

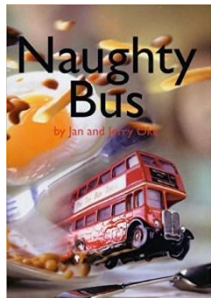
YEAR 1&2 WRITING CURRICULUM – CYCLE A

Autumn Term – Fiction/ Non-Fiction/ Poetry

AUTUMN 1

NAUGHTY BUS

By Jan Oke and
Jerry Oke
3+ weeks



MAIN WRITING

OUTCOME:

Own adventure story



OTHER WRITING

OUTCOMES:

Letters, diaries, captions,
fact file on buses



Writing Transcription

(Spelling and Handwriting)

- Using letter names to distinguish between alternative spellings of the same sound
- Apply simple spelling rules and guidance as listed in English Appendix 1.
- Forming capital letters, The days of the week and the letters of the alphabet in order

Vocabulary, Grammar & Punctuation

- How words can combine to make sentences
- Joining words and clauses using 'and'
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Introduction to capital letters, full stops, questions marks and exclamation or command sentences
- Expanded noun phrases to describe and specify, e.g. the blue butterfly
- Co-ordination (using or, and, or but)

Writing Composition

Write sentences by:

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Discussing what they have written with the teacher or the other pupils
- Reading aloud their writing clearly enough to be heard by their peers and the teacher

Develop positive attitudes towards and stamina for writing by:

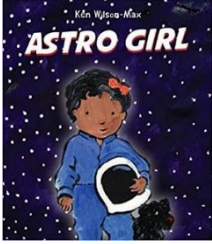



- Writing narratives about personal experiences and those of others (real and fictional) (Y2)

Consider what they are going to write before beginning by:

- Encapsulating what they want to say, sentence by sentence (Y2)

Make simple additions, revisions and corrections to their own writing by:

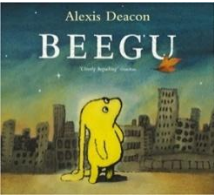



- Evaluating their writing with the teacher and other pupils (Y2)
- Reading aloud what they have written with appropriate intonation to make the meaning clear (Y2)

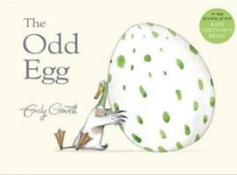

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| AUTUMN 2 | ASTRO GIRL by Ken Wilson-Max 3+ weeks  | MAIN WRITING OUTCOME: Fact file about being an astronaut  OTHER WRITING OUTCOMES: Writing in role, commands, 'how to' guides   | Writing Transcription (Spelling and Handwriting) Memory simple sentences dictated by that include words using the GPCs exception words taught so far ways of spelling phonemes for more spellings are already known, the words with each spelling, 10 common homophones rules and guidance, as listed in appendix 1 | Vocabulary, Grammar & Punctuation <ul style="list-style-type: none"> • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • How words can combine to make sentences • Joining words and joining clauses using 'and' • Sequencing sentences to form short narratives • Using adjectives to create simple noun phrases | Writing Composition Write sentences by: <ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense • Planning or saying out loud what they are going to write about (Y2) |
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| FOCUS POET  Julia Donaldson | AUTUMN Eight Tentacles Roundabout | AUTUMN - Year 1 <ul style="list-style-type: none"> • Little Rabbit Foo Foo by Michael Rosen • Each Peach Pear Plum by Janet and Allan Ahlberg | AUTUMN – Year 1 Stories with predictable and repetitive patterns. <ul style="list-style-type: none"> • This is the Bear by Helen Craig • Where's My Teddy? by Jez Alborough | AUTUMN – Year 1 Solomon Grundy by Days of the week |
| | | AUTUMN - Year 2 <ul style="list-style-type: none"> • I think Mice are Rather Nice by Rose Fyleman • The Ping Pong Song by Allan Ahlberg | AUTUMN – Year 2 Stories with predictable and repetitive patterns. <ul style="list-style-type: none"> • Commotion in The Ocean by Giles Andreae • Some dogs do by Jez Alborough | AUTUMN – Year 2 Voices of Water by Tony Mitton |

YEAR 1&2 WRITING CURRICULUM – CYCLE A

Spring Term – Fiction/ Non-Fiction/ Poetry





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| SPRING 1 | <p>BEEGU by Alexis Deacon (3+ weeks)</p>  | <p>Main Writing Outcome: Own version ‘alien’ narrative</p>  <p>Other Outcomes: Posters, guides, captions, letters, speech bubbles, retellings, short report</p>   | <p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> Apply simple spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (Y2) example, helping, helped, helper, eating, quicker, quickest] | <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> How words can combine to make sentences Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Sequencing sentences to form short narratives Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Y2 Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun | <p>Writing (Composition)</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional) (Y2) Writing poetry (Y2) Planning or saying out loud what they are going to write about (Y2) Writing down ideas and/or key words, including new vocabulary (Y2) |
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| SPRING 2 | THE ODD EGG by Emily Gravett | Main Writing Outcome: Egg-spotter's guide (non-fiction report) | Writing Transcription (Spelling and Handwriting) | Vocabulary, Grammar & Punctuation | Writing (Composition) |
| |  |  Other Writing Outcomes: short guide, thought bubbles, awards, letter, predictions, congratulations cards | <ul style="list-style-type: none"> • Words containing each of the 40+ phonemes already taught • Apply simple spelling rules and guidance, as listed in English Appendix 1 • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly (Y2) • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (Y2) • Spells almost all common exception words from KS1 • Using the prefix un- • Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] | <ul style="list-style-type: none"> • How the prefix un- changes the meaning of verbs and adjectives • How words can combine to make sentences • Joining words and joining clauses using and • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences | Write sentences by: <ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher |

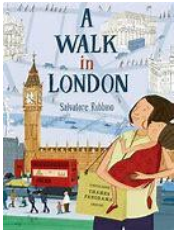
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| FOCUS POET  Julia Donaldson | SPRING I Opened A Book Shhhhhh | SPRING - Year 1 <ul style="list-style-type: none"> • Out and About by Shirley Hughes • Pirate Pete by James Carter | SPRING – Year 1 Rhymes with predictable and repetitive patterns <ul style="list-style-type: none"> • Early in the Morning (Letts Ed) • When I was One by A.A Milne | SPRING – Year 1 The Owl and The Pussy Cat by Edward Lear |
| | | SPRING - Year 2 <ul style="list-style-type: none"> • Please Mrs Butler by Allan Ahlberg • Pleasant Sounds by John Clare | SPRING – Year 2 Rhymes with predictable and repetitive patterns <ul style="list-style-type: none"> • Shoes by John Foster • There’s a hole in my Pants by John Foster | SPRING - Year 2 The Owl and The Pussy Cat by Edward Lear |

YEAR 1&2 WRITING CURRICULUM – CYCLE A

Summer Term – Fiction/ Non-Fiction/ Poetry

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| SUMMER 1 | <p>OCEAN MEETS SKY by Eric Fan & Terry Fan 3+ weeks</p>  | <p>Main Writing Outcome:</p> <p>Extended fantasy narrative</p>  | <p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> • Learning the possessive apostrophe (singular) [for example, the girl's book] • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly | <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list | <p>Writing (Composition)</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation |
| | <p>Other Writing Outcomes:</p> <p>Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue</p>   | | | | |

A WALK IN LONDON
by Salvatore Rubbino



Main Writing Outcome:

'A Walk in...' guidebook



Other Outcomes:

Instructions, persuasive poster, setting descriptions, captions,



postcards, diary entry

Writing Transcription (Spelling and Handwriting)

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- Apply spelling rules and guidance, as listed in English Appendix 1.

Vocabulary, Grammar & Punctuation

- Formation of adjectives using suffixes such as -ful, -less
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon],
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Correct choice and consistent use of present tense and past tense throughout writing
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions

Writing (Composition)

Develop positive attitudes towards and stamina for writing by:

- Writing for different purposes

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.

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| <p>FOCUS POET</p>  <p>Julia Donaldson</p> | <p>SUMMER</p> <p>Library Poem</p> <p>Nut Tree</p> | <p>SUMMER - Year 1</p> <ul style="list-style-type: none"> Yo Ho Ho! A- Pirating We'll Go! by Kate Umansky The Magic Beach by Alison Lester | <p>SUMMER – Year 1</p> <p>Playground chants, action verses and rhymes.</p> <ul style="list-style-type: none"> We want to wear our wellies by Dave Ward One, Two Buckle my Shoe by Anon | <p>SUMMER – Year 1</p> <p>Windy Nights by Robert Louis Stevenson</p> |
| | | <p>SUMMER – Year 2</p> <ul style="list-style-type: none"> 10 Things Found in a Wizard's Pocket by Ian McMillan Bed in Summer by R.L. Stevenson (Classic) | <p>SUMMER – Year 2</p> <p>Playground chants, action verses and rhymes.</p> <ul style="list-style-type: none"> The Bug Chant by Tony Mitton I've Got a Ball of Pastry By Julia Donaldson | <p>SUMMER – Year 2</p> <p>Question Time By Julia Donaldson</p> |