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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 peersAsk relevant questions to extend their understanding and knowledgeUse relevant strategies to build their vocabularyGive well-structured descriptions, explanations and narratives for different purposes, including forexpressing feelings | Use relevant strategies to build their vocabulary throughSpeak audibly and fluently with an increasing command of Standard EnglishParticipate in discussions, presentations, performances, role play, improvisations and debates | Listen and respond appropriately to adults and their peersUse relevant strategies to build their vocabularySpeak audibly and fluently with an increasing command of Standard EnglishGain, maintain and monitor the interest of the listener(s | Ask relevant questions to extend their understanding and knowledgeUse relevant strategies to build their vocabularyUse spoken language to develop understanding speculating, hypothesising, imagining and exploring ideas | Listen and respond appropriately to adults and their peersUse relevant strategies to build their vocabularyParticipate in discussions, role play | Ask relevant questions to extend their understanding and knowledge. | Listen and respond appropriately to adults and their peersAsk relevant questions to extend their understanding and knowledge | Listen and respond appropriately to adults and their peersAsk relevant questions to extend their understanding and knowledge | Ask relevant questions to extend their understanding and knowledgeUse relevant strategies to build their vocabularyUse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | Ask relevant questions to extend their understanding and knowledgeUse relevant strategies to build their vocabularyUse 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 – allExpanded noun phrasesCoordination and/but/orSubordination Cohesion | Securing understanding of single clause sentencesCapital letters, full stops and exclamation marksCapital letter for ICoordination using andPast simple tensePast progressive tenseCohesionAdverbs for linking sentences | Sentences: composing orallyPerforming poetry | Sentence types: questions, statements and commandsPunctuating sentences using capital letters, full stops, exclamation and question marksSubordinating conjunctionsExpanded Noun phrases | Punctuating Performing poetrySentence types:Statements,commands, questions, exclamationsPunctuating sentences using capital letters, full stops, exclamation and question marksExpanded Noun phrasesChoosing verbs to add precise detailPast tense | Sentences: statements and questionsPunctuating sentences using full stops and question marksCoordinationSubordinationPresent and past tenseProgressive tense | Different sentence typesCoordinationSubordinationVerbs – past and present tenseExpanded Noun PhrasesCohesion | Different sentence types.Coordination and subordinationExpanded Noun phrasesVerbs ( commands)AdverbsLayout | Expanded Noun PhrasesCoordination and subordination to link phrasesCohesion | Different sentence types: questions, commandsPunctuation – allExpanded Noun PhrasesLayout | Rhythm and rhymeSimileAlliterationProsody | CohesionVerbs: past, present and progressiveExpanded 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 stopsNouns Adjectives to describeCoordination and/butRead for Sense  |  Simple single clause sentences with finger spacesPunctuation: Capital letters and full stopsExclamation marksCoordination: Using and/but | Rhythm and rhymeProsody | Simple single sentences with finger spaces.QuestionsPunctuating sentences using capital letters, full stops, exclamation and question marksCoordination using and to add information and link clauses.Choice of verbs Nouns | Sequence of SentencesPunctuation: Capital letters and full stops, exclamationmarksQuestionsChoice of verbs | Different sentence typesPunctuation – allChoice of verbsCoordination | Sequence of sentencesCoordinationVerbs – past and present tenseAdjectives to describeNounsRead for Sense | Different sentence types.Coordination Adjectives to describeNounsVerbs ( commands) | Sequence of sentencesRead for SenseCoordinationAdjectives to describeNouns | Different sentence types.Punctuation – allNoun PhrasesLayout | Rhythm and rhymeProsody | 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 phrasesCoordination and/but/orSubordinationCohesion | Simple and Compound SentencesExclamations and questionsPunctuation : allCoordination using andAdverbs for linking sentences | Rhythm and rhymeSimileAlliterationProsody | Sentence types: AllPunctuation :allSubordinating conjunctionsExpanded Noun phrasesChoice of verbs: Present and past tenseAdverbs  | Simple and Compound SentencesPunctuation : allSubordination and Coordination: Using and, but, orChoice of verbs : present tense | Sentence types: allCoordinationSubordinationPresent and past tenseProgressive tenseLayout and presentation | CoordinationSubordinationVerbs – past, present and progressive tenseExpanded Noun PhrasesCohesion | Sentence types: allCoordinationSubordination Expanded Noun PhrasesVerbs ( commands)AdverbsLayout | CohesionCoordinationSubordination Verbs: past, present and progressiveAdverbs | Sentence types: allPunctuation – allExpanded Noun PhrasesLayout | Rhythm and rhymeSimileAlliterationProsody | CohesionVerbs: past, present and progressiveExpanded 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 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. |