with an increasing command of Standard English  Gain, maintain and monitor the interest of the listener(s | | | Ask relevant questions to extend their understanding and knowledge  Use relevant strategies to build their vocabulary  Use spoken language to develop understanding speculating, hypothesising, imagining and exploring ideas | | | Listen and respond appropriately to adults and their peers  Use relevant strategies to build their vocabulary  Participate in discussions, role play | | | Ask relevant questions to extend their understanding and knowledge. | | | Listen and respond appropriately to adults and their peers  Ask relevant questions to extend their understanding and knowledge | | | | Listen and respond appropriately to adults and their peers  Ask relevant questions to extend their understanding and knowledge | | | Ask relevant questions to extend their understanding and knowledge  Use relevant strategies to build their vocabulary  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | | | Ask relevant questions to extend their understanding and knowledge  Use relevant strategies to build their vocabulary  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | | | Use relevant strategies to build their vocabulary.  Speak audibly and fluently.  Select and use appropriate registers for effective communication. | | Ask relevant questions to extend their understanding and knowledge  · Articulate and justify answers, arguments and opinions | |
| **Possible Grammar Coverage** | | Punctuating sentences – all  Expanded noun phrases  Coordination and/but/or  Subordination  Cohesion | | | Securing understanding of single clause sentences  Capital letters, full stops and exclamation marks  Capital letter for I  Coordination using and  Past simple tense  Past progressive tense  Cohesion  Adverbs for linking sentences | | | Sentences: composing orally  Performing poetry | | | Sentence types: questions, statements and commands  Punctuating sentences using capital letters, full stops, exclamation and question marks  Subordinating conjunctions  Expanded Noun phrases | | | Punctuating Performing poetry  Sentence types:  Statements  ,commands, questions, exclamations  Punctuating sentences using capital letters, full stops, exclamation and question marks  Expanded Noun phrases  Choosing verbs to add precise detail  Past tense | | | Sentences: statements and questions  Punctuating sentences using full stops and question marks  Coordination  Subordination  Present and past tense  Progressive tense | | | Different sentence types  Coordination  Subordination  Verbs – past and present tense  Expanded Noun Phrases  Cohesion | | | | Different sentence types.  Coordination and subordination  Expanded Noun phrases  Verbs ( commands)  Adverbs  Layout | | | Expanded Noun Phrases  Coordination and subordination to link phrases  Cohesion | | | Different sentence types: questions, commands  Punctuation – all  Expanded Noun Phrases  Layout | | | Rhythm and rhyme  Simile  Alliteration  Prosody | | Cohesion  Verbs: past, present and progressive  Expanded Noun Phrases | |
| **Text** | | **Sylvia and Bird** | | | **My Day at the Zoo** | | | **Zim Zam Zoom** | | | **How to catch Santa** | | | **Little Red Riding Hood** | | | **Now you know science – hot and cold** | | | **Mixed Up Fairy Tales** | | | | **The Slime Book** | | | **Mrs Armitage and the big wave** | | | **Creature Features** | | | **A first Poetry Book** | | **Traction Man is here** | |
| **Year 1 Grammar Strands** | | Simple single clause sentences with finger spaces  (Seqeunce of sentences)  Punctuation capital letters and full stops  Nouns  Adjectives to describe  Coordination and/but  Read for Sense | | | Simple single clause sentences with finger spaces  Punctuation: Capital letters and full stops  Exclamation marks  Coordination: Using and/but | | | Rhythm and rhyme  Prosody | | | Simple single sentences with finger spaces.  Questions  Punctuating sentences using capital letters, full stops, exclamation and question marks  Coordination using and to add information and link clauses.  Choice of verbs  Nouns | | | Sequence of  Sentences  Punctuation: Capital letters and full stops, exclamation  marks  Questions  Choice of verbs | | | Different sentence types  Punctuation – all  Choice of verbs  Coordination | | | Sequence of sentences  Coordination  Verbs – past and present tense  Adjectives to describe  Nouns  Read for Sense | | | | Different sentence types.  Coordination  Adjectives to describe  Nouns  Verbs ( commands) | | | Sequence of sentences  Read for Sense  Coordination  Adjectives to describe  Nouns | | | Different sentence types.  Punctuation – all  Noun Phrases  Layout | | | Rhythm and rhyme  Prosody | | Sequence of sentences (  Read for Sense | |
| **Year 1 Greater Depth** | | To write simple *and* compound sentences with capital letters and full stops. | | | To write simple *and* compound sentences with capital letters and full stops. | | | To use some poetic devices | | | Show how and when things should be done by using adverbials. | | | Punctuate most sentences accurately | | | To use some precise verbs to describe actions. | | | Use some well-chosen expanded noun phrases | | | | Use co-ordinating and subordinating conjunctions to link ideas together in a logical order. | | | Use co-ordinating and subordinating conjunctions to link ideas together in a logical order. | | | Use well-chosen expanded noun phrases | | | To use some poetic devices | | Use co-ordinating and subordinating conjunctions to link ideas together in a logical order. | |
|  | | **Sylvia and Bird** | | | **My Day at the Zoo** | | | **Zim Zam Zoom** | | | **How to catch Santa** | | | **Little Red Riding Hood** | | | **Now you know science – hot and cold** | | | **Mixed Up Fairy Tales** | | | | **The Slime Book** | | | **Mrs Armitage and the big wave** | | | **Creature Features** | | | **A first Poetry Book** | | **Traction Man is here** | |
| **Year 2 Grammar Strands** | | Expanded noun phrases  Coordination and/but/or  Subordination  Cohesion | | | Simple and Compound Sentences  Exclamations and questions  Punctuation : all  Coordination using and  Adverbs for linking sentences | | | Rhythm and rhyme  Simile  Alliteration  Prosody | | | Sentence types: All  Punctuation :all  Subordinating conjunctions  Expanded Noun phrases  Choice of verbs: Present and past tense  Adverbs | | | Simple and Compound Sentences  Punctuation : all  Subordination and  Coordination: Using and, but, or  Choice of verbs : present tense | | | Sentence types: all  Coordination  Subordination  Present and past tense  Progressive tense  Layout and presentation | | | Coordination  Subordination  Verbs – past, present and progressive tense  Expanded Noun Phrases  Cohesion | | | | Sentence types: all  Coordination  Subordination    Expanded Noun Phrases  Verbs ( commands)  Adverbs  Layout | | | Cohesion  Coordination  Subordination    Verbs: past, present and progressive  Adverbs | | | Sentence types: all  Punctuation – all  Expanded Noun Phrases  Layout | | | Rhythm and rhyme  Simile  Alliteration  Prosody | | Cohesion  Verbs: past, present and progressive  Expanded Noun Phrases | |
| **Year 2 Greater Depth** | | To use the range of punctuation mostly accurately | | | Use a range of sentence types | | | .  Experiment with rhythm, rhyme or poetic form. | | | To consider the impact that the layout of the page may have on the reader. | | | Devise an original ending for their independent story. | | | Use a range of past tense verbs (both regular and irregular) and spell them mostly correctly. | | | Choose verbs carefully using the correct tense to give precise information to the reader | | | | Use organisational devices such as headings, subheadings, numbered list or text boxes | | | Choose verbs carefully using the correct tense to give precise information to the reader | | | Accurately use a range of sentence types appropriately: *statements, questions, commands* | | | Write a poem with a series of memorable images for the reader by using a range of different poetical device. | |  | |
| **Independent purposeful writing outcomes** | | Recount from a walk around the locality.( Geography) or a school trip  . | | | | | | | | | | | | Fact file on Judaism or an animal in science | | | | | | | | | | | | |  | | | | | | | | | |
| **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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |