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

## <u>Intent</u>

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.

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	<ol> <li>A class book on floating and sinking.</li> <li>An information page on a historical/geographic al area in the local environment.</li> </ol>		<ol> <li>Letter to Santa</li> <li>Instructions for wrapping a present or a Christmas recipe.</li> </ol>		<ol> <li>Letter to the queen</li> <li>Non Chronological report on Queen Elizabeth.</li> </ol>		<ol> <li>Fact files on contrasting animals.</li> <li>Instructions</li> </ol>		1. Instructions – how to make a foraging bag.		<ol> <li>Poetry based on beach visits.</li> <li>A book based on geography experience (7 continents?)</li> </ol>	
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	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		

Blue = 2 Three = 3	that Verbs	question	that Verbs Commands exclamations	Pronouns	phrases	Expanded noun phrases with commas	and but or Subordination when if because that Verbs Sentence types					
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.											