

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
YEAR 1&2	Space & Ou	ur World	Similarities & Differences		Fantasy	Journeys
	Water PROTECTORS	ASTRO GIRL	Alexis Deaces BEEGU	Tadpoles Promise • •	LOST - S FOUND	
	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
	Writing Control to inform	to inform	「新 登 前? ▲ ▲ ▲ Writing to entertain	「新 会 前? ▲ ▲ よ Writing to entertain	「新 会 前? 止仕 単 す Writing to entertain	「新 会 Ⅱブ ▲ ▲ ▲ Writing to entertain
	MAIN WRITING	MAIN WRITING	MAIN WRITING	MAIN WRITING	MAIN WRITING	MAIN WRITING OUTCOME:
	OUTCOME:	OUTCOME: Fact files	OUTCOME: own	OUTCOME: own	OUTCOME: own version	own version 'losing &
	Environmental campaign	about being	version 'alien'	version narratives	losing & fighting narrative	fighting narrative
		astronauts	narratives			
	OTHER WRITING	OTHER WRITING	OTHER WRITING	OTHER WRITING	OTHER WRITING	OTHER WRITING
	OUTCOMES: Descriptive	OUTCOMES: Writing	OUTCOMES:	OUTCOMES: simple	OUTCOMES: character	OUTCOMES: setting and
			Descriptions,	explanations, speech	descriptions, retellings,	character description,

 'how to' guides YEAR 1 – GRAMMAR How words can combine to make sentences Joining words and joining clauses using and 	nonsense words dictionary, poems, non-fiction reports. YEAR 1 GRAMMAR • How words can combine to make sentences • Separation of	setting description, extended explanations YEAR 1 – GRAMMAR YEAR 2 GRAMMAR • Subordination	 chronological report YEAR 1 – GRAMMAR How the prefix <i>un</i>– changes the meaning 	instructions, dialogue YEAR 1 - GRAMMAR
 How words can combine to make sentences Joining words and joining clauses 	 non-fiction reports. YEAR 1 GRAMMAR How words can combine to make sentences 	YEAR 1 – GRAMMAR YEAR 2 GRAMMAR	• How the prefix <i>un</i> -	YEAR 1 - GRAMMAR
 How words can combine to make sentences Joining words and joining clauses 	 YEAR 1 GRAMMAR How words can combine to make sentences 	YEAR 2 GRAMMAR	• How the prefix <i>un</i> -	YEAR 1 - GRAMMAR
 How words can combine to make sentences Joining words and joining clauses 	 How words can combine to make sentences 	YEAR 2 GRAMMAR	• How the prefix <i>un</i> -	YEAR 1 - GRAMMAR
combine to make sentencesJoining words and joining clauses	combine to make sentences	-	•	
 Sequencing sentences to form short narratives Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences YEAR 2 – GRAMMAR How the grammatical 	 words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences YEAR 2 – GRAMMAR Expanded noun phrases for description and specification [for example, the blue butterfly, plain 	 (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a 	of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives YEAR 2 - GRAMMAR Formation of nouns using suffixes such as –	 YEAR 2 – GRAMMAR Formation of nouns using suffixes such as – ness, –er and by compounding [for example, whiteboard, superman] Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence
sentence indicate its function as a statement, question, exclamation or command	the moon]	 its function as a statement, question, exclamation or command Correct choice and consistent use of 	 compounding [for example, whiteboard, superman] Subordination (using when, if, that, because) and co- ordination (using or, 	 indicate its function as a statement, question, exclamation or command Use of capital letters, full stops, question marks and exclamation
	sentences YEAR 2 – GRAMMAR How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or	sentencesdescription and specification [for example, the blue butterfly, plain flour, the man in sentence indicate its function as a statement, question, exclamation or command o Use of capital	sentencesdescription and specification [for example, the blue grammatical patterns in a sentence indicate its function as a statement, question, exclamation or commanddescription and specification [for example, the blue butterfly, plain flour, the man in the moon]the moon]• How the grammatical butterfly, plain flour, the man in its function as a statement, question, exclamation or command• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command• Correct choice and consistent use of	sentencesdescription and specification [for example, the blue grammatical patterns in a sentence indicate its function as a statement, question, exclamation or commanddescription and specification [for example, the blue butterfly, plain flour, the man in the moon]the moon]narratives• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command• Termatives• How the grammatical butterfly, plain flour, the man in its function as a statement, question, exclamation or command• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command• Formation of nouns using suffixes such as - ness, -er and by compounding [for example, whiteboard, superman]• Use of capital• Correct choice and consistent use of• Subordination (using or,

 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, she is drumming, he was shouting] 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, the girl's name] 	question marks and exclamation marks to demarcate sentences		 past tense throughout writing 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, the girl's name] 	•	Formation of adjectives using suffixes such as <i>-ful</i> , <i>-</i> <i>less</i> Expanded noun phrases for description and specification [for example, <i>the blue</i> <i>butterfly</i> , <i>plain flour</i> , <i>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		marks to demarcate sentences Commas to separate items in a list
---	---	--	---	---	--	--	--

AUTUMN 2	AUTUMN 2	SPRING 2	SPRING 2	SUMMER 2	SUMMER 2
Destruction &	Destruction & Preservation		Change & Relationships		& Materials
the bandler . Rede Thereit Cative Baby	Naughty Bus	The Odd Egg 646at	The Owl and Ba Pussy-cat	City Fay London	IGGY PECK. ARCHITECT
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
In In	IÌÝ IÌÝ IIÝ IIÍÝ IIÍÍÍ IIÍÍÍ IIÍÍÍÍ IIÍÍÍ IIÍÍÍÍ IIÍÍÍ IIÍÍÍ IIÍÍÍÍ IIÍÍÍ IIÍÍÍ IIÍÍÍ IIÍÍÍ IIÍÍÍ IIÍÍÍ IIÍÍÍÍ IIÍÍÍ IIÍÍÍ IIÍÍÍÍ IIÍÍÍ IIÍÍÍÍ IIÍÍÍÍ IIÍÍÍÍÍ IIÍÍÍÍÍÍ IIÍÍÍÍ IIÍÍÍÍÍ IIÍÍÍÍÍ	Writing Control of the second	IÎÝ IÎÝ IIÝ IIÍÝ IIÍÍÍ IIÍÍÍ IIÍÍ IIÍÍÍ IIÍÍÍÍ IIÍÍÍÍ IIÍÍÍ IIÍÍÍÍ IIÍÍÍÍ IIÍÍÍ IIÍÍÍÍ IIÍÍÍÍÍ IIÍÍÍÍÍ IIÍÍÍÍÍ <td>Wifing to entertain Wifing to entertain</td> <td>Writing Compared to inform</td>	Wifing to entertain Wifing to entertain	Writing Compared to inform
MAIN WRITING	MAIN WRITING	MAIN WRITING	MAIN WRITING	MAIN WRITING	MAIN WRITING OUTCOME:
OUTCOME: narrative	OUTCOME: own	OUTCOME: Egg-	OUTCOME: Rhyming	OUTCOME: Diary entries in	Fact files
retelling	adventure stories	spotter's guides (non- fiction reports)	poems	role as the cat	
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 	YEAR 1 – GRAMMAR	 YEAR 1 – GRAMMAR How the prefix <i>un</i>– 	YEAR 1 – GRAMMAR	YEAR 1 - GRAMMAR	YEAR 1 – GRAMMAR
added to verbs where		changes the		YEAR 2 – GRAMMAR	

 no change is needed in the spelling of root words (e.g. <i>helping</i>, <i>helped</i>, <i>helper</i>) 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> YEAR 2 – GRAMMAR Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] 	 How words can combine to make sentences Joining words and joining clauses using and 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> YEAR 2 – GRAMMAR Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and 	 meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] How words can combine to make sentences Joining words and joining clauses using and 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 YEAR 2 – GRAMMAR Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for 	 Joining words and joining clauses using and Capital letters for names and for the personal pronoun <i>I</i> YEAR 2 – GRAMMAR Formation of adjectives using suffixes such as – <i>ful, –less</i> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, 	 Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] 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 	 How words can combine to make sentences Joining words and joining clauses using and 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 / YEAR 2 – GRAMMAR Subordination (using when, if, that, because) and co-ordination (using or, and, but)
--	--	--	---	---	--

•	Use of capital letters,	specification [for	example, the girl's	exclamation or	
	full stops, question	example, the blue	name]	command	
	marks and	butterfly, plain	numej	Correct choice and	
	exclamation marks to	flour, the man in		consistent use of	
		the moon]			
	demarcate sentences	the moon]		present tense and	
•	Commas to separate			past tense	
	items in a list			throughout	
•	Apostrophes to mark			writing	
	where letters are			Use of the	
	missing in spelling			progressive form	
	and to mark singular			of verbs in the	
	possession in nouns			present and past	
	[for example, the			tense to mark	
	girl's name]			actions in progress	
				[for example, <i>she</i>	
				is drumming, he	
				was shouting]	
				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</i> <i>name</i>]	