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

**Intent**

We believe that all children have the right to become unique and ambitious writers. We provide all our children with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them now and in the future.

Our intentions are that writers in the Raleigh Hub will:

* Become motivated, resilient, and resourceful writers.
* Develop a strong thread of individual creativity in their writing.
* Understand writing for a purpose and audience.
* Have a secure skill set in spelling, punctuation, and grammar.
* Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
* Have opportunities to explore and use a rich and varied bank of vocabulary.
* Use a cursive script designed to promote fluent and neat writing.

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| **Year A**  **Overview:** | **Let’s Build** | | **Let’s Build** | | **In Times Gone By** | | **In Times Gone By** | | **All Over the World** | | | **All Over the World** | |
| **Year A** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | | **Summer 2** | |
| **Progression of Core Texts**  *Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.* | **Text:**  **The Naughty Bus**  **Fiction**  **Key Outcome:**  **A class story book** | **Text:**  **Transport**  **Non fiction**  **Key Outcome:**  **To create a page in a class book about a particular area in your environment** | **Text:**  **Daisy Doodles**  **fiction**  **Key Outcome:**  **To write own story using real and imaginary pictures.** | **Text:**  **Snow in the garden**  **Non fiction**  **Key Outcome:**  **Write instructions for making something for Christmas.** | **Text:**  **Knights**  **Non- fiction**  **Key Outcome:**  **Non – chronological report on Kings/queens** | **Text:**  **The knight that wouldn’t fight**  **fiction**  **Key Outcome:**  **Story using imaginary characters.** | **Text:**  **Reptiles**  **Non- fiction**  **Key Outcome:**  **Animal fact files**  **(instructions of how to care for...)** | **Text:**  **How to hide a lion in school**  **fiction**  **Key Outcome:**  **A story** | **Text:**  **Grow your own lettuce**  **Non- fiction**  **Key Outcome:**  Instructions | | **Text:**  **The disgusting sandwich**  **fiction**  **Key Outcome:**  **A story** | **Text:**  **A first book of the sea**  **Poetry**  **Key Outcome:**  **A poem** | **Text:**  **This is how we do it.**  **fiction**  **Key Outcome:**  A book |
| **Vocabulary linked to core texts ( Fill as sequence starts with vocab assessment)** |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Links to Wider Curriculum** | Science  DT | Geography  DT | Art | R.E | History | History  DT | Science | Science | Science  Geography | | D.T | Science  DT | Geography  pshe |
| **Guided Reading Texts** |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Independent purposeful writing outcomes** | 1. A class book on floating and sinking. 2. An information page on a historical/geographical area in the local environment. | | 1. Letter to Santa 2. Instructions for wrapping a present or a Christmas recipe. | | 1. Letter to the queen 2. Non Chronological report on Queen Elizabeth. | | 1. Fact files on contrasting animals. 2. Instructions | | 1. Instructions – how to make a foraging bag. | | | 1. Poetry based on beach visits. 2. A book based on geography experience ( 7 continents?) | |
| Grammar and punctuation  No Nonsense Grammar  Year one  Year Two  (Taught as a progression that builds and reinforces and is cumulative during each sequence) | Strand 1a 1 2 3  Simple Sentences  What’s in a picture  .Hammer those verbs  Stop  Strand 1b 4 5 6  Sentences  Physical sentences  Coordination/Subordination Physical sentences  Using that | Strand 1a 4 5  Simple Sentences  Silly sentences  Sort it.  Strand 1c  Sentences2,3,4  Sort it  Fill the slots  Question it | Strand 1b 1 2 3  Subordination and co ordination  Likes and dislikes  Physical sentences  What’s in picture?  Strand 1c 5,6,7  Sentences  Do as I tell you  How tricky is this?  More exclamations | Strand 1c 1  Sentences  Playing with Sentence types  Strand 2  Nouns and noun phrases  Revise nouns  Expanding nouns  Playing with pronouns. | Strand 2  Nouns and noun phrases  All in a name  Grammar goggle  Strand 2  Nouns and noun phrases  Noun phrases  All about apostrophe  Adjective overload | Strand 2  Nouns and noun phrases  Describe the object  Understanding opposites  Strand 2  Nouns and noun phrases  I went to the market.  A web of words  Word combinations | Strand 2 reinforcement Strand 3 Adverbials  Where is  Strand 3  Adverbials  Collecting adverbs  Adjectives to adverbs  Transform  Physical sentences | Strand 3  Adverbials  When did.  Strand 3  Adverbials  How do you do?  Try it out.  Advise and instruct | Strand 4  Verbs  Sort it  Verb bingo  Past and present  Strand 4  Verbs  Hammer those verbs  What are you doing?  All in agreement | Strand 4  Verbs  Adding ed  Silly sentences  As  Strand 4  Verbs  Simple to progressive  Tense sorting/ choices  Assessment | | Recap and assess | Recap and assess |
| Teach number:  Year one  Red = 1  Blue = 2  Three = 3 | Sentences  Capital letters  Full stops  Verbs  adjectives | Sentences  Capital letters  Full stops  Verbs  adjectives | Co ordination  Using and | Capital letters  Full stops  Exclamation marks  Questions marks | Nouns and noun phrases | Nouns and noun phrases  Prefixes  Adjectives | Adverbials | Adverbials | Verbs  Past and present tense | Verbs – adding ed | |  |  |
| Teach number:  Year two  Red = 1  Blue = 2  Three = 3 | Coordination :  and but or  Subordination  when if because that  Verbs | Sentence types:  statement, command, exclamation question | Coordination :  and but or  Subordination  when if because that  Verbs  Commands  exclamations | Nouns  Noun phrases  Expanding nouns  Pronouns | Noun phrases  Apostrophes  Adjective overload /noun phrases | Nouns  Suffixes ( NNS)  Expanded noun phrases with commas | Adverbs  Adjectives to adverbs  Coordination :  and but or  Subordination  when if because that  Verbs  Sentence types | Adverbials | Verbs | Verbs – tenses  progressive | |  |  |
| Spelling  No Nonsense Spelling | Block 1  Lessons  1- 15 | Block 1  Lessons  16 - 30 | Block 2  Lessons  1 - 15 | Block 2  Lessons  16 - 30 | Block 3  Lessons  1-15 | Block 3  Lessons  16 - 30 | Block 4  Lessons  1-15 | Block 4  Lessons  16 - 30 | Block 5  Lessons  1-15 | Block 5  Lessons  16 - 30 | | Block 6  Revision  Lessons | Block 6  Revision  Lessons |
| Handwriting | All pupils in EYFS and early year one will be taught a pre cursive style.  All Pupils will use diagonal strokes to join their writing in a legible, cursive style most of the time using letter join.  All Pupils will engage in daily handwriting for at least the first half of the Autumn Term.  All Pupils will have at least one implicitly taught handwriting lesson each week.  All Pupils will use wider lines to support their writing.  All Pupils will write with a sharp HB pencil. | | | | | | | | | | | | |