**Otterton C of E Primary School Writing Progression 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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| A picture containing text, sign, clipart  Description automatically generated **Writing Curriculum Plan Year 1 and 2 Year B** | | | | | | | | | | | | | | | |
| **Year B**  **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.* | **Text:** | | | | **Text:** | | | | **Text:** | | | | | | |
| **The train ride**  Poetry | **Stella the seagull**  Non fiction | **Don’t spill the milk**  Fiction | **Boa’s bad birthday**  Fiction | **Weather**  Non fiction | **Little red riding hood**  Fiction | **The Slime Book**  Non fiction | **A mouse called Julian**  Fiction | **What do you do with a tail like that?**  Non fiction | | **I love bugs**  Poetry | | **Bonkers about beetroot**  Fiction | **Outdoor wonderland**  Non-fiction | |
| **Key Outcome:** | | | | **Key Outcome:** | | | | **Key Outcome:** | | | | | | |
| To write a journey in the style of the train ride | To write a letter asking for help with an environmental issue. | To create a story with a twist at the end | To write a story based on a birthday | To write an information page about weather and seasons. | To re-write the story, changing key details. | To write a set of instructions to make a new slime. | To write a version of the story with different animals in a different setting. | To create their own ‘what do you do with’ book. | | To create poems based on different insects and bugs. | | To write a story based on growing vegetables. | To write a page that contains a set of instructions for an information book | |
| **Vocabulary linked to core texts ( starts with vocab assessment)** | Travelling  (journey)  Staring  Strutting  Sailing  Welcoming | Recycle  Reuse  Environment  World  Reduce | New text | Hoped  Neat  Useful  Suitable  Perfect  Slipping  Sprouted | Linked to Geography topic. | New text | First  Next  After  Then  Finally | New text | Link to science vocabulary | | Springy  Creepy  Spiny  Bright  Glide  Crawl  Squealing | | New text | New text | |
| **Links to Wider Curriculum** | Where we live - farming | Explore and draw - art | The wright brothers | Dips and dippers | Materials  Weather- geog | Monoprint - art | Kings and Queens | Fabric bunting | Humans and animas  Kampong Ayer | | Music and art | | Sensational salads in DT | The great fire of London | |
| **Independent purposeful writing outcomes** | Recount of a train ride trip  Write about our journey to the farm. | |  | | Write instructions for a weather proof shelter. | | Instructions for making bunting  Stories about Kings and Queens | | Books on animals  Poems on bugs we find in the bug hotel – allotment link | | | | Instructions to make a healthy salad | | |
| **Overall Grammar Coverage**  **(See Appendix A)** | Punctuate sentences with a full stop.  Begin sentences with a capital letter.  Capital letters for names and ‘I’ Pronoun.  Use the past and present tense correctly (Y2) | Sequence sentences to  maintain cohesion  Capital letters for names and  the pronoun I  Multiclause sentences using  and  Exclamatory sentences | Construct simple sentences  Use capital letters, full stops and exclamations  Conjunctions  Add detail to sentences | Simple and compound sentences  Noun phrases  Conjunctions for contrast and choice | A series of sentences to clearly inform the reader.  Use technical vocabulary  Punctuate correctly and use question marks.  Use conjunctions to explain. | Sequence sentences  Use a range of sentence types.  Past tense verbs  Nouns and expanded noun phrases  Adjectives | Sentences using the correct punctuation,  Subordination and coordination  Noun phrases  Use a range of precise verbs, | Coordination and/but  Past tense Verbs | Sentences with different types  Questions  Noun phrases and expanded noun phrases  multi clause sentences using subordination | | | Expanded noun phrases to describe  Alliteration  Rhyme and rhythm  Refrains and repeating pattern  Simile | Range of punctuation for different sentence types.  Exclamation and questions.  Apostrophes for contractions  Commas  Noun phrases and expanded noun phrases. | | Layout and organisation  Contractions  Subordination  Prepositional phrases |
| **Year 1 Grammar Strands** | Combining words to make sentences (oral)  Simple sentences and spaces between words.  Begin to punctuate | Sequence sentences to  maintain cohesion  Capital letters for names and  the pronoun I  Multiclause sentences using  and | Sequence sentences to  maintain cohesion  Punctuation  Coordination and | Sequence sentences to  maintain cohesion  **Nouns**  Coordination and | Sequence sentences to  maintain cohesion  vocabulary  Punctuation  Coordination and | Sequence sentences to  maintain cohesion  Punctuation  **Nouns**  Verb choices | Sequence sentences to  maintain cohesion  **Nouns**  Verb choices | Sequence sentences to  maintain cohesion  Coordination and/but  Verbs | Sentence types – punctuation and questions  **Nouns** | | | Adjectives  **Nouns**  Rhyme and rhythm  Repeating patterns | Sentence types - punctuation  Adjectives | | Layout and organisation  Prepositions  Coordination and/but |
| **Year 2**  **Grammar**  **Strands** | Sentences with capital letters and full stops.  Capital letters for Names and ‘I’ pronoun.  Past and present tense | Sequence sentences to  maintain cohesion  Coordination and  Subordination  Punctuation with:  Statements  Questions  Exclamations | Sequence sentences to  maintain cohesion  Coordination and  Subordination  Punctuation with:  Statements  Questions  Exclamations | Sequence sentences to  maintain cohesion  **Nouns**  Coordination and, but, or | Sentence types to inform reader  Vocabulary  Punctuation with:  Statements  Questions  Exclamations  Coordination and  Subordination | Sentence types  Noun phrases to describe  Verb choices | Sentence types  Noun phrases to describe  Verb choices | Present simple and present  progressive tense plus Verb choices  Commas in lists  Expanded noun phrases | Sentence types  Expanded Noun Phrases  Multi clause sentences using subordination | | | Expanded Noun Phrases  Alliteration  Refrains and repeating pattern  Simile | Expanded Noun Phrases  Apostrophe for contraction  Commas for description | | Layout and organisation  Contractions and possession  Subordination  Prepositional phrases |
| **Spelling**  **No Nonsense Spelling**  **Year 2** | **Block 1**  **Lessons**   1. **15**   Phase 5 GPCs ( through Phonics Bug)  Homophones sea see be bee  Strategies at the point of writing – Using A GPC chart from PB Spelling Journals  Using segmentation for learning selected words  Homophones blue/blew  Strategies at the point of writing – using the environment.  Segmentation and Phase 5 GPCs  Strategies at the point of writing – have a go sheets  Strategies at the point of writing – highlighting the tricky part in CEW  CEW and GPCS | **Block 1**  **Lessons**  **16 - 30**  Phase 5 GPCs including polysyllabic words  Strategies at the point of writing – have a go sheets  Proofreading using word banks for CEW  Strategies for learning polysyllabic and CEW  Proofreading especially High F words  Homophones  Strategies for learning words: tricky parts and Look Read Cover Write Check  Homophones learnt so far  Find mind kind behind child wild climb -/i/  Strategies for learning words: selected words from personal lists and this half term. | **Block 2**  **Lessons**  **1 – 15**  Strategies for learning words Look Read Cover Write Check  For CEW  Proof reading CEW and HFW  Strategies for learning words: CEW and personal words  Phase 5 GPCs that are not secure  Homophones to too two  Strategies at the point of writing – have a go sheets  Strategies for learning words – rainbow write  Selected Phase 5 GPCs  Strategies at the point of writing word sort  Strategies at the point of writing – have a go sheets  Strategies at the point of writing – which one looks right?  Strategies for learning words: selected topic words for this term. | **Block 2**  **Lessons**  **16 - 30**  Sound spelt ge and dge at the end of words and sometimes g elsewhere in words before e i y  Proof reading – using the environment and the working wall. Strategies at the point for learning words: personal lists and dge words  /s/ sound spelt c before e I y  Homophones : here hear one won sun son  Revise homophones so far,  /n/ Sounds spelt kn and gn at the beginning of words  Strategies for learning words: saying the word in a funny way | **Block 3**  **Lessons**  **1-15**  Strategies at the point of writing – have a go sheets  Tech/i/ spelt y  Strategies for learning words: should would could  Contractions: can’t didn’t hasn’t it’s couldn’t I’ll they’re  Le at the end of words and following a consonant  Teach / practice proofreading  Adding ing ed er est to words ending with consonant followed by e  Strategies for learning words from this half erm – focus on polysyllable and topic words | **Block 3**  **Lessons**  **16 – 30**  /i/ spelt ey  Near homophones quite and quiet  Homophones and near homophones  /r/sounds spelt wr  CEW most both only  For learning words: selected words form personal lists including CEW, topic words and r words  Adding ing ed er eat and y to words of one syllable ending in a single consonant after a single vowel  CEW: move prove improve should would could most both only  Strategies at the point of writing – using a working wall | **Block 4**  **Lessons**  **1-15**  /o/ spelt a after w and qu  Strategies for learning words: mnemonics  S segmentation and syllable clapping  Homophones new and knew  Homophones there their they’re  Adding es to nouns and verbs ending y  Strategies for learning words Look Read Cover Write Check – selected words | **Block 4**  **Lessons**  **16 - 30**  The possessive apostrophe ( singular nouns)  Strategies at the point of writing- using an alphabetically ordered word bank  Adding suffixes: ful less ly  Strategies for learning words from this half term  Contractions: Can’t didn’t hasn’t couldn’t I’ll they’re)  Words ending tion  Proof reading – dictionary skills | **Block 5**  **Lessons**  **1-15**  Strategies at the point of writing – have a go sheets  The /l/ sound spelt el at the end of words  Proof reading – using a dictionary/ word bank  Adding endings ing ed er est to words ending in y  Strategies at the point of writing: using analogy Strategies for learning words  a before l and ll  ar after w  Strategies for learning words including a before l and ll and ar after w | | | **Block 5**  **Lessons**  **16 - 30**  Suffixes ment and ness  Strategies for learning words using word cards.  Strategies for learning words: CEW and words from errors  Or after w  The possessive apostrophe ( singular nouns)  L and al at the end of words  Strategies for learning words: tricky parts and Look Read Cover Write Check CEW | **Block 6**  **Revision**  **Lessons**  Spellings and concepts that pupils need to secure  Homophones  O  Words revised or learnt this week  Il at the end of words Strategies for learning words: CEW  Revision | | **Block 6**  **Revision**  **Lessons**  Revision |
| **Handwriting** | All pupils will learn to write in print using the correct letter formation before transitioning to cursive handwriting.  All Pupils will use diagonal strokes to join their writing in a legible, cursive style most of the time .  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. | | | | | | | | | | | | | | |
| Grammar and punctuation  No Nonsense Grammar  **YEAR ONE**  First Teach: Red  Second Teach: Yellow  Third/ Repeated Teach: Green | Strand 1a 1 2 3  Simple Sentences  What’s in a picture  Sentence work  .Hammer those verbs  Verbs  Stop  Orally/ with an action:  Full stops  Capitals | Strand 1a 4 5  Simple Sentences  Silly sentences  Sentence work  Sort it.    Assess Sentence work | Strand 1b 1 2 3  Subordination and co ordination  Likes and dislikes   Using and  Physical sentences   Using and  What’s in  picture?  Using and  Orally/with an action  Full stops  Capitals | Strand 1c 1  Sentences    Playing with Sentence types  Full stops  Question marks  Exclamation marks | Strand 2  Nouns and noun phrases    All in a name  Nouns  Plurals  Grammar goggle s  Nouns  Plurals | Strand 2  Nouns and noun phrases    Describe the object  Noun phrases  Understanding opposites   Prefix un | Strand 2 reinforcement Strand 3 Adverbials  Where is  Common prepositions - where | Strand 3  Adverbials  When did.  Common prepositions – when | Strand 4  Verbs  Sort it  Identifying verbs  Verb bingo  Identifying verbs  Past and present  Tense – ing ed | Strand 4  Verbs  Adding ed  Ing and ed  Silly sentences  Assess past and present verbs | | | Recap and assess | Recap and assess | |
| Grammar and punctuation  No Nonsense Grammar  **YEAR TWO**  First Teach: Red  Second Teach: Yellow  Third/ Repeated Teach: Green | Strand 1b 4 5 6  Sentences  Physical sentences  *and, or, but*  Subordinating  with physical sentences   when, if, that, because  Using that  that | Strand 1c  Sentences2,3,4  Sort it  Punctuation: full stops,  Commands,  exclamations, questions and Capitals  Fill the slots  Punctuation  Question it  Questions | Strand 1c 5,6,7  Sentences  Do as I tell you  Commands  How tricky is this?  Exclamations   More exclamations  Exclamations | Strand 2  Nouns and noun phrases  Revise nouns  Nouns  Expanding nouns  Noun Phrases  and modification and commas  Playing with pronouns.  Pronouns | Strand 2  Nouns and noun phrases  Noun phrases  Noun phrases  Determiners and commas  All about apostrophe  Possession and plurals  Adjective overload  Noun phrases  Commas  Determiners  apostrophes | Strand 2  Nouns and noun phrases     I went to the market  Noun phrase  Adjective comma   A web of words   Suffixes  Word combinations  Compounding | Strand 3  Adverbials  Collecting adverbs  adverbs   Adjectives to adverbs  Adjectives and adverbs   Transform  Suffix ly/adverb  Physical sentences  Using adverbs | Strand 3  Adverbials    How do you do?  Using adverbs  . Try it out.  Pre modifying adverbs  Advise and instruct  Adverbs to add detail in instructions | Strand 4  Verbs  Hammer those verbs  Past and present  What are you doing?  Past and present  All in agreement  Present progressive verbs | Strand 4  Verbs  Simple to progressive  Present progressive  Tense sorting/ choices  Tenses   Assessment | | | Recap and assess | Recap and assess | |
| 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 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. | | | | | | | | | | | | | | |