**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** | ScienceDT | GeographyDT | Art | R.E | History | HistoryDT | Science | Science | ScienceGeography | D.T | ScienceDT  | Geographypshe |
| **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?)
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| Grammar and punctuationNo Nonsense GrammarYear oneYear Two(Taught as a progression that builds and reinforces and is cumulative during each sequence) | Strand 1a 1 2 3Simple SentencesWhat’s in a picture.Hammer those verbsStop Strand 1b 4 5 6 SentencesPhysical sentences Coordination/Subordination Physical sentencesUsing that | Strand 1a 4 5Simple SentencesSilly sentencesSort it.Strand 1cSentences2,3,4Sort itFill the slotsQuestion it | Strand 1b 1 2 3Subordination and co ordinationLikes and dislikesPhysical sentencesWhat’s in picture?Strand 1c 5,6,7SentencesDo as I tell youHow tricky is this? More exclamations | Strand 1c 1SentencesPlaying with Sentence types Strand 2Nouns and noun phrasesRevise nounsExpanding nounsPlaying with pronouns. | Strand 2Nouns and noun phrasesAll in a nameGrammar goggle Strand 2Nouns and noun phrasesNoun phrasesAll about apostropheAdjective overload | Strand 2 Nouns and noun phrasesDescribe the objectUnderstanding oppositesStrand 2Nouns and noun phrases I went to the market. A web of wordsWord combinations | Strand 2 reinforcement Strand 3 AdverbialsWhere is Strand 3 AdverbialsCollecting adverbs Adjectives to adverbs TransformPhysical sentences | Strand 3AdverbialsWhen did.Strand 3AdverbialsHow do you do?Try it out.Advise and instruct | Strand 4VerbsSort itVerb bingoPast and presentStrand 4VerbsHammer those verbsWhat are you doing?All in agreement | Strand 4 VerbsAdding edSilly sentencesAs Strand 4VerbsSimple to progressiveTense sorting/ choices Assessment | Recap and assess | Recap and assess |
| Teach number:Year oneRed = 1Blue = 2Three = 3 | SentencesCapital lettersFull stopsVerbsadjectives | SentencesCapital lettersFull stops Verbsadjectives | Co ordination Using and  | Capital lettersFull stopsExclamation marksQuestions marks | Nouns and noun phrases | Nouns and noun phrasesPrefixesAdjectives | Adverbials | Adverbials | VerbsPast and present tense | Verbs – adding ed |  |  |
| Teach number:Year twoRed = 1Blue = 2Three = 3 | Coordination :and but orSubordinationwhen if because thatVerbs | Sentence types:statement, command, exclamation question | Coordination :and but orSubordinationwhen if because thatVerbsCommandsexclamations | NounsNoun phrasesExpanding nounsPronouns | Noun phrasesApostrophesAdjective overload /noun phrases | Nouns Suffixes ( NNS)Expanded noun phrases with commas | AdverbsAdjectives to adverbsCoordination :and but orSubordinationwhen if because thatVerbsSentence types | Adverbials | Verbs | Verbs – tensesprogressive |  |  |
| SpellingNo Nonsense Spelling | Block 1Lessons 1- 15  | Block 1Lessons 16 - 30 | Block 2Lessons1 - 15 | Block 2Lessons16 - 30 | Block 3Lessons1-15 | Block 3Lessons16 - 30 | Block 4Lessons1-15 | Block 4Lessons16 - 30 | Block 5Lessons1-15 | Block 5Lessons16 - 30 | Block 6Revision Lessons | Block 6Revision 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. |