

# Writing Curriculum Overview

| Reception  |  |  |   |   |   |  |
|--|--|--|---|---|---|--|
| Area of Learning   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
| Themes / Interests / Lines of Enquiry  | All About Me!<br>Family<br>Starting school<br>Seasons: Autumn  | Christmas!<br>(At home & around the world)<br>Our Local Area<br>Seasons: Autumn/Winter   | Transport<br>Going Places<br>Then & Now<br>Seasons: Winter  | New Life!<br>Easter<br>My Family-generations<br>Seasons: Spring   | Mini beasts & Lifecycles<br>Planting & Growing  | Amazing Animals & Environments Around the world<br>Seasons: Summer   |
| <b>Literacy</b><br>- Comprehension<br>- Word reading/phonics<br>- Writing<br><br>Key Skills:<br>(From Development Matters) | Recognising and writing name<br>Linking sounds to letters<br><i>Phonics scheme: Little Wondle (Letters and sounds Phase 1/2)</i>   | Segmenting and blending<br>Begin to read/write words and simple sentences<br><i>Phonics scheme: Little Wondle (Letters and Sounds Phase 2)</i> | Blending sounds together to read words and sentences. Writing captions and simple sentences<br><i>Phonics scheme: Little Wondle (Letters and Sounds Phase 3)</i>                        | Developing independent sentences. Capital Letters . finger spaces and a full stop.<br><i>Phonics scheme: Little Wondle (Letters and Sounds Phase 3)</i>   | Writing for different purposes<br>Retell stories<br><i>Phonics scheme: Little Wondle (Letters and Sounds Phase 3/4)</i>   | Features of narrative writing<br>Spelling multisyllabic words<br><i>Phonics scheme: Little Wondle (Letters and Sounds Phase 4)</i>   |
|  | <i>Read individual letters by saying the sounds for them.</i>  | <i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i>                               | <i>Read some letter groups that each represent one sound and say sounds for them.<br/>Read a few common exception words matched to the school's phonic programme.</i>                   | <i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.<br/>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i> | <i>Form lower-case and capital letters correctly.<br/>Spell words by identifying the sounds and then writing the sound with letter/s.</i>   | <i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.<br/>Re-read what they have written to check that it makes sense.</i> |
| <b>Progression Checkpoint:</b><br>(Children on track will do this by the end of each term)<br><b>Writing</b>               | Give meaning to marks that they write<br>Can hear and say some of the sounds in words e.g., beginning or end sound<br>Remembers how to write the taught sounds (phoneme-grapheme correspondence), forming most correctly   |  | Confidently segments and writes CVC words and attempts simple sentences<br>Writes a short list<br>Attempts to use phonic knowledge to sound out unfamiliar words<br>Can write some HFWS |   | Can write simple sentences using phonic knowledge plus a some HFWS<br>Writes simple phrases and sentences that can be read by adults<br>Begins to write more extended pieces of work e.g., a story, a letter or a description<br><b>Early Learning Goal</b><br>-Write recognisable letters, most of which are formed correctly<br>-Spell words by identifying sounds in them and representing the sounds with a letter or letters<br>-Write simple phrases and sentences that can be read by others |  |
| <b>Links to Year 1 National Curriculum</b>   | <b>Handwriting</b> - Pupils should be taught to: * 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.<br><b>Writing</b> - write sentences by: * saying out loud what they are going to write about * composing a sentence orally before writing it * sequencing sentences to form short narratives * re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher<br>Develop their understanding of the concepts set out in English Appendix 2 by: * leaving spaces between words * joining words and joining clauses using and * beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' * learning the grammar for year 1 in English Appendix 2 * use the grammatical terminology in English Appendix 2 in discussing their writing. |  |   |   |   |  |

# Writing Curriculum Overview

| Year 1  |  |          |  |          |   |          |
|---------|--|----------|--|----------|---|----------|
|         | Autumn 1   | Autumn 2 | Spring 1   | Spring 2 | Summer 1  | Summer 2 |
| English | Hold sentences<br>Sentence structures<br>Short narrative about a setting<br>Change context<br>Poems that follow a pattern - oral |          | Instructional narrative<br>Retell narrative (beginning)<br>Recount narrative fiction<br>Recount narrative real life<br>Settings within narrative<br>Character narrative<br>Retell narrative (end)<br>Narrative poem - oral |          | Instructional narrative<br>Retell narrative (beginning)<br>Recount narrative fiction<br>Recount narrative real life<br>Settings within narrative<br>Character narrative<br>Retell narrative (end)<br>Poem in the style of... - oral |          |

| YEAR 2  |  |  |   |   |  |   |
|---------|--|--|---|---|--|---|
|         | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
| English | Take one book<br>(2 week unit)<br><b>Letter (postcard)</b><br>(2 week unit)<br><b>Story – character</b><br>(2 week unit) | <b>Non-chronological reports</b><br>(2 week unit)<br><b>Diary – fictional recount</b><br>(2 week unit)<br><b>Instructions</b><br>(2 week unit) | <b>Letter (purpose)</b><br>(2 week unit)<br><b>Non-chronological reports</b><br>(2 week unit) | <b>Letter (non - fiction)</b><br>(2 week unit)<br><b>Story (retell fairy tale)</b><br>– Starter including<br><b>setting, not the whole story</b><br>(2 week unit)<br><b>Instructions</b><br>(2 week unit) | <b>Story (creation stories – eg how the zebra got its stripes)</b><br>(2 week unit)<br><b>Diary</b><br>(2 week unit)<br><b>Recount (personal)</b><br>(2 week unit) | <b>Recount (personal) – the year review</b><br>(2 week unit)<br><b>Story – retell – picture book stimulus</b><br>(2 week unit)<br><b>Poetry – Calligrams</b><br>(1 week unit) |

# Writing Curriculum Overview

| YEAR 3/4 |  |   |   |  |   |   |
|----------|--|---|---|--|---|---|
|          | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
| English  | Take one book (2 week unit)<br>Story – setting and character (3 week unit)<br>Letter (purpose) (3 week unit) | Non-chronological report (3 week unit)<br>Diary (personal) (3 week unit)<br>Poetry – Haiku, Tanka, Kennings (Year A)<br>Poetry – Limerick -Year B (1 week unit) | Story (legends – alternative ending) – Year A<br>Story (fables) – Year B (3 week unit)<br>Recount (character) (3 week unit) | Instructions (3 week unit)<br>Letter (character) (3 week unit) | Story (mystery) – Year A<br>Story (myths) – alternative ending (Year B) (3 week unit)<br>Non-chronological report (3 week unit) | Diary (character) (3 week unit)<br>Recount (newspaper) (3 week unit)<br>Poetry – Riddles (Year A)<br>Poetry – Nonsense (Year B) (1 week unit) |

| YEAR 5/6 |   |  |  |   |  |  |
|----------|---|--|--|---|--|--|
|          | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
| English  | Take one book (3 week unit)<br><br>Story (3 week unit)<br><br>Poetry – in the style of... | Formal Letter (2 week unit)<br><br>Instructions (persuasive) (2 week unit)<br><br>Newspaper Report (2 week unit) | Biography (2 week unit)<br><br>Non-chronological report (2 week unit)<br><br>Story (poetry stimulus) (3 week unit) | Persuasive speech (2 week unit)<br><br>Information leaflet (2 week unit)<br><br>Poetry – cinquain (1 week unit) | Story (picture stimulus) (3 week unit)<br><br>Diary (character) (2 week unit)<br><br>Letter (informal) (2 week unit) | Play scripts (2 week unit)<br><br>Balanced Argument (2 week unit)<br><br>Explanation (2 week unit) |