

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Inform (10 steps) Entertain (10 steps) Entertain (5 steps)	Inform (10 steps) Entertain (20 steps)	Entertain (10 steps) Inform (10 steps) Entertain (5 steps)	Entertain (15 steps) Entertain (10 steps)	Inform (10 steps) Entertain (9 steps) Entertain (15 steps) <i>can be split across into Sum2</i>	Inform (10 steps) Entertain (10 steps)
Written Outcomes	Range of genres (whole-school unit)* Lists, labels, captions; Simple sentences List poetry	Recipes / Instructions Simple traditional tale	Short narrative Rules & Recount Poetry (free verse)	Short narrative Performance Poetry	Letters Poetry (free verse) Short narrative	Explanation / Simple report Short narrative
NC: Composition (planning, drafting, editing and proof-reading)	- Plan (Y2) or say out loud what they are going to write about (Y1 & Y2) - Write down ideas and/or key words, including new vocabulary (Y2) - Compose a sentence orally before writing it (Y1) / Encapsulate what they want to say, sentence by sentence (Y2) - Sequence sentences to form short narratives (Y1) - Write narratives about personal experiences and those of others (real and fictional) (Y2) -Write about real events (Y2) -Write poetry (Y2) -Write for different purposes (Y2) - Discuss what they have written with the teacher or other pupils (Y1) / Evaluate their writing with the teacher and other pupils (Y2) - Re-read to check that their writing makes sense (Y1 & Y2) and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (Y2) - Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly) (Y2) - Read aloud their writing clearly enough to be heard by their peers and teacher (Y1) / Read aloud what they have written with appropriate intonation to make the meaning clear (Y2)					
NC: Sentence level	(Y1 content): Write single-clause sentences Leave spaces between words Sequencing sentences to form short narratives					
	(New Y1 content): Use 'and' to link words within sentences					
	(New Y1 content): Join two clauses using the co-ordinating conjunction 'and'					
	(New Y2 content): Use the simple present and past tense consistently					
	(New Y2 content): Co-ordination (using or, and, but)					
	(New Y2 content): Subordination (using when, if, that, or because)					
	(New Y2 content): How the grammatical patterns in a sentence indicate its function as a <u>statement</u> , question or <u>command</u>					
	(New Y2 content): Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]					
	(New Y2 content): How the grammatical patterns in a sentence indicate its function as a statement, question, or <u>exclamation</u>			(New Y2 content): Use of the progressive form of verbs in the present and past tense to mark actions in progress		
				(Revisit Y2 content): How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command		(Revisit Y2 content): Review use of conjunctions to combine ideas and sentences

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Word level including punctuation	(Y1 content): Use of capital letters and full stops to demarcate sentences. (Y1 content): Use of capital letters for names of people and the personal pronoun 'I' (New Y2 content): Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks (New Y2 content): Introduction to use of commas for lists		(Y1 content): Introduction to question marks and exclamation marks (New Y2 content): Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, and commas for lists	(New Y2 content): Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and <u>apostrophes for contracted forms</u>	(Y1 content): Use of capital letters for names of people, places, days of the week and the personal pronoun 'I' (Y1 content): Punctuate sentences using a capital letter, full stop or exclamation mark or question mark (New Y2 content): Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and <u>apostrophes for contracted forms and the possessive (singular)</u>	
	Y1: word, letter, full stop, punctuation, capital letter, sentence Y2: noun, noun phrase, verb, present tense, past tense, adjective statement, command, exclamation, question, comma		Y1: full stop, capital letter, question mark, exclamation mark, sentence Y2: past tense, present tense adjective, comma exclamation statement, question	Y2: apostrophe comma adjective present progressive tense past progressive tense	Y2: command apostrophe comma present progressive tense past progressive tense	Y2: adverb
NC: Spelling	Taught via discrete spelling lessons. See ESSENTIALSPELLING or school's spelling programme. Application in writing lessons: (Y1 content): Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far Regular plural noun suffixes -s or -es (for example dog, dogs; wish, wishes), including the effects of these suffixes on the end of the noun Suffixes that can be added to verbs where no change is needed in the spelling (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (for example: unkind, undoing, untied the boat) Words containing each of the 40+ phonemes already taught, common exception words, days of the week (New Y2 content): Learn to spell more common exception words Learn to spell more words with contracted forms Distinguishing between homophones and near-homophones Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less; the suffixes -er, -est in adjectives Use of -ly in Standard English to turn adjectives into adverbs Spelling terminology: adverb, adjective, suffix					
NC: Handwriting	Discrete handwriting lessons. See ' Handwriting Progression Toolkit '. Application in writing lessons: (Y1 content): - Sit correctly at a table, holding 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 (New Y2 content): - Form lower case letters of the correct size relative to one another - 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 unjoined - Write 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					

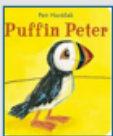
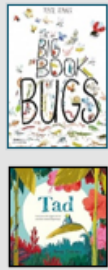
Writing Purpose Language Choices and Genre Features

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices 	- Pictures or illustrations can help the reader see what you are writing about in their mind - Use a title to hook the reader's interest and to know what the writing might be about - Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2)	- Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing		The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2)		
Writing to Inform Language Choices 	- Pictures or illustrations can help the reader see what you are writing about in their mind - Use a title to hook the reader's interest and to know what the writing might be about - Use labels or captions to show the reader something they might not know about - You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something	When we provide information to our reader, this information is usually in the simple present tense to make clear what needs to be done in the moment: (Y2)			When we provide information for our reader, this information is usually in the simple present tense or simple past tense (Y2)	
Genre Features	Labels, lists and captions: Labels will often just use one or two words and will name an object or picture A label is often written next to or pointing to the item A list can go down the page, with each item underneath the other	Recipe: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Sometimes includes a list of 'things/ ingredients/ items' that the reader will need	Narrative: Stories usually have a main character and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story Introduce idea of fall-rise story shape for basic narrative structure Speech bubbles let characters speak – these could include	Narrative: Link to Spr1 objectives If appropriate, speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing Poetry: Some poetry can be performed by using a change in volume and pitch of the voice and combining this with body actions / movement and gesture to create	Letter: Sender's address in top-right corner & Date under the sender's address Recipient's address on left-hand side Start with ' Dear... ' or ' To ... ' Sign off with ' From... ' or ' Love from... ' (depending on how well you know your reader)	Narrative: Link to Aut & Spr objectives Explanation: Contains diagrams/ illustrations with labels May have technical vocabulary specific to the topic being explained Usually in present tense to clarify for the reader how something works at the time of writing

	A caption can be a short sentence written under or next to a picture, usually explaining what is happening in the image Narrative: Stories usually have a main character and the reader needs to understand what happens to them Introduce fall-rise story shape for basic narrative structure and the plot of the story. (Y2) Speech bubbles let characters speak – these could include questions to consider other sentence types. (Y2) Poetry: Specific structures of poems can include list poems, which uses a list of words or phrases that represent a chosen topic	before acting upon the instructions Traditional tale: Will often include repeated phrases May include animal characters that behave like humans (e.g. can talk) Character names will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf) Usually include happy endings Use the fall-rise story shape for basic narrative structure and the plot of the story. Speech bubbles let characters speak – these could include exclamations (Y2)	exclamations and questions. Also consider other sentence types. (Y2) Recount: Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – for a recount, this would usually be the simple past tense Events are recounted in the time order that they happened Poetry: Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not need to rhyme.	a mood or meaning for the audience	Poetry: Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm. Narrative: Link to Spr1 objectives If appropriate, speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing	Stages of a process are clearly broken down into steps to make this understandable for the reader to follow
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National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence level	Y1: A reader needs spaces between words so that they can understand and follow the writing A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb) Writers can join words together with 'and' to make connections between things (e.g. I ate fish <u>and</u> chips) To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow					
	Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2) A statement is a type of sentence that are used by writers the most – they are telling the reader something (Y2) Sometimes we might need to tell our reader to do something – these are command sentences and they start with a verb (Y2) Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2)	Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2) Instead of using 'and' too often, we should use a full stop so that the sentence does not become too long for the reader Writers can also join sentences together with subordinating conjunctions including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought (Y2)	Coordinating conjunctions include and, or, but – these conjunctions carry different meanings for the reader to understand how the ideas are connected. Subordinating conjunctions include when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought (Y2) Exclamatory sentences are sometimes seen in fairytales, usually to express a surprise or strong emotion (usually starting with 'What / How + noun phrase + verb'). (Y2)	Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2) The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2)	Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind. (Y2) Review use of conjunctions to combine ideas and sentences. The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time. (Y2) Sometimes we might need to tell our reader to do something – these are command sentences and they start with a verb. (Y2) Including adverbs to describe a verb also helps the reader to create a picture in their mind about how or when the action is happening. (Y2)	
Word level including punctuation	A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2) Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something	An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between. (Y2)	Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2) (Review use of question mark & exclamation mark)	Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2) Review use of question mark & exclamation mark)	Apostrophes are also used to show the reader when something belongs to a person or object (apostrophes of possession) – this punctuation mark makes it clearer for the reader to understand (Y2) Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2) (Review use of question mark & exclamation mark)	(Review use of all punctuation taught throughout the year)

YEAR 1 & 2														
Autumn					Spring					Summer				
														
Labels, lists & captions	Narrative	Poetry: List poems	Recipes	Traditional tale	Narrative	Rules & recount	Poetry: Free verse	Narrative	Poetry: Performance Poems	Letters	Poetry: Free Verse	Narrative	Explanation	Narrative
														
- Someone Just Like You by Helen Docherty & David Roberts - Puffin Peter by Petr Horacek - Gruffalo Crumble by Julia Donaldson & Axel Scheffler - The Three Billy Goats Gruff by Mac Barnett & Jon Klassen - The Princess and the Pea by Rachel Isadora - Stop! That's Not my Story by Smriti Halls & Erika Meza - Professor Goose Debunks Goldilocks by Paulette Bourgeois & Alex Griffiths					- Stanley's Stick by John Hegley and Neal Layton - Ravi's Roar by Tom Percival - Ruby's Worry by Tom Percival - Big Red Dragon by Jane Newberry & Carolina Rabei - Martha Maps it Out by Leigh Hodgkinson - Poems to Perform					- Letters to a Monster by Patricia Forde & Sarah Warburton - Out and About: A First Book of Poems by Shirley Hughes - Little Red and the Very Hungry Lion by Alex T Smith - The Big Book of Bugs by Yuval Zommer - Tad by Benji Davies - We're Going to Find the Monster! by Malorie Blackman & Dapo Adeola				
10 steps	10 steps	5 steps	10 steps	20 steps	10 steps	10 steps	5 steps	15 steps	10 steps	10 steps	9 steps	15 steps	10 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)					54 steps (approx. 11 weeks)				