

<u>Writing Curriculum Plan Year R,1 and 2 Year A</u>
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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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Independent purposeful writing outcomes	1. A class book on floating and sinking. 2. An information page on a historical/geographic al 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)	<u>Strand 1a 1 2 3 Simple Sentences</u> What's in a picture .Hammer those verbs Stop <u>Strand 1b 4 5 6 Sentences</u> Physical sentences Coordination/ Subordination Physical sentences Using that	<u>Strand 1a 4 5 Simple Sentences</u> Silly sentences Sort it. <u>Strand 1c Sentences2,3 4</u> Sort it Fill the slots Question it	<u>Strand 1b 1 2 3 Subordination and co ordination</u> Likes and dislikes Physical sentences What's in picture? <u>Strand 1c 5,6,7 Sentences</u> 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 I went to the market. A web of words Word combinations	<u>Strand 2 reinforcement</u> <u>Strand 3 Adverbials</u> Where is <u>Strand 3 Adverbials</u> Collecting adverbs Adjectives to adverbs Transform Physical sentences	<u>Strand 3 Adverbials</u> When did. <u>Strand 3 Adverbials</u> How do you do? Try it out. Advise and instruct	<u>Strand 4 Verbs</u> Sort it Verb bingo Past and present <u>Strand 4 Verbs</u> Hammer those verbs What are you doing? All in agreement	<u>Strand 4 Verbs</u> Adding ed Silly sentences As <u>Strand 4 Verbs</u> Simple to progressive Tense sorting/ choices Assessment	Recap and assess	Recap and assess	
Teach number: Year one Red = 1 Blue = 2 Three = 3	<u>Sentences</u> Capital letters Full stops Verbs adjectives	Sentences Capital letters Full stops Verbs adjectives	<u>Co ordination</u> Using and	Capital letters Full stops Exclamation marks Questions marks	<u>Nouns and noun phrases</u>	Nouns and noun phrases Prefixes Adjectives	<u>Adverbials</u>	Adverbials	Verbs Past and present tense	Verbs - adding ed		
Teach number: Year two Red = 1	Coordination : and but or Subordination when if because	Sentence types: statement, command, exclamation	Coordination : and but or Subordination when if because	Nouns Noun phrases Expanding nouns	Noun phrases Apostrophes Adjective overload /noun	Nouns Suffixes (NNS)	Adverbs Adjectives to adverbs Coordination :	Adverbials	Verbs	Verbs - tenses progressive		

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