
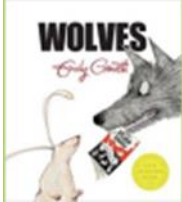

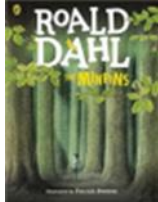



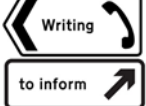
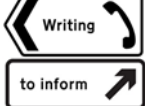







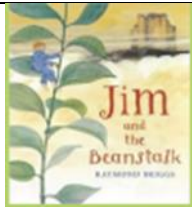
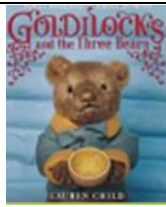
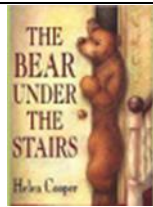
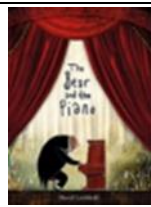

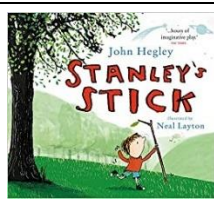


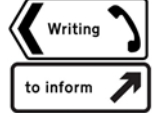
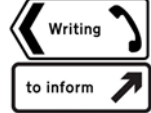


# WRITING OVERVIEW – CYCLE B

\*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
		<b>Heroes &amp; Villains</b>		<b>Beasts &amp; Monsters</b>		<b>Fictional Worlds</b>	
							
		<b>SEND FOR THE SUPER HERO</b> by Michael Rosen & Katherine McEwan	<b>WOLVES</b> by Emily Gravett	<b>DINOSAURS AND ALL THAT RUBBISH</b> by Micheal Foreman	<b>THE MINPINS</b> by Roald Dahl	<b>YETI AND THE BIRD</b> by Nadia Shireen	<b>JULIAN IS A MERMAID</b> by Jessica Love
							
<b>YEAR 1&amp;2</b>		<b>MAIN WRITING OUTCOME:</b> Own version superhero narratives	<b>MAIN WRITING OUTCOME:</b> Non-chronological leaflets	<b>MAIN WRITING OUTCOME:</b> Pamphlets	<b>MAIN WRITING OUTCOME:</b> Own version adventure narratives	<b>MAIN WRITING OUTCOME:</b> Own version narratives about unlikely friendships	<b>MAIN WRITING OUTCOME:</b> Three-verse poems
		<b>OTHER WRITING OUTCOMES:</b> Wanted posters, letters, speech bubbles, diaries, emails, character descriptions	<b>OTHER WRITING OUTCOMES:</b> Captions, information writing, character descriptions and comparisons	<b>OTHER WRITING OUTCOMES:</b> Letters, setting descriptions, instructions, narrative	<b>OTHER WRITING OUTCOMES:</b> Danger posters, setting descriptions, character	<b>OTHER WRITING OUTCOMES:</b> List of rules, letters, postcards, character descriptions	<b>OTHER WRITING OUTCOMES:</b> Instructions, writing in role, advertisements

			retellings, pamphlets, posters	descriptions, information reports, postcards		
<p><b>YEAR 1 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>How words can combine to make sentences</li> <li>Joining words and joining clauses using <i>and</i></li> <li>Sequencing sentences to form short narratives</li> <li>Separation of words with spaces</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Capital letters for names and for the personal pronoun <i>I</i></li> </ul>	<p><b>YEAR 1 GRAMMAR</b></p> <p><b>YEAR 2 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> <li>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li>Correct choice and consistent use of present tense and past tense throughout writing</li> </ul>	<p><b>YEAR 1 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>How words can combine to make sentences</li> <li>Joining words and joining clauses using <i>and</i></li> <li>Sequencing sentences to form short narratives</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul> <p><b>YEAR 2 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Subordination (using <i>when, if,</i></li> </ul>	<p><b>YEAR 1 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Joining words and joining clauses using <i>and</i></li> </ul> <p><b>YEAR 2 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</li> <li>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> <li>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li>How the grammatical patterns in a sentence indicate</li> </ul>	<p><b>YEAR 1 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>Joining words and joining clauses using <i>and</i></li> <li>Capital letters for names and for the personal pronoun</li> </ul> <p><b>YEAR 2 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</li> <li>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> <li>Expanded noun phrases for description and specification [for example, <i>the blue</i></li> </ul>	<p><b>YEAR 1 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>Joining words and joining clauses using <i>and</i></li> <li>Separation of words with spaces</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Capital letters for names and for the personal pronoun <i>I</i></li> </ul> <p><b>YEAR 2 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> </ul>	

	<p><b>YEAR 2 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Formation of nouns using suffixes such as – <i>ness</i>, –<i>er</i> and by compounding [forexample, <i>whiteboard</i>, <i>superman</i>]</li> <li>• Formation of adjectives using suffixes such as – <i>ful</i>, –<i>less</i></li> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>		<p><i>that, because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <ul style="list-style-type: none"> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</li> <li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ul>	<p>its function as a statement, question, exclamation or command</p> <ul style="list-style-type: none"> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</li> <li>• Commas to separate items in a list</li> </ul>	<p><i>butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <ul style="list-style-type: none"> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> <li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ul>	
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AUTUMN 2	AUTUMN 2	SPRING 2	SPRING 2	SUMMER 2	SUMMER 2
<b>Creation &amp; Conservation</b>		<b>Storybook Bears</b>		<b>Urban &amp; Rural Adventures</b>	
					
<b>JIM AND THE BEANSTALK</b> by Raymond Briggs	<b>GOLDBLOCKS &amp; THE THREE BEARS</b> by Lauren Child & <b>YOU &amp; ME</b> By Anthony Brown	<b>THE BEAR UNDER THE STAIRS</b> by Helen Cooper	<b>THE BEAR WHO PLAYED THE PIANO</b> by David Litchfield	<b>HOUSE HELD UP BY TREES</b> by Ted Kooser	<b>STANELY'S STICK</b> by John Hegley
					
<b>MAIN WRITING OUTCOME:</b> Sequel stories	<b>MAIN WRITING OUTCOME:</b> Sequel stories	<b>MAIN WRITING OUTCOME:</b> Information texts	<b>MAIN WRITING OUTCOME:</b> Information texts	<b>MAIN WRITING OUTCOME:</b> News reports	<b>MAIN WRITING OUTCOME:</b> Own version narrative
<b>OTHER WRITING OUTCOMES:</b> Narrative retellings (including dialogue), thought bubbles, informal letters	<b>OTHER WRITING OUTCOMES:</b> Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions	<b>OTHER WRITING OUTCOMES:</b> Letters, retellings, own version narratives	<b>OTHER WRITING OUTCOMES:</b> Letters, retellings, own version narratives	<b>OTHER WRITING OUTCOMES:</b> Descriptive non-fiction, life-cycles, instructions for seed packets	<b>OTHER WRITING OUTCOMES:</b> Retelling, descriptions
<b>YEAR 1 GRAMMAR</b> <ul style="list-style-type: none"> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words</li> </ul>	<b>YEAR 1 GRAMMAR</b> <ul style="list-style-type: none"> <li>Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects</li> </ul>	<b>YEAR 1 GRAMMAR</b> <ul style="list-style-type: none"> <li>How words can combine to make sentences</li> </ul>	<b>YEAR 1 GRAMMAR</b> <ul style="list-style-type: none"> <li>How words can combine to make sentences</li> </ul>	<b>YEAR 1 GRAMMAR</b> <ul style="list-style-type: none"> <li>Capital letters for names and for the personal pronoun <i>I</i></li> </ul>	<b>YEAR 1 GRAMMAR</b> <ul style="list-style-type: none"> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root</li> </ul>

	<p>(e.g. <i>helping, helped, helper</i>)</p> <ul style="list-style-type: none"> <li>• How words can combine to make sentences</li> <li>• Joining words and joining clauses using <i>and</i></li> <li>• Sequencing sentences to form short narratives</li> </ul> <p><b>YEAR 2 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</li> <li>• 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>]</li> </ul>	<p>of these suffixes on the meaning of the noun</p> <ul style="list-style-type: none"> <li>• Capital letters for names and for the personal pronoun <i>I</i></li> </ul> <p><b>YEAR 2 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> <li>• 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>]</li> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Joining words and joining clauses using <i>and</i></li> </ul> <p><b>YEAR 2 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> <li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Joining words and joining clauses using <i>and</i></li> </ul> <p><b>YEAR 2 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> <li>• Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>	<p><b>YEAR 2 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li>• Formation of adjectives using suffixes such as <i>-ful, -less</i></li> <li>• Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> <li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>• Correct choice and consistent use of present tense and past</li> </ul>	<p>words (e.g. <i>helping, helped, helper</i>)</p> <ul style="list-style-type: none"> <li>• How words can combine to make sentence</li> <li>• Joining words and joining clauses using <i>and</i></li> <li>• Sequencing sentences to form short narratives</li> </ul> <p><b>YEAR 2 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</li> <li>• Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li>• Correct choice and consistent use of present tense and past</li> </ul>
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		<ul style="list-style-type: none"> <li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ul>			<p>tense throughout writing</p> <ul style="list-style-type: none"> <li>• 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>]</li> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Formation of adjectives using suffixes such as – <i>ful, –less</i></li> <li>• Commas to separate items in a list</li> </ul>	<p>tense throughout writing</p> <ul style="list-style-type: none"> <li>• Commas to separate items in a list</li> <li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ul>
<p><b>YEAR 1 OBJECTIVE NOT COVERED – How the prefix <i>un-</i> changes the meaning of verbs and adjectives (THIS MUST BE TAUGHT DISCRETELY)</b></p>						

