

Writing

Autumn Term

Year One

Learning Links		
Prior learning (EYFS)	Learning Objectives Y1	Where next? (Y1 Spring Term)
<ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Form lower case and capital letters correctly. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> Say out loud what they are going to write about. Compose a sentence orally before writing it. Continue to write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Continue to write simple phrases and sentences that can be read by others. Discuss what they have written with the teacher or other pupils. Use adjectives to describe. Start to engage readers by using adjectives to describe. Use simple sentence structures. Use capital letters for names, places, the days of the week and the personal pronoun 'I'. Use finger spaces Use full stops to end sentences. Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. Sit correctly at a table, holding a pencil comfortably and correctly. Read words that they have spelt. Take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes 	<ul style="list-style-type: none"> Continue with LO's from Autumn Term plus Sequence sentences to form short narratives. Read their writing aloud clearly enough to be heard by their peers and the teacher Use the joining word (conjunction) 'and' to link ideas and sentences. Use -s and -es to form regular plurals correctly. Use the prefix 'un-' accurately. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Key Knowledge		Key Skills
<ul style="list-style-type: none"> Our phonics help us spell unfamiliar words. Letters can be written as lowercase letters or capital letters. Character descriptions provide the reader with an image of what the character is like. Nouns are a place, an object, a person or a animals Adjectives are used to describe a noun. Proper nouns, (names) start with a capital letter Proper nouns are names of people and places. Proper nouns begin with capital letters. We look at the initial letter first when we order words alphabetically. The alphabet has 26 letters which are in a set order 		<ol style="list-style-type: none"> Pencil grip – hold a pencil comfortably and correctly Handwriting Expectations – To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Finger spaces - use spacing between words that reflects the size of the letters To say out loud what they are going to write about. To compose a sentence orally before writing it. To discuss what they have written with the teacher or other pupils. Simple sentence construction - Sentences are constructed with a subject (noun) and a verb. Capital letters and a full stop both correctly. Common Exception words– spelling of common exception words are correct. Phonics application – Pupils use their phonic knowledge to attempt to write unfamiliar words in a phonetically plausible way. Irregular common words should be spelt correctly.
Vocabulary		Links to the wider curriculum
Noun Adjectives		<ul style="list-style-type: none"> Christmas •
Pupil Products		Misconceptions
<ul style="list-style-type: none"> Correct letter formation 		- Absence of capital letters, finger spaces and full stops.

Writing

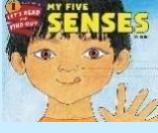
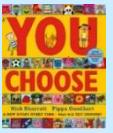
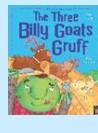
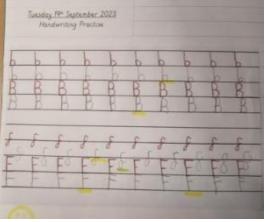
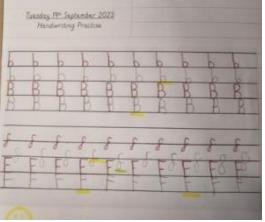
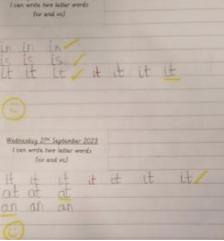
Autumn Term

Year One

- CV/VC words
- CVC words
- Dictated sentence
- Noun phrases
- Description of characters and setting

- Use of phonics leading to misspelling of high frequency words.
- The use of full stops at the end of a line rather than the end of a sentence.
- Absence of capital letters used for names of people and/or places.
- Incorrect pencil grip.
- Incorrect letter formation.

Year 1 – Autumn Term 1

Core Text	Week One (3 days)	Week Two	Week Three	Week Four	Week 5	Week 6
Reading	Our class is a Family Shannon Olsen 	My Five Senses Aliki 	You Choose Nick Sharratt 	The Three Billy Goats Gruff Mara Alperin 	The Gruffalo Julia Donaldson 	
Writing Outcomes (End points)	Correct letter formation <ul style="list-style-type: none"> Handwriting single letters – lowercase and uppercase Around letter family following RWI handwriting guidance Children to trace over the letter first, then have a go independently 	Correct letter formation <ul style="list-style-type: none"> Handwriting single letters – lowercase and uppercase Down letter family following RWI handwriting guidance Children to trace over the letter first, then have a go independently 	Correct letter formation <ul style="list-style-type: none"> Handwriting single letters – lowercase and uppercase Curly and zig-zag letter family following RWI handwriting guidance Children to trace over the letter first, then have a go independently 	Write two letter words cv/vc Write CV/VC words – common ones used in sentences <ul style="list-style-type: none"> at/an/as it/in/is no/go/so he/we/be my/by/to 	Write CVC words (nouns) Write CVC words (nouns) using sounds children are confident with 3 pictures Ext: 5/6 pictures once confident 	Introduction of a dictated sentence Write dictated sentence including: <ul style="list-style-type: none"> capital letter finger space full stop e.g. picture of a dog in a shed – write dog shed next to picture Underneath write dictated sentence 'Dog in a shed.' 
Handwriting RWI 1b	Boat letters: a c e i m n o r	Boat letters S U V W X Z.	Water letters: g j p q y	Sun letters: b d h k l t f.	Boat letters: a c e i m n o r	Boat letters S U V W X Z.
Punctuation	upper case lower case	upper case lower case	upper case lower case	upper case lower case		Leave spaces between words Begin to use capital letters and full stops
Text						Combine words to make sentences
Grammar					Nouns	Nouns
Spelling Y1	Step 1: Words ending in 'ff', 'll', 'ss', 'zz' and 'ck' <p>puff, fluff, bell, doll, grass, kiss, buzz, fizz, clock, back</p>	Step 2: Words with the /k/ sound spelled 'k' and 'nk' spelling pattern <p>bank, honk, tank, pink, think, kit, skin, mask, sketch, basket</p>	Step 3: Words with the 'tch' trigraph <p>catch, fetch, kitchen, switch, hutch, witch, ditch, patch, match, batch</p>	Step 4: Adding 's' and 'es' to make plurals <p>flowers, boxes, brushes, lunches, cars, foxes, dogs, dishes, boats, churches</p>	Step 5: Adding the suffixes '-ing' and '-ed' <p>looking, looked, buzzing, buzzed, jumping, jumped, helping, helped, fizzing, fizzed</p>	

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Grammar	noun	noun	adjectives noun phrases	adjectives noun phrases	adjectives noun phrases	adjectives noun phrases	adjectives noun phrases	adjectives noun phrases
Spelling Y1	Step 6: Adding the prefix 'un-' and the suffixes '-er' and '-est' fresher, higher, unload, unhappy, hardest, unfair, quicker, darkest, undo, unlock	Step 7: Compound words and words with unstressed vowels pocket, balloon, carrot, thunder, sunset, football, playground, farmyard, bedroom, starfish	Step 8: Words with the digraphs 'ai' and 'oi' rain, point, oil, wait, train, coin, join, paid, afraid, soil	Step 9: Words with the digraphs 'ay' and 'oy' day, play, cowboy, enjoy, stay, toy, joy, clay, say, way	Step 10: Words with the split digraph 'a-e' made, take, came, mistake, same, safe, awake, snowflake, rake, plate	Step 11: Words with the split digraph 'e-e' even, complete, delete, Chinese, these, evening, eve, athlete, extreme		
Flashback Choice of grammar, punctuation and spelling for a starter every lesson.	capital letters	full stops	nouns	nouns	adjectives	adjectives	capital letters	finger spaces

Learning Links		
Prior learning (Y1)	Learning Objectives Y2	Where next? (Y2 Spring Term)
<p>Continue with LO's from Autumn and Spring Term plus</p> <ul style="list-style-type: none"> Reread their writing to check that it makes sense and to independently begin to make changes. Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. Begin to form simple compound sentences. Begin to use question marks and exclamation marks. Spell all Y1 common exception words correctly.* To spell days of the week correctly. Successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed needed in the spelling of the root words (e.g. helped, quickest). Spell simple compound words (e.g. dustbin, football). 	<p>Recap on Year 1 Summer Term</p> <ul style="list-style-type: none"> Sequence sentences to form short narratives. Read their writing aloud clearly enough to be heard by their peers and the teacher. Use adjectives to describe. Use expanded noun phrases Write about real events. Write simple poetry. Encapsulate what they want to say, sentence by sentence. Read aloud what they have written with appropriate intonation to make the meaning clear Use the joining word (conjunction) 'and' to link ideas and sentences and begin to use the subordination because Begin to form simple compound sentences. Use capital letters for names, places, the days of the week and the personal pronoun 'I'. Use finger spaces Use full stops to end sentences. Begin to use -s and -es to form regular plurals correctly. Question marks and exclamation marks. Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. Sit correctly at a table, holding a pencil comfortably and correctly. 	<p>Recap on Year 2 Autumn Term plus</p> <ul style="list-style-type: none"> Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary Reread to check that their writing makes sense and that the correct tense is used throughout. Use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. Use the present tense and the past tense mostly correctly and consistently. Use expanded noun phrases to describe and specify (e.g. the blue butterfly). Form sentences with different forms: -statement, question, exclamation, command. Using co-ordination (and/but). Use some subordination (because). Add suffixes to spell most words correctly in their writing, e.g. -ment, -ness To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).
Key Knowledge		Key Skills
<p>Children to know that:</p> <ul style="list-style-type: none"> sentences are demarcated using full-stops, capital letters and finger spaces. Nouns are a place, an object, a person or a animals Adjectives are used to describe a noun. Proper nouns, (names) start with a capital letter Proper nouns are names of people and places. Proper nouns begin with capital letters. Verbs are a doing word Compound sentences have more than one verb and contain two or more clauses <p>non-chronological reports:</p> <ul style="list-style-type: none"> Are written in the present tense Include organisational devices (headings and subheadings) Use third person <p>character descriptions:</p> <ul style="list-style-type: none"> Are written in the third person 		<ol style="list-style-type: none"> Pencil grip – hold a pencil comfortably and correctly Handwriting Expectations – To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Finger spaces - use spacing between words that reflects the size of the letters Orally rehearse, sentence by sentence, to encapsulate what they want to say within a short narrative (real or fictional). To write down ideas and/ or keywords and new vocabulary Write simple and compound sentences- constructed with a subject (noun) and a verb, compound sentences write more than one verb with two or more clauses (identify where these are in their sentences). Capital letters and a full stop both correct. Common Exception words– spelling of common exception words are correct. Phonics application – Pupils use their phonic knowledge to attempt to write unfamiliar words in a phonetically plausible way. Irregular common words should be spelt correctly. Reading back work – Pupils are able to read back what they have written using blending skills. Adjectives – Pupils write adjectives to write expanded noun phrases Write simple describing sentences using a noun, a verb and an adjective.

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<ul style="list-style-type: none"> Use adjectives to describe animals (expanded noun phrases). To understand that a character description enhances the story for the reader. <p>recounts:</p> <ul style="list-style-type: none"> Are written in the first person Events are sequenced in chronological order Include time adverbials and conjunctions <p>stories:</p> <ul style="list-style-type: none"> Are written in the first or third person Are written in the past tense Language choices help create realistic- sounding narratives e.g., adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policemen instead of man) etc. Include 'Story language' e.g. Once upon a time, later that day etc. Common Structure: <ul style="list-style-type: none"> - Opening (setting/characters- beginning) - Complication/ problem (middle) - Resolution (end) Simple narratives use typical characters, settings and events whether imagined or real. <p>informal letters:</p> <ul style="list-style-type: none"> Are written in the first person Include an address Include proper nouns 	<p>10. Recognise and use the terms</p> <ul style="list-style-type: none"> Noun noun phrase, adjectives verbs present tense past tense 				
Genres					
Character Description	Non-Chronological report	Recount	Setting Description	Story	Letter
Vocabulary					

Writing

Autumn Term

Year 2

noun (proper nouns) / noun phrases

verb

compound sentences

adjectives

present/past tense

first / third person

- Character description about a Koala bear
- Non-chronological report about Koala bears
- Character description about a crayon
- A postcard from a crayon
- Character description about Funni
- Setting description
- Recount about visit to YSP
- Innovative story about what happens next to the elves
- Retell story of The True Story of the 3 little pigs
- Apology letter from the big bad wolf
- Fact file about villains
- Christmas poem

Misconceptions

- Pupils may not understand the difference between past and present e.g has / had
- Absence of capital letters, finger spaces and full stops.
- Use of phonics leading to misspelling of high frequency words.
- The use of full stops at the end of a line rather than the end of a sentence.
- Absence of capital letters used for names of people and/or places.
- Incorrect pencil grip.
- Incorrect letter formation.

Non-Chronological reports

- Inconsistent person/tense.
- Using verbs within a phrase
- Misunderstanding of new terminology
- Writing incomplete sentences, particularly when using subordinating conjunctions

Character descriptions

- Switching tense
- Basic Sentences
- Ensure children understand that a full stop is placed when the children have written a complete idea

Recount

- Using language of chronology incorrectly (after that used before another event has taken place)
- Writing subordinate clauses as complete sentences

Stories:

- Verbs – children are not secure on how to use imperative verbs

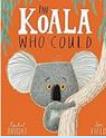
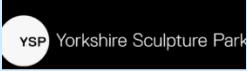
Letter writing

- Inconsistent person / tense
- Misunderstanding new terminology

Writing

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Year 2

Year 2 Autumn Term 1						
Core Text Reading	The Koala Who Could Rachel Bright 	The Day the Crayons Came Home Drew Daywelt & Oliver Jeffers 	Secret Sky Garden Linda Sarah & Fiona Lumbers 	Yorkshire Sculpture Park visit 		
	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing Outcomes	Fiction: Character description of the koala bear -what he looks like -what he can do -his character	Fiction: Character description Describe what happened to each of the crayons and how they felt	Fiction: Postcard Write a postcard from a different coloured crayon Create a different character – informal language / focus on emotions	Fiction: Character description Describe -what she looks like -what she does -her character	Fiction: Setting description Write about what could be missing from the rooftop. Describe what a passenger on the airplane might see as they flew over the rooftop.	Non-Fiction: Recount Recount events of Yorkshire Sculpture Park
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						

Key Vocabulary						
Handwriting RWI Stage 1b	Around letters (lower and upper case) A, d, g, c, o, q A / add / dad / cod / dog / cog	Down letters (lower and upper case) L, h, k, b, l, j, m Jim, him, jam, bog, big, log, lad, mad, bad, had, cab,	Down letters (lower and upper case) N, p, r, t, u, y Bit, lip, rip, hip Pip, nip, tip, pin Hill, till, pill, bill	Curly letters (lower and upper case) E, f, s Let, bet, sit, set, met, fit, sell, fell, sent, press, less		
Punctuation	Use punctuation correctly – full stops, capital letters					
Text	Dictated sentences Simple sentences	Simple sentences	Compound sentences	Compound sentences		
Word	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Change the meaning of verbs/ adjectives by adding prefix un	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un		
Sentence			Use co-ordination 'and'	Use co-ordination 'and'		
Grammar	Noun phrases Verbs Adjectives	Noun phrases Verbs	Pronouns Nouns Verbs Adjectives	First, then, next Past tense Nouns Verbs Adjectives		
Spelling Y2	Step 1: Words where 'dge' makes a /j/ sound badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge	Step 2: Words where 'ge' makes a /j/ sound change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe	Step 3: Words where 'g' makes a /j/ sound gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle	Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' race, ice, cell, city, fancy, lace, space, circle, circus, rice	Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words nock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw	Step 6: Challenge Words door, floor, poor, find, kind, mind, behind, child, children, because
Flashback Choice of grammar, punctuation and spelling for a	Punctuation (G5) Capital letters Full stops Question marks Exclamation marks	Grammatical terms/ Word classes (G1) Nouns Verbs Adjectives				

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Year 2

starter every
lesson.

Year 2 - Autumn Term 2							
Core Text Reading	The Elves and the Shoemaker Mara Alperin		The True Story of the Three Little Pigs Jon Scieszka		Inside the Villains Clotilda Perrin		Christmas poem
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Genre	Fiction: Describe characters Describe Stan and Jan Describe the different things the elves liked to do	Fiction: Innovative story Write a story about who the elves might help next – use traditional stories as a hook – what might they make for them? Use Writing for Pleasure website to support	Fiction: Retell story Retell the story of what happened to the big bad wolf (Al)	Non-Fiction: Letter Write an apology letter to the pigs from the wolf saying the reasons for his actions	Fiction: Description Instructions What is a villain? Describe the wolf Sequence instructions in chronological order of how the flaps are lifted	Non-Fiction: Fact file Write a fact file about each character in the story Appearance Things I hate Weaknesses Favourite past times Library (stories the characters are in)	Poetry: Poem Write a poem about Christmas e.g. decorations / food / Father Christmas
Key Vocabulary					Villon's Devour Reveal Cunning exceptional		
Handwriting RWI Set 1b Weeks 1&2 RWI Set 2 Weeks 3 onwards	Curly letters Lower and upper case E, f, s Sag, cost, sad, fan, sat, gas, soft, class. grass	Zigzag letters V,w,z,x Zap, fox, win, buzz, fan, wish, was, zap, zoo, box, what, whizz	Six sisters A, d, g, o, c, q After, again, door, floor, old, cold, gold, Even, move,	The uncles U, y Any, could, last, path, eye, sugar, money, half, hour, many,	Pets B, p Because, bath, climb, behind, poor, would, could, should, people, pretty, both	Everybody, improve, who, parents, improve, children, plant, whole, father, beautiful, hour	Again, busy,
Punctuation	Use punctuation correctly - full stops, capital letters	Use punctuation correctly - full stops, capital letters	Use punctuation correctly - full stops, capital letters	Use punctuation correctly - full stops, capital letters Question marks	Use punctuation correctly - full stops, capital letters	Use punctuation correctly - full stops, capital letters	Use punctuation correctly - full stops, capital letters
Text					Command	Use present and past tenses	

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						correctly and consistently (some progressive)	
Word	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Suffix (-s/-es) - plural	Prefix -un – changes verb	Suffixes -s/-es - plural	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est
Sentence	Use subordination (because) and co-ordination (and)	Use subordination (because) and co-ordination (and)	Use subordination (because) and co-ordination (and)	Use subordination (because) and co-ordination (and)	Use subordination (because) and co-ordination (and)	Use subordination because, when And co-ordination and	
Grammar	Expanded noun phrases Verbs Adjectives	Third person Past tense Expanded noun phrases	Third person Past tense Expanded noun phrases	First person Proper nouns	Expanded noun phrases Adjectives	Expanded noun phrases Verbs Adjectives	
Spelling Y2	Step 7: Words where 'wr' makes a /r/ sound at the beginning of words <i>write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote</i>	Step 8: Words ending in 'le' <i>table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle</i>	Step 9: Words ending in 'el' <i>camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel</i>	Step 10: Words ending in 'al' <i>metal, petal, capital, hospital, animal, equal, final, pedal, local, magical</i>	Step 11: Words ending in 'il' <i>pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil</i>	Step 12: Challenge Words <i>wild, climb, most, only, both, old, cold, hold, gold, told</i>	Step 12: Challenge Words <i>wild, climb, most, only, both, old, cold, hold, gold, told</i>
Flashback Choice of grammar, punctuation and spelling for a starter every lesson.	Conjunction 'and' First, then, next Past tense Nouns Verbs Adjectives	Expanded noun phrases Adjectives Conjunction 'because'					

Writing

Spring Term

Year One

Learning Links		
Prior learning Autumn term	Learning Objectives Y1	Where next? (Y1 Summer term)
<ul style="list-style-type: none"> Say out loud what they are going to write about. Compose a sentence orally before writing it. Continue to write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Continue to write simple phrases and sentences that can be read by others. Discuss what they have written with the teacher or other pupils. Use adjectives to describe. Start to engage readers by using adjectives to describe. Use simple sentence structures. Use capital letters for names, places, the days of the week and the personal pronoun 'I'. Use finger spaces Use full stops to end sentences. Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. Sit correctly at a table, holding a pencil comfortably and correctly. Read words that they have spelt. Take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes 	<ul style="list-style-type: none"> Continue with LO's from Autumn Term plus Sequence sentences to form short narratives. Read their writing aloud clearly enough to be heard by their peers and the teacher Use the joining word (conjunction) 'and' Use -s and -es to form regular plurals correctly. Use the prefix 'un-' accurately. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Suffix -ed 	<p>Continue with LO's from Autumn and Spring Term plus</p> <ul style="list-style-type: none"> Reread their writing to check that it makes sense and to independently begin to make changes. Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. Begin to form simple compound sentences. Begin to use question marks and exclamation marks. Spell all Y1 common exception words correctly.* To spell days of the week correctly. Successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). Spell simple compound words (e.g. dustbin, football).
Key Knowledge		Key Skills
<ul style="list-style-type: none"> Our phonics help us spell unfamiliar words. Letters can be written as lowercase letters or capital letters. Character descriptions provide the reader with an image of what the character is like. Nouns are a place, an object, a person or a animals Adjectives are used to describe a noun. Proper nouns, (names) start with a capital letter Proper nouns are names of people and places. Proper nouns begin with capital letters. We look at the initial letter first when we order words alphabetically. The alphabet has 26 letters which are in a set order Suffixes are added to the end of a word. Plural means more than one. The past tense is about something that has already happened. The -ed suffix can be used to show past tense 		<ol style="list-style-type: none"> Pencil grip Handwriting Expectations – formation, size and direction of letters is correct. Finger spaces Simple sentence construction - Sentences are constructed with a subject (noun) and a verb. Capital letters and a full stop both correctly. Common Exception words– spelling of common exception words are correct. Phonics application – Pupils use their phonic knowledge to attempt to write unfamiliar words in a phonetically plausible way. Irregular common words should be spelt correctly. Reading back work – Pupils are able to read back what they have written using blending skills. Adjectives Non-Chronological report Often written in third person. (They like to build their nests ... It is a cold and dangerous place to live.) Questions can be used to form titles- Where do they live? Question marks denote a question Simple description to add factual detail Instructions Use imperative verbs (commands) e.g. cut, hold, shut. Include negative comments e.g. Do not leave the cage open. Written in the present tense e.g. leave it to dry. Take it out of the oven.

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		16. Use of conjunctions e.g. 'and' to join ideas and create variety in the sentence structure.
Vocabulary		
Noun Adjectives Magic 5 Capital letter Finger spaces Full stop Neat handwriting Does it make sense?		
Non-Chronological report	Innovative narrative	Instructions
<ul style="list-style-type: none"> • Title • Logical structure – grouping information into sections. • Tends to focus on generic subject (Dogs) rather than specific subjects (My dog Ben) • An opening statement, often a general classification (Sparrows are birds) – sometimes followed by a more detailed or technical classification (Their Latin Name is...); • A description of whatever is the subject of the report, organised in some way to help the reader make sense of the information. For example: its qualities (Like most birds, sparrows have feathers.); its parts and their function (The beak is small and strong so that it can ...); its habitat/behaviour/uses (Sparrows nest in...). • Images and/or diagrams which can be used to support the text e.g. photographs of specific animals and/or their features. 	<ul style="list-style-type: none"> • Simple narratives and retellings are told/ written in first or third person. Simple narratives are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • 'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing Common structure: <ul style="list-style-type: none"> • Opening (beginning) • Conflict/Problem (middle) • Resolution (end) 	<ul style="list-style-type: none"> • Begin by defining the goal or desired outcome- title e.g. How to look after a rabbit. • List any material or equipment needed (in order) e.g. hutch, straw, water bottle, bowl, food. • Provide simple, clear instructions. • If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal (using numbered steps). • Use diagrams or illustrations to support the text.
Pupil Products	Misconceptions	
<ul style="list-style-type: none"> • Descriptions of characters and settings • Retelling story • Non-chronological report about winter animals • Innovative story • Instructions about how to make a pancake 	<p>Pupils may not understand the difference between past and present e.g has / had</p> <ul style="list-style-type: none"> - Absence of capital letters, finger spaces and full stops. - Use of phonics leading to misspelling of high frequency words. - The use of full stops at the end of a line rather than the end of a sentence. - Absence of capital letters used for names of people and/or places. - Incorrect pencil grip. - Incorrect letter formation. <p>Non-Chronological report</p> <ul style="list-style-type: none"> - Moving from third to first person within the text. - Writing subjectively – using own opinion. - Using adjectives for emotional effect rather than technicality e.g. funny, sad, silly <p>Innovative narrative</p> <ul style="list-style-type: none"> -Story sequencing – language of chronology should be carefully considered to move the story onto the next sequence. 	

Writing

Spring Term

Year One

-Incorrect formation of an exclamation/question mark

-Shift in tense

-Absence of capital letters and full stops when writing more detailed sentence

Instructions

Use of first/third person e.g. I put the water bowl in/They put the water bowl in.

- Instructions written out of chronological order.

- Over-use of adjectives. Adjectives should only be used for precision e.g. Put the hamster in the brown box.

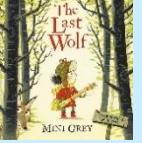
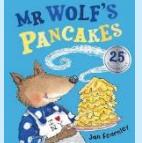
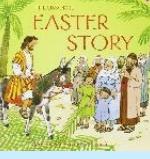
Writing

Spring Term

Year One

Text	Sequence sentences (link ideas or events by pronoun)	Sequence sentences (link ideas or events by pronoun)	Sequence sentences (link ideas or events by pronoun)	Sequence sentences (link ideas or events by pronoun)	Sequence sentences (link ideas or events by pronoun)	Sequence sentences (link ideas or events by pronoun)
Grammar	Adjectives Noun	Adjectives Noun		Conjunction 'and' Third person ,	Conjunction 'and' Adjectives Noun	Conjunction 'and' Adjectives Noun
Word				Suffix -ed walked, wanted		
Spelling Y1	Step 12: Words with the split digraph 'i-e' <i>five, ride, like, time, side, slide, spike, trike, fire, mine</i>	Step 13: Words with the split digraph 'o_e' <i>home, those, woke, hope, hole, mole, spoke, joke, bone, phone</i>	Step 14: Words with the split digraph 'u_e' <i>June, rude, tube, flume, huge, rule, use, tune, flute, plume</i>	Step 15: Words with the digraph 'ar' <i>car, jar, park, arm, garden, hard, dark, stars, art, shark</i>	Step 16: Words with the digraph 'ee' <i>feel, tree, green, meet, week, see, free, sheet, feet, seek</i>	

Year 1- Spring Term 2

Core Text Reading	One Springy Day Nick Butterworth 	The Last Wolf Mini Grey 	Mr Wolf's Pancakes Jan Fearnley 		The Easter Story Usbourne 	
Writing outcomes (end points)	Fiction: Descriptions of characters and setting Write sentences to describe the animals and what happens to them.	Fiction: Descriptions of character Write simple sentences to describe Little Red. In preparation for next week, draw their character (name/description) and the character they are going to catch (name/description)	Fiction: Innovation story Own story about how to catch a wolf Write simple sentences with a clear beginning, middle and end, including the conjunction 'and' to join two clauses together. Introduce their character Where will they travel to, to find their creature? How will they catch their creature?	Fiction: Retell of story Write sentences to describe who Mr Wolf met as he tried to make pancakes. Write sentences about what he could do all by himself.	Non-Fiction: Instructions Instructions about how to make pancakes	Non-Fiction: Recount of events that happened at Easter Write sentences about what happened in the Easter story.

Writing

Spring Term

Year One

Key Vocabulary									
Handwriting									
Punctuation									
Text									
Grammar									
Spelling Y1	Step 18: Words where the digraph 'ea' makes an /e/ sound head, bread, meant, instead, wealth, sweat, threat, spread, dead, deaf	Step 19: Words where the digraph 'er' is stressed herb, verb, her, term, person, germ, stern, perch, fern, mermaid	Step 20: Words where the digraph 'er' is unstressed better, summer, sister, after, never, under, winter, brother, ever, river	Step 21: Words with the digraphs 'ir' and 'ur' girl, shirt, third, bird, first, turn, hurt, burst, church, Thursday	Step 22: Words where the digraph 'oo' makes an /oo/ sound food, pool, moon, zoo, soon, tool, boots, spoon, afternoon, boom	Step 23: Words where the digraph 'oo' makes an /u/ sound book, cook, foot, wood, good, shook, brook, stood, took, wool			
Flashback Choice of grammar, punctuation and spelling for a starter every lesson.									

Writing

Spring Term

Year Two

Learning Links		
Prior learning (Y2 Autumn Term)	Learning Objectives Y2	Where next? (Y2 Summer Term)
<p>Recap on Year 1 Summer Term</p> <ul style="list-style-type: none"> Sequence sentences to form short narratives. Read their writing aloud clearly enough to be heard by their peers and the teacher. Use adjectives to describe. Write about real events. Write simple poetry. Encapsulate what they want to say, sentence by sentence. Read aloud what they have written with appropriate intonation to make the meaning clear Use the joining word (conjunction) 'and' to link ideas and sentences. Begin to form simple compound sentences. Use capital letters for names, places, the days of the week and the personal pronoun 'I'. Use finger spaces Use full stops to end sentences. Begin to use -s and -es to form regular plurals correctly. Question marks and exclamation marks. Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. Sit correctly at a table, holding a pencil comfortably and correctly. 	<p>Recap on Year 2 Autumn Term plus</p> <ul style="list-style-type: none"> Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary Reread to check that their writing makes sense and that the correct tense is used throughout. Use the present tense and the past tense mostly correctly and consistently. Use expanded noun phrases to describe and specify (e.g. the blue butterfly). Use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. Form sentences with different forms: -statement, question, command. Using co-ordination (and / or, but). Use subordination (apply because, when; introduce that) Add suffixes to spell most words correctly in their writing, e.g. -ment, -ness Suffix – ly - adverbs To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size, relative to one another commas to separate lists; question marks introduce apostrophe for the possessive (singular) Use spacing between words that reflects the size of the letters. 	<p>Recap on Year 2 Spring Term plus</p> <ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional). Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. Use some features of written Standard English. Using co-ordination but Use some subordination when/if/ that/ exclamation marks; Suffix , –ful less, Begin to use the diagonal and horizontal strokes needed to join letters. To spell words and punctuation taught so far. Spell most Y1 and Y2 common exception words correctly. apostrophes to mark contractions.
Key Knowledge		Key Skills

Writing

Spring Term

Year Two

Setting Description	Narrative	Non-chronological report	Diary	Instructions	Information Leaflet
Vocabulary		Misconceptions			
		•			
Pupil Products					

Writing

Spring Term

Year Two

Year 2 Spring Term 1						
Core Text Reading	The Great Explorer Chris Judge 		Non-fiction Cold places	Traction Man Mini Grey  Chrome-extension://efainbmnnibpcajpcgclefindmkajh https://www.talk4writing.com/w		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Outcomes	Fiction: Setting description Inference Write sentences about <ul style="list-style-type: none">• What Tom put in his backpack and what he used them for. How Tom travelled to the North Pole	Fiction: Narrative Retell the story of what happened to Tom when he travelled to the North Pole.	Non-Fiction: Non-chronological report Write a non-chronological report about cold places: Appearance Animals Weather Where people live	Fiction: Descriptive Description of Traction Man Teacher in role as action man – how is he feeling	Recount: Diary entry Write a diary entry from the perspective of Traction Man	Fiction : Retelling Retell one of the adventures that Traction Man went on
Key Vocabulary						
Handwriting						
Punctuation	Use punctuation correctly - full stops, capital letters Use commas in a list	Use punctuation correctly - full stops, capital letters	Use punctuation correctly - full stops, capital letters Question marks	Use punctuation correctly - full stops, capital letters Use commas in a list	Use punctuation correctly - full stops, capital letters Question marks	Use punctuation correctly - full stops, capital letters Use commas in a list
Text		Use present and past tenses correctly and consistently (some progressive)			Use present and past tenses correctly and consistently Use the progressive form of	

Writing

Spring Term

Year Two

					verbs in the present and past tens	
Word		Add -ly to turn adjectives into adverbs			Add -ly to turn adjectives into adverbs	Add -ly to turn adjectives into adverbs
Sentence	Use co-ordination (but, or)	Use subordination when / because	Use subordination because Use co-ordination but/or	Use subordination because	Use subordination when / because	
Grammar	Adjectives Nouns Expanded noun phrases			Adjectives Nouns Expanded noun phrases		Adjectives Nouns Expanded noun phrases
Spelling Y2	Step 13: Words where 'y' makes an / igh/ sound <i>cry, fly, dry, try, reply, July, shy, spy, sky, why</i>	Step 14: Words where '-es' is added to words ending in 'y' <i>tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries</i>	Step 15: Words where '-ed' is added to words ending in 'y' <i>copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied</i>	Step 16: Words where '-er' and '-est' are added to words ending in 'y' <i>happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest</i>	Step 17: Words where '-ing' is added to words ending in 'e' <i>hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring</i>	Step 18: Challenge Words <i>every, everybody, even, great, break, steak, pretty, beautiful, after, fast</i>
Flashback Choice of grammar, punctuation and spelling for a starter every lesson.						

Writing

Spring Term

Year Two

Year 2 - Spring Term 2						
Core Text Reading	The Dragon Machine Helen Ward 			Amelia Earhart Maria Isabel Sanchez Vegara 		Poetry Spring
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Non-Fiction: Information leaflet Where to find dragons around school – adverbs – quietly, silently, carefully	Fiction: Narrative Retell story	Non-fiction: Instructions Write instructions about how to make the machine move	Non-Fiction: Biography Write own biography	Fiction: Narrative	Poetry
Key Vocabulary						
Spelling Y2	Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e' nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest	Step 20: Words where '-ing' is added to single syllable words patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping	Step 21: Words where '-ed' is added to single syllable words patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged	Step 22: Words where 'a' makes an /or/ Sound all, ball, walk, call, talk, always, fall, small, also, bald	Step 23: Words where 'o' makes an /u/ Sound other, mother, brother, nothing, cover, money, some, dozen, wonder, done	Step 24: Challenge Words last, past, father, class, grass, pass, plant, path, bath, rather
Punctuation	Question marks Commas in a list Use punctuation correctly – introduce apostrophe for the possessive (singular)	Commas in a list Use punctuation correctly – introduce apostrophe for the possessive (singular)	Use punctuation correctly – full stops, capital letters Question marks Commas in a list	Use punctuation correctly – introduce apostrophe for the possessive (singular)	Use punctuation correctly – introduce apostrophe for the possessive (singular) Commas in a list	
Text	Use present and past tenses correctly and consistently	Use present and past tenses correctly and consistently	Use present and past tenses correctly and consistently	Use the progressive form of verbs in the present and past tense	Use the progressive form of verbs in the present and past tense	

Writing

Spring Term

Year Two

Word	Add -ly to turn adjectives into adverbs		Add -ly to turn adjectives into adverbs		Add -ly to turn adjectives into adverbs	
Sentence	Question Use subordination when, because	Use co-ordination and, but	Command Use subordination when, because	Use co-ordination and, but	Use subordination that	
Grammar	Adjectives Adverbs Nouns Expanded noun phrases	Adjectives Adverbs Nouns Expanded noun phrases	Adjectives Adverbs Nouns Expanded noun phrases	Adjectives Nouns Expanded noun phrases	Adjectives Adverbs Nouns Expanded noun phrases	
Flashback Choice of grammar, punctuation and spelling for a starter every lesson.						