**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)StaringStruttingSailingWelcoming | RecycleReuseEnvironmentWorldReduce | New text | HopedNeatUsefulSuitable PerfectSlippingSprouted  | Linked to Geography topic. | New text | FirstNextAfterThenFinally | New text | Link to science vocabulary  | SpringyCreepySpinyBrightGlideCrawlSquealing  | 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 animasKampong Ayer | Music and art | Sensational salads in DT | The great fire of London |
| **Independent purposeful writing outcomes** | Recount of a train ride tripWrite 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 cohesionCapital letters for names and the pronoun IMulticlause sentences using andExclamatory 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 sentencesUse a range of sentence types.Past tense verbsNouns and expanded noun phrasesAdjectives  | Sentences using the correct punctuation,Subordination and coordination Noun phrasesUse a range of precise verbs, | Coordination and/but Past tense Verbs | Sentences with different typesQuestionsNoun phrases and expanded noun phrasesmulti clause sentences using subordination | Expanded noun phrases to describeAlliterationRhyme and rhythmRefrains and repeating patternSimile | Range of punctuation for different sentence types. Exclamation and questions. Apostrophes for contractionsCommas Noun phrases and expanded noun phrases. | Layout and organisationContractionsSubordinationPrepositional phrases |
| **Year 1 Grammar Strands** | Combining words to make sentences (oral)Simple sentences and spaces between words.Begin to punctuate | Sequence sentences to maintain cohesionCapital letters for names and the pronoun IMulticlause sentences using and | Sequence sentences to maintain cohesionPunctuation Coordination and | Sequence sentences to maintain cohesion**Nouns**Coordination and | Sequence sentences to maintain cohesionvocabularyPunctuation Coordination and | Sequence sentences to maintain cohesionPunctuation **Nouns**Verb choices | Sequence sentences to maintain cohesion**Nouns**Verb choices | Sequence sentences to maintain cohesionCoordination and/but Verbs | Sentence types – punctuation and questions**Nouns** | Adjectives**Nouns**Rhyme and rhythmRepeating patterns | Sentence types - punctuationAdjectives | Layout and organisationPrepositionsCoordination 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 cohesionCoordination and SubordinationPunctuation with:StatementsQuestionsExclamations | Sequence sentences to maintain cohesionCoordination and SubordinationPunctuation with:StatementsQuestionsExclamations | Sequence sentences to maintain cohesion**Nouns**Coordination and, but, or | Sentence types to inform readerVocabularyPunctuation with:StatementsQuestionsExclamationsCoordination and Subordination | Sentence types Noun phrases to describeVerb choices | Sentence types Noun phrases to describeVerb choices | Present simple and present progressive tense plus Verb choicesCommas in listsExpanded noun phrases | Sentence types Expanded Noun PhrasesMulti clause sentences using subordination | Expanded Noun PhrasesAlliterationRefrains and repeating patternSimile | Expanded Noun PhrasesApostrophe for contractionCommas for description | Layout and organisationContractions and possessionSubordinationPrepositional phrases |
| **Spelling****No Nonsense Spelling****Year 2** | **Block 1****Lessons**1. **15**

Phase 5 GPCs ( through Phonics Bug)Homophones sea see be beeStrategies at the point of writing – Using A GPC chart from PB Spelling JournalsUsing segmentation for learning selected wordsHomophones blue/blewStrategies at the point of writing – using the environment.Segmentation and Phase 5 GPCsStrategies at the point of writing – have a go sheetsStrategies at the point of writing – highlighting the tricky part in CEW CEW and GPCS | **Block 1****Lessons** **16 - 30**Phase 5 GPCs including polysyllabic wordsStrategies at the point of writing – have a go sheetsProofreading using word banks for CEWStrategies for learning polysyllabic and CEWProofreading especially High F wordsHomophonesStrategies for learning words: tricky parts and Look Read Cover Write CheckHomophones learnt so farFind 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 CheckFor CEWProof reading CEW and HFWStrategies for learning words: CEW and personal wordsPhase 5 GPCs that are not secureHomophones to too twoStrategies at the point of writing – have a go sheetsStrategies for learning words – rainbow writeSelected Phase 5 GPCsStrategies at the point of writing word sortStrategies at the point of writing – have a go sheetsStrategies 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 sonRevise homophones so far,/n/ Sounds spelt kn and gn at the beginning of wordsStrategies for learning words: saying the word in a funny way | **Block 3****Lessons****1-15**Strategies at the point of writing – have a go sheetsTech/i/ spelt y Strategies for learning words: should would couldContractions: can’t didn’t hasn’t it’s couldn’t I’ll they’reLe at the end of words and following a consonantTeach / practice proofreadingAdding ing ed er est to words ending with consonant followed by eStrategies for learning words from this half erm – focus on polysyllable and topic words | **Block 3****Lessons****16 – 30**/i/ spelt eyNear homophones quite and quietHomophones and near homophones/r/sounds spelt wrCEW most both only For learning words: selected words form personal lists including CEW, topic words and r wordsAdding ing ed er eat and y to words of one syllable ending in a single consonant after a single vowelCEW: move prove improve should would could most both onlyStrategies at the point of writing – using a working wall | **Block 4****Lessons****1-15**/o/ spelt a after w and quStrategies for learning words: mnemonicsS segmentation and syllable clappingHomophones new and knewHomophones there their they’reAdding es to nouns and verbs ending yStrategies 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 bankAdding suffixes: ful less lyStrategies for learning words from this half termContractions: 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 sheetsThe /l/ sound spelt el at the end of wordsProof reading – using a dictionary/ word bankAdding endings ing ed er est to words ending in yStrategies at the point of writing: using analogy Strategies for learning wordsa before l and llar after wStrategies for learning words including a before l and ll and ar after w | **Block 5****Lessons****16 - 30**Suffixes ment and nessStrategies for learning words using word cards.Strategies for learning words: CEW and words from errorsOr after wThe possessive apostrophe ( singular nouns)L and al at the end of wordsStrategies for learning words: tricky parts and Look Read Cover Write Check CEW | **Block 6****Revision** **Lessons**Spellings and concepts that pupils need to secureHomophonesOWords revised or learnt this weekIl at the end of words Strategies for learning words: CEWRevision | **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: RedSecond Teach: YellowThird/ Repeated Teach: Green | Strand 1a 1 2 3 Simple Sentences What’s in a picture Sentence work.Hammer those verbs VerbsStop  Orally/ with an action:Full stopsCapitals | Strand 1a 4 5 Simple Sentences Silly sentences Sentence workSort it.   Assess Sentence work | Strand 1b 1 2 3 Subordination and co ordination Likes and dislikes Using andPhysical sentences Using andWhat’s in  picture?Using and Orally/with an actionFull stopsCapitals | Strand 1c 1 Sentences  Playing with Sentence types   Full stopsQuestion marksExclamation marks  | Strand 2 Nouns and noun phrases  All in a name NounsPluralsGrammar goggle sNounsPlurals | Strand 2  Nouns and noun phrases  Describe the object Noun phrasesUnderstanding 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 verbsVerb bingo Identifying verbsPast and presentTense – ing ed | Strand 4  Verbs Adding ed Ing and edSilly sentences Assess past and present verbs  | Recap and assess | Recap and assess |
| Grammar and punctuation No Nonsense Grammar **YEAR TWO**First Teach: RedSecond Teach: YellowThird/ Repeated Teach: Green | Strand 1b 4 5 6  Sentences Physical sentences*and, or, but* Subordinating  with physical sentences when, if, that, becauseUsing that that | Strand 1c Sentences2,3,4 Sort it Punctuation: full stops, Commands,exclamations, questions and CapitalsFill the slots PunctuationQuestion it Questions | Strand 1c 5,6,7 Sentences Do as I tell you CommandsHow tricky is this? Exclamations More exclamations Exclamations | Strand 2 Nouns and noun phrases Revise nouns NounsExpanding nouns Noun Phrasesand modification and commasPlaying with pronouns. Pronouns | Strand 2 Nouns and noun phrases Noun phrasesNoun phrases Determiners and commas All about apostrophe Possession and pluralsAdjective overload Noun phrasesCommasDeterminersapostrophes | Strand 2 Nouns and noun phrases   I went to the market Noun phraseAdjective comma A web of words SuffixesWord combinations Compounding | Strand 3  Adverbials Collecting adverbs adverbs Adjectives to adverbs Adjectives and adverbs Transform Suffix ly/adverbPhysical 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 presentWhat are you doing? Past and presentAll in agreement Present progressive verbs  | Strand 4 Verbs Simple to progressive Present progressiveTense sorting/ choices Tenses Assessment  | Recap and assess | Recap and assess |
| 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 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. |