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

**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 R, 1 and 2**  **Overview:** | **Let’s Explore** | | **Let’s Explore** | | **Let’s Experiment** | | **Let’s Experiment** | | **Let’s Remember** | | | **Let’s Remember** | |
| **Year B** | **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.* | **The train ride**  Fiction / rhyme  **Key Outcome**  Journey recount with a sequence of events | **Boa’s Bad Birthday**  Fiction  **Key Outcome**  Own story | **Sam’s Sunflower**  Non - fiction  **Key Outcome**  narrative - non ficton | **Fatou fetch the water**  Fiction  **Key Outcome**  Patterned story in a familiar setting  **How to catch a Santa**  (letter writing) | **What happens when?**  fiction  **Key Outcome**  What happens when book | **Now you know science – hot and cold**  Non fiction  **Key Outcome**  Information book/pages | **The Slime Book**  Non fiction  **Key Outcome**  Instructions for a recipe | **Stuck**  Fiction  **Key Outcome**  Story in the pattern as Stuck | **Amelia Earheart Little people big dreams**  Non fiction  **Key Outcome**  Biography | | **Ellsworth Extraordinary Electric Ears**  Fiction  **Key Outcome**  An alphabet book | **Creature Features**  Non fiction  **Key Outcome**  Non chronological  report | **I love bugs**  Poetry  **Key Outcome**  Poem |
| **Vocabulary linked to core texts ( Fill as sequence starts with vocab assessment)** | travelling  (journey)  staring  strutting  sailing  welcoming |  | damp  Patient  Safe  Wait  Watch  Burst  wither | splendid  warm  smart  bitter  wide  handsome |  |  |  | Commotion  Guess  Hurled  Fetched  Followed  Flung  Curious | Soared  Approached  Famous  Fearless  Brave | | Endlessly  Delightfully  Particularly  Amazing  Alarming  Curious  Captivated |  |  |
| **Links to Wider Curriculum** | **Geography** – Locational knowledge/ vocabulary  ( use loaction vocab from text)    **Art**  Drawing of locality | **Science/ geography**  Animals/habitats | **Science**  Living things and their habitats  Visit to Escot  **Art**  Drawing of plants | Christmas – **RE**  **Geography**  Comparison between Uk and The Gambia  **Music**  Music around the world/drums  Science  Plants | **Science**  Materials and investigations  **Art**  Different media  **Pshe**  Birthdays  **History**  Inventors | **Science**  Materials and investigations/  Opposites.  **DT**  Testing waterproof materials | **Science**  Materials and their everyday uses  **DT**  Cooking |  | **History** – changes in living memory  **pshe**  Growth mindset | | **History**  **lives** of significant historical figures | **History**  Famous people  **Science-**  Humans  **DT –** healthy eating / cooking | **Science**  animals |
| **Independent purposeful writing outcomes** | 1.Recount from a walk around the locality.( Geography)  2. My journey to school – sequence of events ( geography – location)  3. Recount of visit to Escot  (Science) | | 1.Recount of visit to Escot  (Science)  2.narrative– how to grow a…/ how to look after a ….  ( Science) | | 1.Letter to synagogue with questions about Judaism ( H.A to visit and answer) R.E  2. ‘What happens when’ book on materials. ( science) | | 1. Information book/pages on materials and their properties and uses.  2. Instructions for a recipe for a healthy meal | | 1.Instructions for making an electrical circuit  2. Biography of Bell or Edison or another famous historical figure | | | 1. An alphabet book on animals  2. Non Chronological report – animals/humans | |
| **Guided Reading Linked Texts** |  | |  | |  | |  | |  | | |  | |
| Grammar and punctuation  No Nonsense Grammar  Year 1  Year 2  (Taught as a progression that builds and reinforces and is cumulative.) | Strand 1a 1 2 3  Simple Sentences  What’s in a picture  .Hammer those verbs  Stop  Strand 1b 4 5 6  Sentences  Physical sentences Subordinating with 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 exclamation | 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 |
| Spelling  No Nonsense Spelling  Year 2 | 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 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. | | | | | | | | | | | | |