



St Mary's Catholic Primary School

Writing Curriculum Plan

By the end of KS2 there is an expectation that children at St Mary's will leave being able to write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader. Through our writing curriculum we aim to develop children's skills and knowledge to enable them to be confident writers.

Given the right environment and stimulus it is an aspect of literacy that can give enormous pleasure. We aim to enable our pupils to consider themselves as 'writers', to encourage confidence and the motivation to want to write and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. We aim to develop fluency and legibility. We aim to offer a whole language approach so that pupils can learn to express clarity of thought and be able to manage language appropriately. We aim to set high expectations of pupils and to give writing a high profile in all its forms.

Writing is a skill with many components, these include spelling, handwriting, grammar and vocabulary. By providing meaningful contexts, quality texts and effective planning we can ensure a consistent whole school approach to writing meeting the needs of all pupils.

Aims

We aim for ;

- All children have access to a broad, balanced and differentiated writing curriculum.
- All children who may have special educational needs and/or additional needs are identified and supported appropriately as early as possible.
- We develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers and writers.
- We develop writing strategies and skills so that children appreciate and understand the purpose of writing.
- We develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.

- We develop children's writing experiences through a variety of texts including the use of libraries, ICT and other available media.
- We model the conventions of written Standard English to help children develop mature forms of writing.
- We provide frequent opportunities for children to discover the links between the skills of writing, reading, speaking and listening, drama and role play and to ensure a wide range of genre is covered.
- A range of resources will be available to support children to become independent writers such as dictionaries, thesauruses, word banks and scaffolds.

Expectations

By the end of KS1 there is an expectation that pupils will be able to:

- Write simple, coherent narratives about personal experiences and those of others (real or fictional).
- Write about real events, recording these simply and clearly.
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
- Use present and past tense mostly correctly and consistently.
- Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- Spell many common exception words.
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Use spacing between words that reflects the size of the letters.

By the end of KS2 there is an expectation that pupils will be able to write at the expected standard and be able to:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
- In narratives, describe settings, characters and atmosphere.

- Integrate dialogue in narratives to convey character and advance the action.
- select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- Maintain legibility in joined handwriting when writing at speed.

WRITING COMPOSITION

INTENT

To provide opportunities across all curricular areas for the development and application of Speaking, Listening and Writing skills to help all pupils know more, remember more, and understand more.

To create a culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured writing activities.

To promote vocabulary development during all lessons, using a variety of techniques such as 'Thesaurus Thinking' as a way to develop and broaden language choices. Children understand that collecting words and phrases supports them when they begin to write.

Teachers to understand the dual nature of demonstration to be showing the articulation of the thinking in the writer's brain whilst crafting and constructing sentences.

To design a wider curriculum that provides regular opportunities for pupils to use and apply the writing and spoken language skills they have acquired from the English Curriculum.

To promote a positive and enthusiastic attitude towards writing and a development of stamina.

To create independent, confident writers.

Provide the opportunity for every child to become a writer.

To create writers who can re-read, edit, and improve their own writing.

To create writers with a legible, joined, and fluent handwriting style.

To develop confident writers for the next stages of their education.

IMPLEMENTATION

All Writing is planned for using quality texts, film, photograph or experience days to provide a rich backdrop to generate language. Teachers have been trialing using The Write Stuff approach to writing. Where teachers use this approach, lessons are structured into three learning chunks, initiate, model and enable. Pupils have an understanding of how effort with word collecting (thinking side) improves the effectiveness and structure of their sentences (writing side) and teachers have a high expectation of pupil vocabulary. Teachers understand the importance of modelling writing that includes new and challenging vocabulary and model sentences 'live' verbalizing the choices they are making as a writer. Working walls show the progression of the plot points and sentence stacking is displayed. Children are familiar with the Writing Rainbow and recognise when different devices have been used in writing and can make independent choices themselves to extend their own. Editing is scaffolded and taught so that children learn to edit in different ways.

Below are the accompanying Schemes of Work but these may be adapted depending on the individual writing and grammar needs of classes at that time especially after the impact of COVID is fully assessed. The sequences are also developing and changing as more teachers trial The Write Stuff

<p>approach, and create units to suit the class needs. All children have the opportunity to write daily. Writing across the school incorporates aspects of Imitate, Innovate, Independent Application and Invent for some sequences. All sequences include the teaching of grammar, vocabulary, spelling, and handwriting within it. Links are made with our topics where possible.</p>						
EYFS CYCLE A	AUTUMN 1 There's Only One Me! All About Autumn	AUTUMN 2 Oh the Places You Will Go! Winter Wonderland	SPRING 1 Once Upon a Time...	SPRING 2 Buried in the Sand Spring is here, let's all cheer	SUMMER 1 The Secret Garden	SUMMER 2 A walk on the wild side
Progression of Core Texts <i>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.</i>	Starting school Only one you Marvellous me Funny Bones Our House Owl Babies The Wide Awake Hedgehog	Mr Gumpy's Motor Car The One Hundred Decker Bus The Bear in the Cave Ori's Stars Imagine That The Grinch that Stole Christmas Elf Chase	Goldilocks and the Three Bears The Ugly Duckling The Three Little Pigs The Gingerbread Man Hansel & Gretel	Class Three all at Sea The Night Pirates Pirate Girl Captain Beastlie's Pirate Party Captain Flynn and the Pirate Dinosaurs If I had a dinosaur And then it's Spring Too Many Carrots The Odd Egg	The Secret Sky Garden Mrs Maple's Seed Jasper's Beanstalk The Butterfly Dance Tað The Bad Tempered Lady Bird	The Little Red Hen The Rainbow Fish Hiku The Enormous Crocodile We're going on a Lion Hunt There's a Tiger in the Garden
Links to Wider Curriculum	Brother Bear talk at the Abbey Local Area Walk EYFS Staff Car Wash Look under the bonnet of Mrs Teeder's Car		Storytelling session/Travelling Puppet Theatre/Panto Pirate Picnic Easter story session at the Abbey		Abbey Gardeners to come and speak and do some planting with the children Living Coasts	
Phonics Letters and Sounds Phonics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 2 Oral Blending

	Phase 2 Baseline Assessment	Phase 2 Ongoing Assessment (Dec)	Phase 2 (recap) Phase 3	Phase 3 Phase 4 Ongoing Assessment (Mar)	Phase 4	Revise aspects of Phase 2-4 Ongoing Assessment (July)
Physical development Handwriting	<ul style="list-style-type: none"> • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 					
EYFS CYCLE B	AUTUMN 1 Me and my Community! When the Leaves begin to fall	AUTUMN 2 Are we there yet? Snowflake, Snowflake	SPRING 1 Imagine That...	SPRING 2 Arrrgh! There be dinosaurs! Sensational Spring	SUMMER 1 A Bugs Life	SUMMER 2 We're going on an animal hunt!
Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts</i>	Hugless Douglas goes to Little School Pete the Cat, Firefighter Pete The Jolly Postman Cops and Robbers	Mr Gumpy's Outing The Great Hot Air Balloon Adventure I wish I were a pilot Oi! Get off our train! Aliens Love Underpants	Jack and the Beanstalk Little Red Riding Hood The Three Billy Goats Gruff The Enormous Turnip The Princess and the Pea	There are Dinosaurs in my school Dear Dinosaur How to Look after a dinosaur A stegosaurus would not make a good pirate.	The Very Hungry Caterpillar Superworm The Ugly Bug Ball The Tiny Seed Supertato The Curious Garden	Farmer Duck We're Going on a Bear Hunt Handa's Surprise Poles Apart Dougal's Deep-Sea Adventure The Tiger Who came to Tea

<i>(including poetry) and meet the interests of pupils.</i>	Little Princess, I don't want to go to hospital Tigers Toothbrush If I built a House Leaf Man The Roll Away Pumpkin	Man on the Moon Stick Man A Loud Winter's Nap		Pirates like underpants Rhyming Rabbit We're Going on an Egg Hunt																				
Links to Wider Curriculum	Planetarium Christmas story/craft session at the Abbey		Storytelling session/Travelling Puppet Theatre/Panto Torquay Dinoasur Museum Easter story session at the Abbey		Butterfly Farm Dartmoor Zoo or Pennywell Farm																			
Phonics Letters and Sounds Phonics	<table border="1"> <thead> <tr> <th data-bbox="358 735 613 767">Autumn 1</th> <th data-bbox="613 735 869 767">Autumn 2</th> <th data-bbox="869 735 1124 767">Spring 1</th> <th data-bbox="1124 735 1413 767">Spring 2</th> <th data-bbox="1413 735 1715 767">Summer 1</th> <th data-bbox="1715 735 2152 767">Summer 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="358 767 613 823">Phase 1</td> <td data-bbox="613 767 869 823">Phase 1</td> <td data-bbox="869 767 1124 823">Phase 1</td> <td data-bbox="1124 767 1413 823">Phase 1</td> <td data-bbox="1413 767 1715 823">Phase 1</td> <td data-bbox="1715 767 2152 823">Phase 2 Oral Blending</td> </tr> <tr> <td data-bbox="358 823 613 1051">Phase 2 Baseline Assessment</td> <td data-bbox="613 823 869 1051">Phase 2 Ongoing Assessment (Dec)</td> <td data-bbox="869 823 1124 1051">Phase 2 (recap) Phase 3</td> <td data-bbox="1124 823 1413 1051">Phase 3 Phase 4 Ongoing Assessment (Mar)</td> <td data-bbox="1413 823 1715 1051">Phase 4</td> <td data-bbox="1715 823 2152 1051">Revise aspects of Phase 2-4 Ongoing Assessment (July)</td> </tr> </tbody> </table>						Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Phase 1	Phase 2 Oral Blending	Phase 2 Baseline Assessment	Phase 2 Ongoing Assessment (Dec)	Phase 2 (recap) Phase 3	Phase 3 Phase 4 Ongoing Assessment (Mar)	Phase 4	Revise aspects of Phase 2-4 Ongoing Assessment (July)				
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KS1 CYCLE A	AUTUMN 1 Food Glorious Food What's on The Menu?	AUTUMN 2 Let's Celebrate Why do we have celebrations?	SPRING 1 Its f...f...f.freezing! Why are cold places special?	SPRING 2 Over and Under the Sea Why do we love being beside the seaside?	SUMMER 1 How does your garden grow? How can we take care of our local outdoor spaces?	SUMMER 2 All, creatures Great and small Why can't all creatures live in the same place?
Progression of Core Texts <i>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.</i>	<i>Instructions Sams Sandwich. create plan TWS way</i> Fiction Traditional tales from other cultures: The Papaya That Spoke Non-Fiction - instructions Sam's Sandwich The Disgusting sandwich	<i>TWS -Fiction – my Christmas star.</i> <i>TWS – Non fiction Post card. Meerkat Christmas</i> <i>Poetry – Autumn Poems</i> other cultures Story. – Diwali – Fiction Traditional story It's My Birthday! The Christmas story	<i>TWS –Non Fiction Ice Planet</i> Fiction – narrative Solo Non fiction Penguins – Emily Bone Polar Bears Scott of the Antarctic – young explorer.	<i>TWS –Narrative Adventure Grandads Island (TWS Irish Myth Song of the Sea_</i> <i>TWS – Non Chronological report – Pirates</i> Poetry rhyme The owl and pussy cat Non fiction Sampson titanic journey Grace Darling	<i>jack and the beanstalk TWS create plan</i> Traditional Tale Jack and The Beanstalk – Pie Corbett's version Non-Fiction – instructions How to grow lettuces? Text that Teach	<i>TWS – Non fiction How to make a bird feeder.</i> Fiction Poetry Posy – poem Augustus and his smile Fiction Lord of the forest.
Class reading spine	The Magic Porridge Pot Good Enough to eat Fruit Fatou Fetch the water Don't Spill the milk The Tiger who came to Tea		Penguins progress The Frozen North The Emperors Eggs Could a penguin ride a bike? The Snow Queen How to catch a polar bear		The Enchanted Wood Jim and the beanstalk Into the forest – Anthony Browne Wanted the perfect Pet Lord of the forest. A Dog's Day	

	In the incredible book eating Boy. Boa's Bad Birthday Firework poems		March of the Penguins DVD One Tiny Turtle A New Home For Pirate. Grace To The Rescue, Queen Victoria's Batching machine, Francis Drake's journey The Antlered Ship Gift From Winklesea		Bog Baby
Independent purposeful writing outcomes	Short narrative reciting, innovating – tale Sentences Instruction text – commands Bossy/ imperative verbs Rhyme	Similes and metaphors Senses./ noises, smells Additional tasks Writing from personal experiences – birthdays / real	Non chronological reports – focus on use of questions Sentences / nouns Innovating text – verbs, adverbs, and description– setting Writing from personal experience – fictional	Character / setting Information / facts Additional writing Personal experiences– Grace Darling	Innovate – write instructions to plant and grow Poetry about an animal Write a story using patterned text
Grammar and Punctuation	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Write different types of sentences – statements, commands, questions, and exclamatory sentences	Use present and past tense mostly correctly and consistently [From Y2 PoS: including use of the progressive form of verbs.] Add description and specification using expanded noun phrase	Adverbials, expanded noun phrases, powerful verbs, rich vocabulary.: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	Add description and specification using expanded noun phrase Write different types of sentences – statements, commands, questions and exclamatory sentences Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	
Spelling / phonics	Year 1 –Letters and sounds Year 2 –No Nonsense Spelling Programme				
Handwriting	Cursive Handwriting Scheme <ul style="list-style-type: none"> Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters. start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. form lower-case letters of the correct size relative to one another 				

KS1 CYCLE B	AUTUMN 1 Marvellous Me <i>What makes me special?</i>	AUTUMN 2 What Time Is It? <i>How does the weather affect our lives?</i>	SPRING 1 Fire and Dragons <i>Why are we curious about fire?</i>	SPRING 2 Spring Has Sprung <i>How can we care for creation?</i>	SUMMER 1 Magic and Fairy Tales <i>What makes toys and stories special?</i>	SUMMER 2 Up and Beyond / On the Move <i>What does it take to be a great explorer?</i>
<p>Progression of Core Texts <i>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.</i></p>	<p>TWS – Narrative Stardust</p> <p>Poetry – When I am By Myself.</p> <p>Fantasy Fairy Tale Rapunzel</p> <p>Narratives about personal experiences (fictional and real) Vlad and Florence Nightingale</p>	<p>Autumn / Firework Poetry</p> <p>TWS – Non chronological report -Hibernation</p> <p>TWS –narrative The Owl Who was Afraid of the Dark – If not time read as class book.</p> <p>Observational – using senses Poetry Autumn Poems –Misty by Shirley Hughes , Autumn Romp SLN</p> <p>Hello Lighthouse – Sophie Blackhall Non-fiction Information texts The Seasons Alfie Weather – Shirley Hughes- SLN</p> <p>Fiction How Night Came – Pie Corbett</p>	<p>TWS – The legend of George and the Dragon.</p> <p>TWS – The Great Fire of London.</p> <p>Fiction/ Poetry Overcoming a monster George and The Dragon Tell Me A dragon</p> <p>Non fiction Information Vlad and The Great of London Toby and the Great Fire of London</p>	<p>Poetry TWS –If I were in charge of the world</p> <p>Daffodils Wordsworth.- learn and recite .</p> <p>Non fiction The life cycle of a frog.- as part of science)</p>	<p>Fairy Tale</p> <p>TWS – Narrative . Little Red riding hood with a difference.</p> <p>TWS – Non fiction – Toys from the past.</p> <p>Rags to riches Fiction The Elves and The Shoemaker</p> <p>Instructions Non Fiction How to do Magic Tricks</p>	<p>TWS – Neil Armstrong, Significant People.</p> <p>Scooter day Explanation Things That Move Wheels Wings and other things</p> <p>Biography Amelia Earhart</p> <p>Fiction Fantasy Mrs Armitage on Wheels</p>
<p>Class reading Spine</p>	<p>I'm Special, I'm Me It's my Birthday Flat Stanley The magic finger</p>		<p>The Dragon Machine Chinese New year Festivals around the world. The Boy Who Grew Dragons Oi Frog</p>		<p>The Magic Bed The Magic Faraway Tree story Box Class magic show.</p>	

	My Naughty Little sister On sudden hill. Grandpa's secret Giant. Orion and the Dark Can't you sleep little bear? Information about The Seasons How Night Came – Fiction (tale) How to Catch Santa Outdoor Wonderland		Tadpoles Promise Class reads – Frog and Toad The Egg		Enchanted wood Wishing chair After the fall.		
Independent purposeful writing outcomes	To innovate – letter / setting / character description	To create a poem based on the senses Information Questions	Poetry Information about Dragons.	poems Explanation– life cycle Recount	Innovate – LRRH Write instructions on how to do a magic trick. Write up explanations on science experiments.	Recount of scooter day Biography	
Grammar and punctuation	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Use present and past tense mostly correctly and consistently. [From Y2 PoS: including use of the progressive form of verbs	Rhyme, rhythm, alliteration Add description and specification through the use of expanded noun phrase	Write different types of sentences – statements, commands, questions and exclamatory sentences, verbs, present tense,	Language, rhythm, rhyme, alliteration, vocabulary Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.	Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required. Add description and specification using expanded noun phrase. Write different types of sentences – statements, commands, questions, and exclamatory sentences.		
Spelling	Year 1	Autumn 1	Autumn 2	Spring 1 revise term 1	Spring 2	Summer 1	Summer 2
		Revise phase 4 if necessary ff, ss, zz, ll, ck, Revise /ng/ and <nk > Revise <oo> as /u/ /ai/ as <ay> /ee/ as <ea> /igh/ as <ie> /oa/ as <oe> /yoo//oo/ as <ue> /ow/ as <ou> /ur/ as <ir> /or/ as <aw> /w/ as <wh> /f/ as <ph> /oi/ as <oy> /or/ as <au> /ai / <a-e> /ee/ as <e_e>	<a> for /ai / (acorn) and <a> as /o/ (was) <e> as /ee/ (he, me, we, she, be) <i> as /igh/ (mind) <o> for /oa/ (no, go, so) <u> as /yoo/ (unit) <ea> as /e/ (egg) <ou> as /oo/ (you) <ou> as /oa/ (mould) <g> as /j/ (gem) <c> as /s/ (cell)	<o> as /oo/ (to, do, today) /ch/ as <tch> <s> as /z/ (is, his, has) <ow> as /oa/ (low) /ear/ as <ere> <eer> (here) (deer) Revise /ure/ /er /or/ as <ore> <our> (your) Revise /er/ /k/ as <k> before e, i or y (kit, sketch)	/u/ as <o> (love, come) <a> as /ar/ (pass, path) <al> (half) <are> (are) /ur/ as <ere> (were) /v/ as <ve> Suffixes <s> <es> /air/ as <are> <ear> <ere> (there, where) Three sounds of <ed> Suffixes <ing> <ed> /s/ as <se> <ce> (house, once)	Compound words Revise all long vowels /ai/ /ee/ /igh/ /oa/ /oo/ Prefix <un> Revise /ar/ /or/ /ur/ /ow/ Read and spell one and once as <wo> Revise /er/ schwa <a> (again) <e> (the) Revise /oi/ /ear/ /air/	PSC Revise /d/ /g/ /o/ /k/ /e/ /u/ /r/ /h/ Revise /b/ /f/ /l/ /j/ /v/ as <f> (of), /w/ /x/ Revise suffixes Revise /y/ /z/ /qu/ /sh/ /th/ /ng/ Revise suffixes Days of the week, colours, months

	<p><ey>* /igh/ as <i-e> /oa/ as <o-e> e> /yoo/ /oo/ as <u-e> /yoo/ /oo/ as <ew></p> <p>Assess Read these tricky words in Year 1: oh, their, people, Mr, Mrs, looked, called, asked, could</p>	<p><ie> as /ee/ <y> as /ee/ <er> as /ur/ (fern) Revise alternative graphemes</p> <p>Assess</p> <p>Spell all tricky words from Reception (Phases 2-4) and these Y1 Phase 3-6 CEW not included in the tricky word lists: push, put, push, full, pull, ask, by, here, house, our, says, today, your, has, friend, school, love, where</p>	<p><y> as /igh/ (by, my) Teach double letters (without suffixes)(h, j, q, w, x, y don't double) e.g. sorry, letter, hammer, annoy <ch> as /k/ school and /sh/ chef Assess</p>	<p>Suffixes <er> <est> Assess</p>	<p>/ure/ Revise /s/ /a/ /t/ /p/ /i/ /n/ /m/ as <mb> (comb) Revise the three sounds of -ed Spell these tricky words in Year 1: said, so have, like, some, come were, there, little, one, do, when, out, what, oh, their, people, Mr, Mrs, looked, called, asked, could</p>	<p>Read new sound /zh/ as in treasure <s> Revise /oo/ /yoo/ /ur/ or/ Revise prefix <un> Revise double letters</p> <p>Assess Ensure the children can read all the decodable words in the 100 high-frequency words on p.194 and spell most of them. Ensure they can read and spell phonically decodable two-syllable and three-syllable words. *</p>
Year 2	<p>Autumn 1 We are implementing a recovery programme to ensure that the year 2 children revisit and consolidate their phonics from year 1 due to COVID</p>	<p>Autumn 2 Begin to use No nonsense Spelling</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
	<p>/ai/ <aɪ> <aɪ> <aɪ> <a-e> <ey> /i/ as <ɪ> before e, i and y and <dʒe> <ge> Revise short vowels rules /ee/ <ee> <ea> <e> <e-e> <ey> <y> <ie> -tch /s/ as <c> before e, i and y <ss> <se> <ce> /oo/ and /yoo/ <oo> <ue> <ew> <u> <u-e> <ou> <o> /ow/ <ow> <ou></p>	<p>/igh/ /oa/ /oo/ revision over the next half term.</p> <p>When we are confident children are ready begin to use No nonsense spelling</p> <p>Year 2 Block 2 second half.</p>	<p>Revisit The /l/ or /əl/ sound spelt '-le' at the end of words</p> <p>Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p> <p>Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>Year 2 phonics The /ai/ sound spelt 'y' at the end of words The /i:/</p>	<p>Revisit The possessive apostrophe (singular nouns)</p> <p>Homophones Revision of all homophones taught so far</p> <p>Apostrophe The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics The /l/ or /əl/ sound spelt '-le' at the end of words The /l/ or /əl/ sound spelt '-al' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /o:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound</p>		

	<p>/n/ as <nn> <kn> and <gn> /m/ as <mm> <mb> Revise double letters (h, j, q, w, x, y don't double) /ng/ /nk/ /oi/ <oi> and <oy> /ar/ <ar> and <a> /r/ as <rr> <wr> /ai/ as <ai> <ay>, <a>, <a-e> <ey> (they) <ea> as /ai/ (break, steak, great) Floss Rule for <ff> <ll> <ss> <zz> <ck> after a short vowel /l/ as <ll> <le> or <el> S4S Y3T1 <wh> as /h/ (who, whole) /igh/ <igh> <ie> <i> <i-e> <y> /f/ <f> <ff> and <ph> /l/ as <il> or <al> S4S Y3T1 <(i)> as new grapheme /zh/ /oa/ <oa> <ow> <oe> <o> <o-e> Past Phonic Assessment (see old test) Homophones S4S Y4 /ee/ as <ey> <ee> <e-e> <e> <ea> <ie> <y> Assess PSC – to identify any gaps</p>		<p>sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /n/ sound spelt 'a' after 'w' and 'qu' The sound /z/ spelt 's'</p> <p>Common exception words Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils</p> <p>Suffixes Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p> <p>Strategies at the point of writing Have a go Using the working wall to find correct spellings of high frequency and common exception words Using an alphabetically-ordered word bank</p> <p>Proofreading: After writing, teach pupils to: Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception / tricky words. Use dictionary skills Ensure that guidance on marking is used to support pupils' proofreading.</p> <p>Learning and Practising spellings If not already introduced, introduce the use of spelling journals. Focus on learning of knowledge and patterns taught this term</p>	<p>spelt 'ar' after 'w' The /Λ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'</p> <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies Introduce individual Have a Go sheets if not established already Teach using analogy to spell a word you don't know</p> <p>Proofreading After writing, secure routines for proofreading: Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. Check writing for mistakes in common exception or tricky words. Ensure that guidance on marking is used to support pupils' proofreading.</p> <p>Learning and practising spellings Secure learning routines with resources, for example spelling journals or environmental print. Remind pupils of the following strategies: Writing in the air Tracing over the word Rainbow writing Look, say, cover, write, check</p>
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				Remind pupils of the following strategies: Segmentation Look, Say, Cover, Write, Check Using mnemonics Saying the word in a funny wa	
Handwriting	<p>Cursive Handwriting</p> <ul style="list-style-type: none"> • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of the letters. • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best not joined. • form lower-case letters of the correct size relative to one another. 				

LOWER KS2 CYCLE A	Topic and Class Text for Reading.	AUTUMN How do we know about our Ancient Ancestors? Class Texts- Stig of the Dump – Clive King Secrets of a Sun King – Emma Carroll		SPRING Were the Celts and Romans good neighbours? Class Texts: The Roman Time Travelling Cat – Julia Jarman		SUMMER What would happen if there were no insects? Class Text: The Last Wolf –Michael Morpurgo. Class Text: Butterfly Lion– Michael Morpurgo.	
FERNWORTHY	Possible Text	Fiction	Non-Fiction	Fiction	Non-fiction	Fiction	Non-fiction
		Stone Age Boy- Satoshi Kitamura. Kent's Cavern Poetry Egyptian Cinderella Cinderella of the Nile Leon and the Place Between	Who were the first people? – Usborne. The street beneath my feet. Pebble in my pocket. Kent's Cavern Recount. Tomb discovery newspapers.	Roman Myths – Romulus and Remus. Escape from Pompeii- Christina Balit The Great Fire of London –. A River – a journey – Marc Martin. Easter Story- Holy Week.	Boudicca – Emma Fischel. When the Giant Stirred – Ceila Godkin Fantastically Great Women who changed the world.	The Hodgeheg –Dick King Smith – Carry me away Poems-Matt Goodfellow	An anthology of intriguing animals – by Ben Hoare. Walking with Unicorns – Non chronological Report.
	Possible Genres	Innovate on the original story as if you are the person who went back through the portal. Rags to riches and then multicultural twist. Rewrite own version and style changing gods etc	Stone Age – non-chronological report about living in the Stone Age – individual or paired research. Descriptive writing – tomb discovery – using newspaper articles from King Tut's tomb.	To write their own escape story To write a journey poem through an aspect of Roman History –	Historical diary/recount. Newspaper report. sequencing then write own report based on Pompeii or Battle of Watling Street- Boudicca 3 weeks	Quest -animal adventure story. To write a poem about a chosen animal using some of the poetical devices explored.	National Hedgehog Week – explanation text. To write information texts about 3 different animals

		Poetry – Kent’s Cavern – descriptive.	Information page- tomb discovery		Autobiography on Boudicca.		
Possible Focus		Acrostic poem Speech Recount. Other cultures. Speech. Figurative language – simile, metaphor, suspense and personification, alliteration – opening! Expanded noun phrases.	Non-chronological. Newspaper report. Features.	Adverbial phrases expanded nouns. Build up suspense. False sense of calm. Historical vocabulary. Description. Speech. Eye witness techniques. Bias – historical connection with Roman reports versus lack of Celtic evidence.	Descriptive language to ‘paint a picture’. To write a journey poem through an aspect of Roman History Subject spec vocab.	Compound and complex sentences. Speech. Paragraphing,	WWF – Endangered Animals – research, present and persuade. Information. Persuasion. Non-fiction layout – Headings, subheadings, labels, captions, diagrams, bullet points, contents, index, glossary. Headings Subheadings Titles Bullet points Paragraphs Organising writing around a theme. Research skills and note taking.

LOWER KS2 CYCLE B		AUTUMN Do humans need robots? Class Text –Billionaire Boy– David Walliams Iron Man – Ted Hughes.	SPRING How did Britain become a Kingdom? Class Text– How to Train a Dragon – Cressida Cowell.	SUMMER Why do we need our rainforests? Class Text– The Explorer – Katherine Rundell.			
FERNWORTHY		Fiction	Non-Fiction	Fiction	Non-fiction	Fiction	Non-fiction
	Possible Text	Mufaro’s Beautiful Daughters Africa is not a Country! The Iron Man – Ted Hughes.	Mimi and the Mountain Dragon – Michael Morpurgo. Monster Slayer – Brian Pattern. Myth Atlas ‘The Dragon’s Hoard and the Swan Warrior – Lori Don. Norse Myths Dare to Care Pet Dragon. Easter Story.	The Great Kapok Tree. The Shaman’s Apprentice. The Vanishing Forest. The Forest Grew all Around. Robertson Varmints– Helen Ward. What a waste, Rubbish, Recycling and Protecting our Planet – Jess French. Tree Power Project – linked to all the above and Fairtrade, Rainforest Alliance.			
	Possible Genre	To write a book based upon a voyage and return plot pattern. Rags to riches – Cinderella story –adapt Gods, items etc. Recount of an imagined day in the life of... Poetry –descriptive openings – Newspaper report.	Overcoming a monster – quest – historical and other culture. Fantasy – To write their own Quest story. To write a report on how to care for their dragon. To write a poem about their ‘own dragon’. To write a ‘further’ episode about a Beowulf’s victory over an evil creature – could contribute to a group ‘epic’.Viking information page.	Traditional stories from Brazil. Traditional Tales – multi cultural – blend of fact and fiction to teach about other cultures. Information book – class – plants. POSTERS – persuasive – Save the Rainforests – linked to a local project to support change in our local area– link to text – What a waste.			
	Possible Focus	Speech Recount. Other cultures. Figurative language – simile, metaphor, suspense and personification, alliteration – opening! Explanation Newspaper report. Adverbial phrases expanded nouns. Subject spec vocab.	Descriptive language to ‘paint a picture’. Myths and Legends– Overcoming the Monster Blueprint Presenting information– research and present findings on 1 area of interest – Vikings. Speech – Adverbials. Building suspense. Layout, key vocab, diagrams, and captions – language of non-chron.	Vocabulary from the Amazon Geographical and PSHE links – Nabe tribe and effects of deforestation! Rainforest Worde with new vocab. Role play and persuasive writing. To create a class rough guide to an environment which could be real or imagined. Plants of the Rainforest/ Animals of the Rainforest Note taking and expanding into sentences Research and summarising information Rainforest Rough Guide– Paul Mason, ‘Why Rainforests Matter’			

UPPER KS2 CYCLE A		AUTUMN 1 The universe	AUTUMN 2 Fair trade	SPRING Volcanoes and the Ancient Maya	SUMMER The Ancient Greeks
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		Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
BURRATOR	Genre	Poetry Traditional stories Stories set in different places	Recount	Real-life stories Historical stories	Journalistic writing Biography Recount Information text Letters	Historical stories Diary	Letters Recount Information text Instructions Persuasion Discussion - debate	Suspense stories Play scripts Poetry	Biography Persuasion Instructions Autobiography Explanation
	Text	Language of Cat -poem Tinga Tinga Tales (CBeebies) Lion Journal - Carolyn Franklin Fastest Boy in the World - E Laird		Street Child - Berlie Doherty Dickens - An Extraordinary Life - M Manning Christmas Carol - C Dickens		Letters from the Lighthouse - Emma Carroll Goodnight Mr Tom - M Magorian		Shakespeare - Romeo & Juliet, Macbeth Francis (video)	
	Focus	Expanded noun phrases Verbs Subordination and clauses	Layout Formal and informal language	Verb tenses Changes in formality Relative clauses	Subjunctive mood and formal language Changes in formality Appropriate register parenthesis	Characterisation Verb tenses Subordinating and coordinating conjunctions - semi-colons and colons	Debate Balanced argument Formal language and changes in formality Cohesion between and within paragraphs Parenthesis	Tension and suspense Figurative language - pathetic fallacy, metaphor, personification Modifying nouns - before and after Settings and characterisation Cohesion between and within paragraphs	Language features Subordination and varying sentences Active and passive Layout and cohesive devices

UPPER KS2	AUTUMN 1	AUTUMN 2	SPRING	SUMMER
	Fair trade	Victorians	Second world war and National Parks	The Commonwealth and mountains

CYCLE B									
BURRATOR		Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Non fiction	Fiction	Non-Fiction
	Genre	Poetry Stories about real life	Recount Biography Information texts Instructions	Diary Suspense	Recount Information text Instructions Persuasion Discussion - debate	Historical stories Diary	Persuasion Discussion - debate Information texts - leaflets and brochures	Poetry Stories about real life Diary Suspense	Recount Information texts Instructions Persuasion
	Text	The Tear Thief - A Duffy Phoenix - SF Said The Lost Words - R. McFarlane	How the Whales Became - T Hughes Women in Science - R Ignatofsky Jungle Survival Handbook	Sky Song - A Ephistone Polar Bears explorers club - A Bell Rang-Tan (Greenpeace)	Who let the God's out? Greek Myths and Legends				
Focus	Expanded noun phrases Verbs Subordination and clauses	Layout Formal and informal language	Expanded noun phrases Verbs Subordination and clauses Formal language and changes in formality Cohesion between and within paragraphs Parenthesis Balanced argument and debate	Subjunctive mood and formal language Changes in formality Appropriate register Parenthesis Verb tenses Changes in formality Relative clauses					

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IMPACT	<p>Children will make at least good progress in writing from their starting points.</p> <p>Children will apply their writing skills across all other subjects of the curriculum producing written work of a similar standard to work in English.</p> <p>Children will become confident and independent writers.</p> <p>Children experience the pleasure of writing.</p>
Assessment	<p>No More Marking</p> <p>Use of Babcock writing assessment sheets linked to the age-related expectations in writing.</p> <p>Use of self and peer assessment.</p> <p>Teacher feedback and next steps.</p> <p>Internal and External Writing Moderations.</p> <p>Termly Teacher Assessment</p> <p>Quality assurance of Writing assessment.</p>