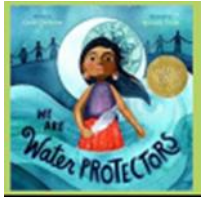

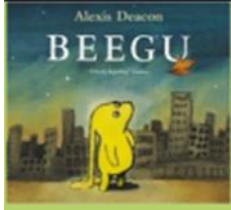













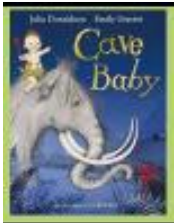







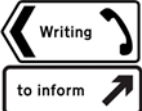


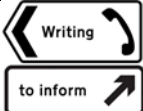
WRITING OVERVIEW – CYCLE A

*teachers may, on occasion, teach some elements of SPaG in a different order or in discrete lessons according to the needs of their class in consultation and agreement with the English Leads, Curriculum Lead and SLT.

		AUTUMN 1	AUTUMN 1	SPRING 1	SPRING 1	SUMMER 1	SUMMER 1
		Space & Our World		Similarities & Differences		Fantasy Journeys	
							
		WE ARE WATER PROTECTORS by Carole Lindstrom	ASTRO GIRL by Ken Wilson-Max	BEEGU by Alexis Deacon	TADPOLE'S PROMISE by Jeanne Willis	LOST AND FOUND by Oliver Jeffers	OCEAN MEETS SKY by Eric Fan & Terry Fan
YEAR 1&2							
		MAIN WRITING OUTCOME: Environmental campaign	MAIN WRITING OUTCOME: Fact files about being astronauts	MAIN WRITING OUTCOME: own version 'alien' narratives	MAIN WRITING OUTCOME: own version narratives	MAIN WRITING OUTCOME: own version losing & fighting narrative	MAIN WRITING OUTCOME: own version 'losing & fighting narrative
		OTHER WRITING OUTCOMES: Descriptive	OTHER WRITING OUTCOMES: Writing	OTHER WRITING OUTCOMES: Descriptions,	OTHER WRITING OUTCOMES: simple explanations, speech	OTHER WRITING OUTCOMES: character descriptions, retellings,	OTHER WRITING OUTCOMES: setting and character description,

	non-fiction, life-cycles, character description	in role, commands, 'how to' guides	commands, letters, nonsense words dictionary, poems, non-fiction reports.	and thought bubbles, setting description, extended explanations	advice, instructions, non-chronological report	labels, diaries, postcards, instructions, dialogue
	<p>YEAR 1 – GRAMMAR</p> <ul style="list-style-type: none"> Capital letters for names and for the personal pronoun / <p>YEAR 2 – GRAMMAR</p> <ul style="list-style-type: none"> Formation of adjectives using suffixes Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of 	<p>YEAR 1 – GRAMMAR</p> <ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using <i>and</i> Sequencing sentences to form short narratives Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences <p>YEAR 2 – GRAMMAR</p> <ul style="list-style-type: none"> How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use of capital letters, full stops, 	<p>YEAR 1 GRAMMAR</p> <ul style="list-style-type: none"> How words can combine to make sentences Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences <p>YEAR 2 – GRAMMAR</p> <ul style="list-style-type: none"> Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] 	<p>YEAR 1 – GRAMMAR</p> <p>YEAR 2 GRAMMAR</p> <ul style="list-style-type: none"> Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and 	<p>YEAR 1 – GRAMMAR</p> <ul style="list-style-type: none"> How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>] How words can combine to make sentences Joining words and joining clauses using <i>and</i> Sequencing sentences to form short narratives <p>YEAR 2 - GRAMMAR</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) 	<p>YEAR 1 - GRAMMAR</p> <p>YEAR 2 – GRAMMAR</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use of capital letters, full stops, question marks and exclamation

	<p>present tense and past tense throughout writing</p> <ul style="list-style-type: none"> • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] 	<p>question marks and exclamation marks to demarcate sentences</p>		<p>past tense throughout writing</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] 	<ul style="list-style-type: none"> • Formation of adjectives using suffixes such as <i>-ful, -less</i> • Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] • Correct choice and consistent use of present tense and past tense throughout writing • Commas to separate items in a list 	<p>marks to demarcate sentences</p> <ul style="list-style-type: none"> • Commas to separate items in a list
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	AUTUMN 2	AUTUMN 2	SPRING 2	SPRING 2	SUMMER 2	SUMMER 2
	Destruction & Preservation		Change & Relationships		Structures & Materials	
						
	CAVE BABY by Julia Donaldson and Emily Gravett	NAUGHTY BUS by Jan Oke and Jerry Oke	THE ODD EGG by Emily Gravett	THE OWL AND THE PUSSY-CAT by Edward Lear	THE GREAT FIRE OF LONDON by Emma Adams	IGGY PECK, ARCHITECT by Andrea Beatty and David Roberts
						
	MAIN WRITING OUTCOME: narrative retelling	MAIN WRITING OUTCOME: own adventure stories	MAIN WRITING OUTCOME: Egg- spotter's guides (non- fiction reports)	MAIN WRITING OUTCOME: Rhyming poems	MAIN WRITING OUTCOME: Diary entries in role as the cat	MAIN WRITING OUTCOME: Fact files
	OTHER WRITING OUTCOMES: Labels & captions, informal letters	OTHER WRITING OUTCOMES: letters, diaries, sequels, non - chronological reports	OTHER WRITING OUTCOMES: Thought and speech bubbles, diaries, letter, certificate	OTHER WRITING OUTCOMES: Letters, interviews, lists, instructions	OTHER WRITING OUTCOMES: Non- fiction texts incorporating a guide to London buildings, warning posters, writing in role	OTHER WRITING OUTCOMES: Labels, captions, character comparisons, thought and speech bubbles
	YEAR 1 - GRAMMAR • Suffixes that can be added to verbs where	YEAR 1 – GRAMMAR	YEAR 1 – GRAMMAR • How the prefix <i>un</i> – changes the	YEAR 1 – GRAMMAR	YEAR 1 - GRAMMAR YEAR 2 – GRAMMAR	YEAR 1 – GRAMMAR

	<p>no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives • How words can combine to make sentences • Joining words and joining clauses using <i>and</i> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun <i>I</i> <p>YEAR 2 – GRAMMAR</p> <ul style="list-style-type: none"> • Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] 	<ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using <i>and</i> • Sequencing sentences to form short narratives • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun <i>I</i> <p>YEAR 2 – GRAMMAR</p> <ul style="list-style-type: none"> • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) • Expanded noun phrases for description and 	<p>meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p> <ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using <i>and</i> • Separation of words with spaces • Sequencing sentences to form short narratives • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences <p>YEAR 2 – GRAMMAR</p> <ul style="list-style-type: none"> • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for 	<ul style="list-style-type: none"> • Joining words and joining clauses using <i>and</i> • Capital letters for names and for the personal pronoun <i>I</i> <p>YEAR 2 – GRAMMAR</p> <ul style="list-style-type: none"> • Formation of adjectives using suffixes such as – <i>ful, –less</i> • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) • Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] • How the grammatical patterns in a sentence indicate its function as a statement, question, 	<ul style="list-style-type: none"> • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) • Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using <i>and</i> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun <i>I</i> <p>YEAR 2 – GRAMMAR</p> <ul style="list-style-type: none"> • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)
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	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] 	<p>specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p>	<p>example, <i>the girl's name</i>]</p>	<p>exclamation or command</p> <ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in 		
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				nouns [for example, <i>the girl's name</i>]		
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