
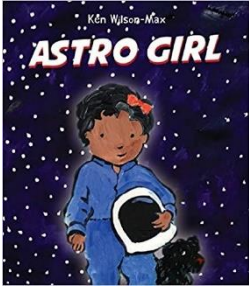
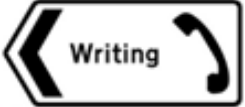

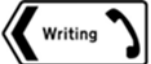


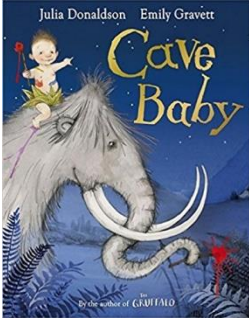


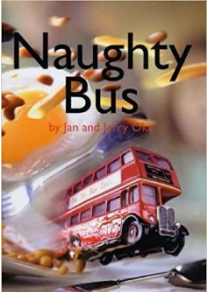




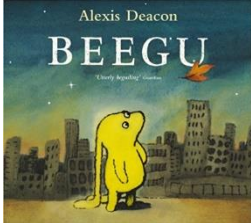







YEAR 1&2 WRITING OVERVIEW – CYCLE A

POETRY 2 WEEKS TERMLY	FOCUS POET	POEMS BY Julia Donaldson	RECOMMENDED POEMS TO READ & SHARE	POETIC STYLE TO STUDY:	POEMS TO PERFORM:	
	 Julia Donaldson	AUTUMN	AUTUMN - Year 1	AUTUMN – Year 1	AUTUMN – Year 1	AUTUMN – Year 1
		Eight Tentacles Roundabout	<ul style="list-style-type: none"> • Little Rabbit Foo Foo by Michael Rosen • Each Peach Pear Plum by Janet and Allan Ahlberg 	<ul style="list-style-type: none"> • This is the Bear by Helen Craig • Where’s My Teddy? by Jez Alborough 	Solomon Grundy by Days of the week	
	SPRING	AUTUMN - Year 2	AUTUMN – Year 2	AUTUMN – Year 2	AUTUMN – Year 2	
	I Opened A Book Shhhhhh	<ul style="list-style-type: none"> • I think Mice are Rather Nice by Rose Fyleman • The Ping Pong Song by Allan Ahlberg 	<ul style="list-style-type: none"> • Commotion in The Ocean by Giles Andreae • Some dogs do by Jez Alborough 	Voices of Water by Tony Mitton		
	SPRING - Year 1	SPRING - Year 1	SPRING – Year 1	SPRING – Year 1	SPRING – Year 1	
SPRING - Year 2	SPRING - Year 2	SPRING – Year 2	SPRING – Year 2	SPRING – Year 2		
	<ul style="list-style-type: none"> • Out and About by Shirley Hughes • Pirate Pete by James Carter 	<ul style="list-style-type: none"> • Rhymes with predictable and repetitive patterns • Early in the Morning (Letts Ed) • When I was One by A.A Milne 	The Owl and The Pussy Cat by Edward Lear			
	<ul style="list-style-type: none"> • Please Mrs Butler by Allan Ahlberg • Pleasant Sounds by John Clare 	<ul style="list-style-type: none"> • Rhymes with predictable and repetitive patterns • Shoes by John Foster • There’s a hole in my Pants by John Foster 	The Owl and The Pussy Cat by Edward Lear			

		<p>SUMMER</p> <p>Library poem</p> <p>Nut Tree</p>	<p>SUMMER - Year 1</p> <ul style="list-style-type: none"> Yo Ho Ho! A- Pirating We'll Go! by Kate Umansky The Magic Beach by Alison Lester 	<p>SUMMER – Year 1</p> <p>Playground chants, action verses and rhymes.</p> <ul style="list-style-type: none"> We want to wear our wellies by Dave Ward One, Two Buckle my Shoe by Anon 	<p>SUMMER – Year 1</p> <p>Windy Nights by Robert Louis Stevenson</p>
			<p>SUMMER – Year 2</p> <ul style="list-style-type: none"> 10 Things Found in a Wizard's Pocket by Ian McMillan Bed in Summer by R.L. Stevenson (Classic) 	<p>SUMMER – Year 2</p> <p>Playground chants, action verses and rhymes.</p> <ul style="list-style-type: none"> The Bug Chant by Tony Mitton Summer by Peter Dixon 	<p>SUMMER – Year 2</p> <p>When I was just a little child by Allan Ahlberg</p>
AUTUMN 1	<p>ASTRO GIRL by Ken Wilson-Max 2+ weeks</p> 	<p>MAIN WRITING OUTCOME: Fact file about being an astronaut</p>  	<p>OTHER WRITING OUTCOMES: Writing in role, commands, 'how to' guides</p>   	<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, question marks and exclamation marks to demarcate sentences

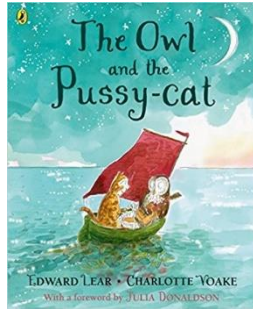
AUTUMN 2	<p>CAVE BABY by Julia Donaldson and Emily Gravett 2+ weeks</p>  <p>ASSESSED PIECE FOR CELEBRATED WRITING BOOKS</p>	<p>MAIN WRITING OUTCOME: narrative retelling</p> 	<p>OTHER WRITING OUTCOMES: Labels & captions, informal letters</p> 	<p>YEAR 1 GRAMMAR</p> <ul style="list-style-type: none"> • 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>) • 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>] • 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>]
AUTUMN 3	<p>NAUGHTY BUS By Jan Oke and Jerry Oke 3+ weeks</p> 	<p>MAIN WRITING OUTCOME: Own adventure story</p> 	<p>OTHER WRITING OUTCOMES: Letters, diaries, sequels, non-chronological reports</p> 	<p>YEAR 1</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 • Separation of words with spaces • Introduction to capital letters, full stops, question marks and 	<p>YEAR 2</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>]

				exclamation marks to demarcate sentences <ul style="list-style-type: none"> • Capital letters for names and for the personal pronoun / 	
AUTUMN FURTHER SPAG	YEAR 1 <ul style="list-style-type: none"> • Demarcate sentences with capital letters • Demarcate sentences with full stops • Segment many simple spoken words into phonemes • Write the graphemes corresponding to the phonemes above • Use spaces to separate most words • Letter formation and orientation • Digit formation and orientation 			YEAR 2 <ul style="list-style-type: none"> • Demarcate sentences with capital letters • Demarcate sentences with full stops • Segment spoken words into phonemes and represent these graphemes • Use spaces to separate most words • Letter formation and orientation • Digit formation and orientation 	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SPRING 1</p>	<p>BEEGU by Alexis Deacon</p> 	<p>MAIN WRITING OUTCOME: own version alien narrative</p> 	<p>OTHER WRITING OUTCOMES: Descriptions, commands, letters, nonsense words dictionary, poems, non-fiction reports.</p>  	<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 style="writing-mode: vertical-rl; transform: rotate(180deg);">SPRING 2</p>	<p>THE ODD EGG by Emily Gravett</p>  <p>ASSESSED PIECE FOR CELEBRATED WRITING BOOKS</p>	<p>MAIN WRITING OUTCOME: Egg-spotter's guides (non-fiction reports)</p> 	<p>OTHER WRITING OUTCOMES: Thought and speech bubbles, diaries, letter, certificate</p>  	<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> • 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 example, <i>the girl's name</i>]

SPRING 3

THE OWL AND THE PUSSY-CAT
by Edward Lear
2 weeks



MAIN WRITING OUTCOME:
rhyming poems



OTHER WRITING OUTCOMES:

Letters, interviews, lists,
instructions



YEAR 1 GRAMMAR

- Joining words and joining clauses using *and*
- Capital letters for names and for the personal pronoun *I*

YEAR 2 GRAMMAR

- Formation of adjectives using suffixes such as *-ful*, *-less*
- 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
- 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, *she is drumming*, *he was shouting*]
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

					<ul style="list-style-type: none"> • 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>SPRING EXTRA SPAG</p>	<p>YEAR 1 As per Autumn term plus the following:</p> <ul style="list-style-type: none"> • Join words using and • Join clauses using and 			<p>YEAR 2 As per Autumn term plus the following:</p> <ul style="list-style-type: none"> • Use question marks correctly when required • Use co-ordination (e.g. or / and / but) to join clauses • Use some subordination (e.g. when / if / that because) to join clauses 	

SUMMER 1

OCEAN MEETS SKY
by Eric Fan &
Terry Fan
3 weeks



**MAIN WRITING
OUTCOME:**
own version losing &
fighting narrative



OTHER WRITING OUTCOMES:
setting and character
description, labels, diaries,
postcards, instructions, dialogue



YEAR 1 GRAMMAR

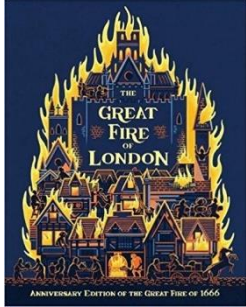
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YEAR 2 GRAMMAR

- 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 indicate its function as a statement, question, exclamation or command
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list

SUMMER 2

THE GREAT FIRE OF LONDON
by Emma Adams
3 weeks

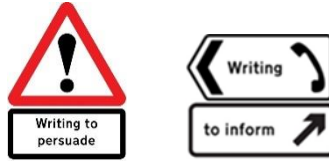


**ASSESSED PIECE
FOR CELEBRATED
WRITING BOOK**

**MAIN WRITING
OUTCOME:**
information booklet



OTHER WRITING OUTCOMES:
persuasive poster, warning
posters (instructional writing),
speech bubbles, letter of advice,
certificates

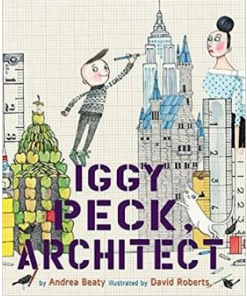
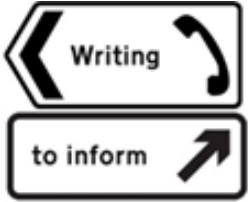



YEAR 1 GRAMMAR

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YEAR 2 GRAMMAR

- Correct choice and consistent use of present tense and past tense throughout writing
- 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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SUMMER 3</p>	<p>IGGY PECK, ARCHITECT by Andrea Beatty & David Roberts 2 weeks</p> 	<p>MAIN WRITING OUTCOME: fact files</p> 	<p>OTHER WRITING OUTCOMES: Labels, captions, character comparisons, thought and speech bubbles</p> 	<p>YEAR 1 GRAMMAR</p> <ul style="list-style-type: none"> • 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 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>)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SUMMER EXTRA SPAG</p>	<p>YEAR 1 As per the Spring term plus the following:</p> <ul style="list-style-type: none"> • Ensure most names begin with a capital letter • Ensure the personal pronoun I begins with a capital letter • Use regular plural noun suffixes mostly correctly e.g. -s or -es 		<p>YEAR 2 As per the Spring term plus the following:</p> <ul style="list-style-type: none"> • Use present tense mostly correctly and consistently • Use past tense mostly correctly and consistently 		

SPEAKING AND LISTENING OPPORTUNITIES ACROSS THE CURRICULUM	LISTENING SKILLS	<p>YEAR 1 To listen to others in a range of situations and usually respond appropriately.</p>	<p>YEAR 2 To listen carefully and respond with increasing appropriateness to what has been said, eg make a helpful contribution when speaking in a small reading group.</p>
	FOLLOWING INSTRUCTIONS	<p>YEAR 1 To understand instructions with more than one point in many situations.</p>	<p>YEAR 2 To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.</p>
	ASKING AND ANSWERING QUESTIONS	<p>YEAR 1 To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).</p>	<p>YEAR 2 To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.</p>
	DRAMA, PERFORMANCE AND CONFIDENCE	<p>YEAR 1 To speak clearly in a way that is easy to understand. To speak in front of larger audiences eg in a class assembly, during a show and tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.</p>	<p>YEAR 2 To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>

	VOCABULARY BUILDING AND STANDARD ENGLISH	YEAR 1 To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.	YEAR 2 To start to use subject specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.
	SPEAKING FOR A RANGE OF PURPOSES	YEAR 1 To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.	YEAR 2 To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.
	PARTICIPATING IN DISCUSSIONS	YEAR 1 To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.	YEAR 2 To give enough detail to hold the interest of other participants in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focussed on a discussion when not directly involved and be a good listener.