

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! Family Starting school Seasons: Autumn	Christmas! (At home & around the world) Our Local Area Seasons: Autumn/Winter	Transport Going Places Then & Now Seasons: Winter	New Life! Easter My Family-generations Seasons: Spring	Mini beasts & Lifecycles Planting & Growing	Amazing Animals & Environments Around the world Seasons: Summer
<div>Literacy</div> <div>- Comprehension</div> <div>- Word reading/ phonics</div> <div>- Writing</div> <div>Key Skills: (From Development Matters)</div>	Recognising and writing name Linking sounds to letters <i>Phonics scheme:Little Wondle (Letters and sounds Phase 1/2)</i>	Segmenting and blending Begin to read/write words and simple sentences <i>Phonics scheme:Little Wondle (Letters and Sounds Phase 2)</i>	Blending sounds together to read words and sentences. Writing captions and simple sentences <i>Phonics scheme:Little Wondle (Letters and Sounds Phase 3)</i>	Developing independent sentences. Capital Letters . finger spaces and a full stop. <i>Phonics scheme:Little Wondle (Letters and Sounds Phase 3)</i>	Writing for different purposes Retell stories <i>Phonics scheme:Little Wondle (Letters and Sounds Phase 3/4)</i>	Features of narrative writing Spelling multisyllabic words <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. 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. 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. 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. Re-read what they have written to check that it makes sense.</i>
<div>Progression Checkpoint:</div> <div>(Children on track will do this by the end of each term)</div> <div>Writing</div>	Give meaning to marks that they write Can hear and say some of the sounds in words e.g., beginning or end sound Remembers how to write the taught sounds (phoneme-grapheme correspondence), forming most correctly		Confidently segments and writes CVC words and attempts simple sentences Writes a short list Attempts to use phonic knowledge to sound out unfamiliar words Can write some HFWs		Can write simple sentences using phonic knowledge plus a some HFWs Writes simple phrases and sentences that can be read by adults Begins to write more extended pieces of work e.g., a story, a letter or a description Early Learning Goal -Write recognisable letters, most of which are formed correctly -Spell words by identifying sounds in them and representing the sounds with a letter or letters -Write simple phrases and sentences that can be read by others	
Links to Year 1 National Curriculum	Handwriting - 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. Writing - 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 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.					

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

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

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YEAR 3/4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Take one book (2 week unit) Story – setting and character (3 week unit) Letter (purpose) (3 week unit)	Non-chronological report (3 week unit) Diary (personal) (3 week unit) Poetry – Haiku, Tanka, Kennings (Year A) Poetry – Limerick -Year B (1 week unit)	Story (legends – alternative ending) – Year A Story (fables) – Year B (3 week unit) Recount (character) (3 week unit)	Instructions (3 week unit) Letter (character) (3 week unit)	Story (mystery) – Year A Story (myths) – alternative ending (Year B) (3 week unit) Non-chronological report (3 week unit)	Diary (character) (3 week unit) Recount (newspaper) (3 week unit) Poetry – Riddles (Year A) 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) Story (3 week unit) Poetry – in the style of...	Formal Letter (2 week unit) Instructions (persuasive) (2 week unit) Newspaper Report (2 week unit)	Biography (2 week unit) Non-chronological report (2 week unit) Story (poetry stimulus) (3 week unit)	Persuasive speech (2 week unit) Information leaflet (2 week unit) Poetry – cinquain (1 week unit)	Story (picture stimulus) (3 week unit) Diary (character) (2 week unit) Letter (informal) (2 week unit)	Play scripts (2 week unit) Balanced Argument (2 week unit) Explanation (2 week unit)