

Year 1 - Writing

Autumn Term

National curriculum objectives:	Key Vocabulary
Develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> • <i>leaving spaces between words</i> • <i>joining words and joining clauses using 'and'</i> • <i>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'</i> • <i>learning the grammar for year 1 in English appendix 2</i> • <i>use the grammatical terminology in English English appendix 2 in discussing their writing</i> 	letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark

Knowledge and Skills

Half Term 1		Half Term 2	
Dear Zoo by Rod Campbell	Teacher example text	The Bear Who Stared by Duncan Beedie	The Giant Jam Sandwich by Janet Burroway and John Vernon Lord
Text: Retell a simple story Audience: Reception Purpose: To show repetitive phrases	Text: Recount matching sentences to pictures Audience: A classmate/ trip organiser Purpose: Remember their visit and recall events from the day	Text: Retell a 3 part story about a central character Audience: Reception Purpose: To entertain younger children and introduce them to characters	Text: Write simple instructions Audience: The towns people of Itching Down Purpose: To help the towns people solve a problem
<ul style="list-style-type: none"> • Orally retell a familiar story • Use predictable or repeated phrases. • Use language which they have identified from their reading, e.g. We're going on a bear hunt, Billy Goat's Gruff or Three Little Pigs • Use images to sequence a familiar story • Write simple sentences to form a short narrative 	<ul style="list-style-type: none"> • Order/sequence pictures of an event • Write sentences to match pictures explaining what they did • Structure writing with adverbs for time e.g. first, next, then • Separate words with finger spaces • Begin to use full stops to end sentences • Begin to use capital letters to start sentences • Know that adjectives can be used to 	<ul style="list-style-type: none"> • Orally rehearse the story using a story map • Describe a character using simple adjectives • Use language which they have identified from their reading • Write simple sentences to form a short narrative • Separate words with finger spaces • Attempts to use full stops to end sentences correctly 	<ul style="list-style-type: none"> • Write instructions to match a picture • Use some imperative verbs • Use some technical/specific vocabulary • Separate words with finger spaces • Attempt to use full stops to end sentences correctly • Attempt to use capital letters to start sentences • Form capital letters correctly • Use Phase 2, 3 and 4 phonic

<ul style="list-style-type: none"> • Separate words with finger spaces • Form many of the lower case letters correctly. • Use Phase 2 and 3 phonic knowledge to make words phonetically plausible 	<p>add description to an object or person</p> <ul style="list-style-type: none"> • Correctly form all lower case letters • Use Phase 2, 3 and 4 phonic knowledge to make phonetically plausible attempts at spellings 	<ul style="list-style-type: none"> • Use capital letters for the name of a familiar character • Begin to use capital letters for other names • Form capital letters correctly • Use Phase 2, 3 and 4 phonic knowledge to make phonetically plausible attempts at spellings 	<p>knowledge to make phonetically plausible attempts at spellings</p>
Greater depth			
<ul style="list-style-type: none"> • Add additional detail joining sentences using and 	<ul style="list-style-type: none"> • Independently structure writing by ordering a sequence of events using adverbs 	<ul style="list-style-type: none"> • Choose precise adjectives 	<ul style="list-style-type: none"> • Add instructional features such as a list of equipment, numbered lists, bullet points

Spring Term			
Half Term 1		Half Term 2	
Rapunzel by Bethan Woollvin	Teacher example text	Leaf by Sandra Dieckmann	Shine by Sarah Asuquo
<p>Text: Retell traditional three part tale</p> <p>Audience: A teddy bear</p> <p>Purpose: To sequence ideas and use traditional story language</p>	<p>Text: Recount linked to personal experience</p> <p>Audience: A classmate/ trip organiser</p> <p>Purpose: Show three main events in the past tense</p>	<p>Text: Retell a familiar 3 part story</p> <p>Audience: Reception</p> <p>Purpose: To include accurate sentence punctuation</p>	<p>Text: Write a report based on a character</p> <p>Audience: Kai's friends</p> <p>Purpose: To describe using a consistent tense (present)</p>
<ul style="list-style-type: none"> • Use a story map to plan • Use traditional story language, Once upon a time/ they all lived happily ever after. • Know once upon a time comes at the beginning and introduces the character and where they live • Know a problem comes in the middle of the story • Know that a story has an ending, and ends with they all lived happily ever after. 	<ul style="list-style-type: none"> • Order events • Use the first person within a sentence • Use a capital letter for the word I • Write in the past tense • Describe a setting, event, or object with appropriate adjectives • Use a range of adverbs for time at the beginning of sentences (first, next, then, after) • Spell most common exception words taught so far • Capital letters begin most sentences 	<ul style="list-style-type: none"> • Use a story map to plan • Use appropriate adjectives to describe characters and settings • Experiment with exclamation marks • Group similar ideas together • Capital letters begin most sentences • Full stops end most sentences • Form most lower case letters correctly and all upper case • Form lower case letters of the 	<ul style="list-style-type: none"> • Features of a report (character profile) (heading, subheading, pictures and labels/captions) • Use appropriate adjectives • Write consistently in the present tense • Group similar simple ideas together • Use 'and' to extend sentences • Full stops end most sentences • Form most lower case letters correctly and all upper case • Form lower case letters of the

<ul style="list-style-type: none"> • Ideas are sequenced to form narrative • Capital letters begin most sentences • Full stops end most sentences • Form most lower case letters correctly and all upper case letters • Use phonetically plausible attempts at phase 2,3 and 5 spellings. 	<ul style="list-style-type: none"> • Full stops end most sentences • Form most lower case letters correctly and all upper case • Separate words with finger spaces • Correctly form all lower case letters • Use Phase 2-5 phonic knowledge to make phonetically plausible attempts at spellings 	<p>correct size</p> <ul style="list-style-type: none"> • Use capital letters for the names of characters and places • Use Phase 2-5 phonic knowledge to make phonetically plausible attempts • Spell most common exception words taught so far 	<p>correct size</p> <ul style="list-style-type: none"> • Use capital letters for the names of characters and places • Use Phase 2-5 phonic knowledge to make phonetically plausible attempts • Spell most common exception words taught so far
Greater depth			
<ul style="list-style-type: none"> • Independently choose to use and apply vocabulary from reading. • Focus on a describing a setting 	<ul style="list-style-type: none"> • Expand by adding simple descriptive detail in more than one area 	<ul style="list-style-type: none"> • Write own version of the story with small change 	<ul style="list-style-type: none"> • Independently use vocabulary from reading. • Add a simple introduction

Summer Term			
Half Term 1		Half Term 2	
I want my hat back by Jon Klassen	Teacher example text	Traditional tale	Grace Darling non fiction texts
<p>Text: Retell a complete simple 3 part story</p> <p>Audience: Reception children</p> <p>Purpose: Write story based on own experience</p>	<p>Text: Instructions with expansion</p> <p>Audience: Adults at home</p> <p>Purpose: Use imperative verbs</p>	<p>Text: Write own 3 part story</p> <p>Audience: A friend in another class</p> <p>Purpose: have strong characterisation</p>	<p>Text: Assemble information about a topic to form a report</p> <p>Audience: Light house keepers in training</p> <p>Purpose: To describe different aspects of a subject</p>
<ul style="list-style-type: none"> • Write a 3 part narrative • Use a text to identify with losing something and to support planning • Make own changes so the story is their own (what they have lost/ 	<ul style="list-style-type: none"> • Write instructions with expansion of the bits they know well • Structure writing in the form of instructions • Use imperative verbs • Use 'and' to extend a sentence and 	<ul style="list-style-type: none"> • Write a 3 part narrative • Use a traditional tale with a good/bad character to support planning • Make own changes so the story is their own • Form a narrative by sequencing 	<ul style="list-style-type: none"> • Assemble information about a topic describing different aspects of the subject • Structure writing in the form of a report • Features of a report (heading,

<p>who they ask/main character)</p> <ul style="list-style-type: none"> • Form a narrative by sequencing sentences • Use appropriate adjectives to describe characters and settings • Experiment with question marks • Group similar ideas together • Begin to re-read sentences to check for mistakes • Spell words containing all of the 40+ phonemes taught • Use capital letters, full stops and some exclamation marks to demarcate sentences • Form letter correctly with most letters accurate in shape and size • Spell most common exception words correctly 	<p>explain a process.</p> <ul style="list-style-type: none"> • Use some quantifiers to add clarity to sentences. (100ml/a dash of) • Begin to re-read sentences to check for mistakes • Spell words containing all of the 40+ phonemes taught • Use capital letters, full stops and some exclamation marks to demarcate sentences • Form letter correctly with most letters accurate in shape and size • Spell most common exception words correctly 	<p>sentences</p> <ul style="list-style-type: none"> • Use appropriate adjectives to describe characters and settings • Re-read sentences to check for mistakes • Spell words containing all of the 40+ phonemes taught • Use capital letters, full stops and some exclamation marks to demarcate sentences • Form letter correctly with most letters accurate in shape and size • Spell most common exception words correctly 	<p>subheading, pictures, labels and opening sentence, questions)</p> <ul style="list-style-type: none"> • Group ideas into sections with subheadings • Write consistently in the present tense • Use 'and' to expand and add detail • Use descriptive and technical language • Spell words containing all of the 40+ phonemes taught • Use capital letters, full stops and some exclamation marks to demarcate sentences • Form letter correctly with most letters accurate in shape and size • Spell most common exception words correctly
Greater depth			
<ul style="list-style-type: none"> • Include patterns of language eg. repeated phrases 	<ul style="list-style-type: none"> • Include more instructional features eg. list of equipment or numbered lists • use of commas in a list 	<ul style="list-style-type: none"> • Change the character to have opposite traits to first draft and a focus on superlative adjectives 	<ul style="list-style-type: none"> • Use vocabulary gleaned from reading • Accurate use of sub headings

Year 2 Writing

Autumn Term

National curriculum objectives	Key Vocabulary
<p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> • <i>learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</i> <p>Learn how to use:</p>	<p>noun noun phrase statement question exclamation</p>

<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently, including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English appendix 2 in discussing their writing 	<p>command compound suffix adjective adverb adverbs for time verb tense (past, present) apostrophe comma</p>
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Knowledge and Skills

Half Term 1	Half Term 2
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How to Catch a Star	The Great Fire of London	The Three Billy Goats Gruff by	Teacher example text
<p>Text: Retell a 3 part story that has a key central character.</p> <p>Audience: Year 1</p> <p>Purpose: To retell a story with effective characterisation following a simple model.</p>	<p>Text: Short non-chronological report</p> <p>Audience: parents/school library</p> <p>Purpose: Use information from research to group and assemble information into a non chronological report.</p>	<p>Text: Retell a traditional tale with repeated events</p> <p>Audience: Younger children</p> <p>Purpose: Use the rule of three. (an event happens 3 times)</p>	<p>Text: Write a simple first person recount (visit/activity)</p> <p>Audience: School newsletter</p> <p>Purpose: write in and maintain past tense and consistent use of first person.</p>
<ul style="list-style-type: none"> • Use simple descriptive language to accurately describe characters and setting • Ensure story has 3 clear parts • Use a simple planning model to support writing • Understand how to write in the third person • Use the co-ordinating conjunctions and & but • Demarcate sentences with capital letters and full stops. • Form lower-case letters in the correct direction, starting and 	<ul style="list-style-type: none"> • Collect information with support about a historical event • Use this information to produce a simple plan with similar grouped ideas • Know the features of a simple non chronological report (Heading, subheading) • Understand how to write in the past tense • Use coordinating conjunctions and & but. • Begin to use because as a subordinating conjunctions • Demarcate sentences with capital letters 	<ul style="list-style-type: none"> • Use traditional story language, once upon a time, they all lived happily ever after. • Understand that there are good characters and bad characters. • Describe these characters using appropriate adjectives • Know that there is a problem/issue that needs to be solved, that this comes in the middle of the story and happen 3 times • Begin to use a variety of sentence starters to engage reader: One day, Early one morning, Suddenly, 	<ul style="list-style-type: none"> • Consistently use the first person • Write events in chronological order • Use a range of adverbs for time at the beginning of sentences (first, next, then, after) • Add specific details to inform • Give personal opinions • Use capital letters for Names of people and places • Use capital letters and full stops consistently within a sentence • Use phase 2,3,4 and 5 phonic knowledge to make increasingly accurate attempts

finishing in the right place <ul style="list-style-type: none"> • Begin to form lower-case letters of the correct size relative to one another. • Use phase 2,3,4 and 5 phonic knowledge to make phonetically plausible attempts. 	and full stops. <ul style="list-style-type: none"> • Form lower-case letters in the correct direction, starting and finishing in the right place • Begin to form lower-case letters of the correct size relative to one another. • Use phase 2,3,4 and 5 phonic knowledge to make phonetically plausible attempts. • Begin to use the rules for adding suffixes to past tense words • Spell most common exception words taught so far 	The very next day <ul style="list-style-type: none"> • Demarcate sentences with capital letters and full stops. • Form lower-case and capital letters correctly • Use phase 2,3,4 and 5 phonic knowledge to make phonetically plausible attempts. • Begin to use the rules for adding suffixes • Spell most common exception words taught so far 	<ul style="list-style-type: none"> • Begin to use the rules for adding suffixes to change words into the past tense • Spell most common exception words taught so far
Greater depth			
<ul style="list-style-type: none"> • Re write the story from the stars point of view 	<ul style="list-style-type: none"> • Expand on the information using expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • Innovate how problem is solved 	<ul style="list-style-type: none"> • Write same recount as a third person recount

Spring Term			
Half Term 1		Half Term 2	
The Sea Saw by Tom Percival	Sam's Sandwich by David Pelham	The Bear and the Piano by David Litchfield	Little People Big dreams- Amelia Earhart
Text: Plan and tell a 3 part story based on own experience (Losing something) Audience: A little girl/boy who has lost something special Purpose: Use expanded noun phrases to provide detail and specification.	Text: Write instructions with some expansion about something they know well Audience: Siblings wanting to play a trick Purpose: Use imperative verbs and precise language choices, commands and negatives commands.	Text: Plan and re-tell a story in four parts Audience: Year 1 children for their end of day story Purpose: Use clear subordination and co-ordination.	Text: Write a narrative recount in role Audience: People visiting the Land, Sea and air museum Purpose: Recount an event in the first person.
<ul style="list-style-type: none"> • Write about a real experience • Use expanded noun phrases to describe and specify • Ensure story has 3 clear parts 	<ul style="list-style-type: none"> • Write instructions with expansion about something they know well • Use imperative verbs • Make precise language choices and 	<ul style="list-style-type: none"> • Use a simple planning model to support writing in 4 parts (boxing up) • Use expanded noun phrases to 	<ul style="list-style-type: none"> • Consistently use the first person • Use capital I for personal pronouns • Write events in chronological order • Add specific details to inform the

<ul style="list-style-type: none"> • Use a simple planning model to support writing • Use a range of subordinating conjunctions (when, if, that, because) to join clauses • Demarcate most sentences with capital letters and full stops. • Form lower-case letters in the correct direction, starting and finishing in the right place • Begin to form lower-case letters of the correct size relative to one another. • Use phase 2,3,4 and 5 phonic knowledge to make phonetically plausible attempts. • Spell common exception words covered so far 	<p>some technical vocabulary</p> <ul style="list-style-type: none"> • Include commands and negative comments • Demarcate most sentences with capital letters and full stops. • Form lower-case letters in the correct direction, starting and finishing in the right place • Begin to form lower-case letters of the correct size relative to one another. • Use phase 2,3,4 and 5 phonic knowledge to make phonetically plausible attempts. • Spell common exception words covered so far 	<p>describe and specify</p> <ul style="list-style-type: none"> • Use a range of subordinating conjunctions (when, if, that, because) to join clauses • Demarcate most sentences with capital letters and full stops. • Form lower-case letters in the correct direction, starting and finishing in the right place • Begin to form lower-case letters of the correct size relative to one another. • Use phase 2,3,4 and 5 phonic knowledge to make phonetically plausible attempts. • Spell common exception words covered so far 	<p>reader</p> <ul style="list-style-type: none"> • Give personal opinions • Use capital letters for Names of people and places • Use capital letters and full stops consistently within a sentence • Use phase 2,3,4 and 5 phonic knowledge to make increasingly accurate attempts • Begin to use the rules for adding suffixes to past tense words • Spell most common exception words taught so far
Greater depth			
<ul style="list-style-type: none"> • Revise the way nouns are expanded e.g. adjective after the noun and use additional information. 	<ul style="list-style-type: none"> • Expand on the information using expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • Expand the main event with focus and verbs and adverbs 	<ul style="list-style-type: none"> • Change the form of the recount e.g. Postcard/diary or letter considering how language and vocabulary may change

Summer Term			
Half Term 1		Half Term 2	
The Storm Whale by Benji Davies	Harry Watts The Forgotten Hero	The Fox and the Star by Coralie Bickford-Smith	Teacher example text
<p>Text: Plan and write own four part story</p> <p>Audience: to add to the class library for peers to read</p> <p>Purpose: Show the use of a range of sentence types and language to add</p>	<p>Text: Non chronological report</p> <p>Audience: Sunderland Museum visitors</p> <p>Purpose: - Use the language and structural features in a specific form eg. leaflet</p>	<p>Text: Plan and write a familiar story</p> <p>Audience: younger children learning about the woodland/hibernation</p> <p>Purpose: Use a range of sentence types – applying the skills of Year 2.</p>	<p>Text: Write a simple persuasive piece (letter)</p> <p>Audience: a company that is cutting down a forest to build houses</p> <p>Purpose: base on research, a topic of interest or a fictional book</p>

detail			
<ul style="list-style-type: none"> • Use a simple planning model to support writing in 4 parts (boxing up) • Support planning by using a familiar text as a scaffold to write own story • Use a range of sentence types (question, statement, command, exclamation) • Use past tense mostly correctly • Use expanded noun phrases to describe and specify • Use coordination (or/and/but) and some range of subordination (when, if, that, because) to join clauses • Spell many common exception words. 	<ul style="list-style-type: none"> • Collect information with support about a topic • Use this information to produce a simple plan (boxing up) • Present this information in a specific way (leaflet, information poster) • Know the features of a simple non chronological report (Heading, subheading) • Use language and structural features of the specific form • Form lower-case letters in the correct direction, starting and finishing in the right place • Form lower-case letters of the correct size relative to one another. • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly. 	<ul style="list-style-type: none"> • Use a simple planning model to support writing in 4 parts (boxing up) • Support planning by using a familiar text as a scaffold to write own story • Use a range of sentence types (question, statement, command, exclamation) • Use expanded noun phrases to describe and specify • Use coordination (or/and/but) and some range of subordination (when, if, that, because) to join clauses • Spell many common exception words. • Form lower-case letters in the correct direction, starting and finishing in the right place • Form lower-case letters of the correct size relative to one another. • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly. 	<ul style="list-style-type: none"> • Collect information with support about a topic • Produce a simple plan (boxing up) • Include a rhetorical question • Chose emotive language • Use emotive language to convince the reader • Spell many common exception words. • Form lower-case letters in the correct direction, starting and finishing in the right place • Form lower-case letters of the correct size relative to one another. • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly.
Greater depth			
<ul style="list-style-type: none"> • Expand on the language by introducing simple figurative language and more adventurous vocabulary. 	<ul style="list-style-type: none"> • Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform 	<ul style="list-style-type: none"> • Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation 	<ul style="list-style-type: none"> • Change a simple persuasive piece based on research, a topic of interest or a fictional book into an advert