
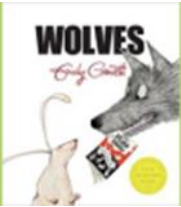
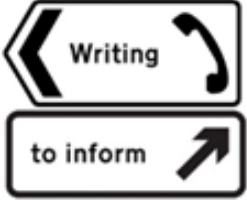

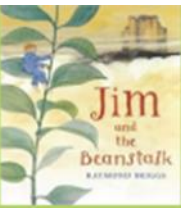




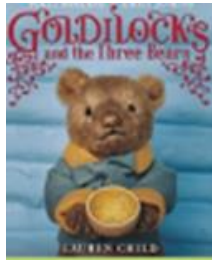
# YEAR 1&2 WRITING OVERVIEW – CYCLE B

		YEAR 1&2 WRITING OVERVIEW – CYCLE B			
POETRY 2 WEEKS TERM 1	FOCUS POET	POEMS BY Allan Ahlberg	RECOMMENDED POEMS TO READ & SHARE	POETIC STYLE TO STUDY	POEMS TO PERFORM
	 Allan Ahlberg	<b>AUTUMN</b>  Teacher's Prayer  It is a Puzzle	<b>AUTUMN YEAR 1</b> <ul style="list-style-type: none"> <li>Big Green Crocodile</li> <li>Monster March</li> </ul>	<b>AUTUMN YEAR 1</b> <b>Riddles &amp; Tongue Twisters</b> <ul style="list-style-type: none"> <li>She sells sea shells on the sea shore</li> <li>Slick Nick's Dog Tricks</li> </ul>	<b>AUTUMN YEAR 1</b> Caribbean Counting Poem by Pamela Mordecai
		Please Mrs Butler	<b>AUTUMN YEAR 2</b> <ul style="list-style-type: none"> <li>Now we are Six by A A Milne (classic)</li> <li>Halfway Down by A A Milne (classic)</li> <li>Winter Trees – George Szirtes</li> </ul>	<b>AUTUMN YEAR 2</b> <b>Riddles &amp; Tongue Twisters</b> <ul style="list-style-type: none"> <li>Betty Botter</li> <li>Peter Piper</li> </ul>	<b>AUTUMN YEAR 2</b> <ul style="list-style-type: none"> <li>On The Ning, Nang Nong by Spike Milligan</li> </ul>
	<b>SPRING</b>  Finishing Off  Billy McBone	<b>SPRING YEAR 1</b> <ul style="list-style-type: none"> <li>Question Time by Julia Donaldson</li> <li>A Good Play by Robert Louie Stevenson</li> </ul>	<b>SPRING YEAR 1</b> <b>Humorous Poems</b> <ul style="list-style-type: none"> <li>Where Teachers keep their Pets by Paul Cookson</li> <li>Twinkle, Twinkle Chocolate Bar by Anon</li> </ul>	<b>SPRING YEAR 1</b> <ul style="list-style-type: none"> <li>Shhhhhh! by Julia Donaldson</li> </ul>	
	When I was just a little child	<b>SPRING YEAR 2</b> <ul style="list-style-type: none"> <li>My Gran Visits England by Grace Nichols</li> <li>Dog In the Playground by Allan Ahlberg</li> </ul>	<b>SPRING YEAR 2</b> <b>Humorous Poems</b> <ul style="list-style-type: none"> <li>Our Teacher is a Tongue Twister by Paul Cookson</li> <li>Walking the Dog by Brian Moses</li> </ul>	<b>SPRING YEAR 2</b> <ul style="list-style-type: none"> <li>24 hours by Charles Cawsley</li> </ul>	
	<b>SUMMER</b>  Elephants V's Insects	<b>SUMMER YEAR 1</b> <ul style="list-style-type: none"> <li>Digeredoo by Roger McLough</li> <li>Billy McCool by Aoife Mannix</li> </ul>	<b>SUMMER YEAR 1</b> <b>Classical Poems</b> <ul style="list-style-type: none"> <li>Hush Little baby by Anon</li> <li>Monday's Child by Anon</li> </ul>	<b>SUMMER YEAR 1</b> <ul style="list-style-type: none"> <li>Queue for the Zoo by Clare Bevan</li> </ul>	
	Things I've been doing lately  Bed time	<b>SUMMER - YEAR 2</b> <ul style="list-style-type: none"> <li>Cat Rap by Grace Nichols</li> <li>Midnight Skaters by Roger Mclough</li> </ul>	<b>SUMMER – YEAR 2</b> <b>Classical Poems</b> <ul style="list-style-type: none"> <li>Bed in Summer by Robert Louie Stevenson</li> <li>My Shadow by Robert Louie Stevenson</li> </ul>	<b>SUMMER – YEAR 2</b> <ul style="list-style-type: none"> <li>From a Railway Carriage by Robert Louie Stevenson</li> </ul>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>AUTUMN 1</b></p>	<p><b>WOLVES</b> by Emily Gravett</p> 	<p><b>MAIN WRITING OUTCOME:</b> Non-chronological leaflets</p> 	<p><b>OTHER WRITING OUTCOMES:</b> Captions, information writing, character descriptions and comparisons</p> 	<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 style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>AUTUMN 2</b></p>	<p><b>JIM AND THE BEANSTALK</b> by Raymond Briggs</p>  <p><b>ASSESSED PIECE FOR CELEBRATED WRITING BOOKS</b></p>	<p><b>MAIN WRITING OUTCOME:</b> Sequel stories</p> 	<p><b>OTHER WRITING OUTCOMES:</b> Narrative retellings (including dialogue), thought bubbles, informal letters</p> 	<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> </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>

**AUTUMN 3**

**GOLDBLOCKS & THE THREE BEARS**  
by Lauren Child &  
**YOU & ME**  
By Anthony Brown



**MAIN WRITING OUTCOME:**  
Sequel stories



**OTHER WRITING OUTCOMES:**  
Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions



**YEAR 1**

- Regular plural noun suffixes –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- Capital letters for names and for the personal pronoun *I*

**YEAR 2**

- Expanded noun phrases for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- 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
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

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

**THE MINPINS**  
by Roald Dahl



**MAIN WRITING OUTCOME:**  
Own version adventure narratives



**OTHER WRITING OUTCOMES:**

Danger posters, setting descriptions, character

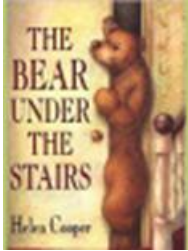



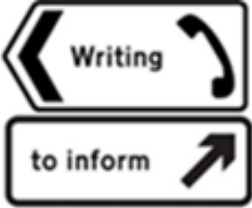



**YEAR 1 GRAMMAR**

- Joining words and joining clauses using *and*

**YEAR 2 GRAMMAR**

- Use of the suffixes *-er, -est* in adjectives and the use of *-ly* in Standard English to turn adjectives into adverbs
- 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*]
- Commas to separate items in a list

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>SPRING 2</b></p>	<p><b>THE BEAR UNDER THE STAIRS</b> by Helen Cooper</p>  <p><b>ASSESSED PIECE FOR CELEBRATED WRITING BOOKS</b></p>	<p><b>MAIN WRITING OUTCOME:</b> Information texts</p> 	<p><b>OTHER WRITING OUTCOMES:</b> Letters, retellings, own version narratives</p> 	<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> </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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>SPRING 3</b></p>	<p><b>THE BEAR WHO PLAYED THE PIANO</b> by David Litchfield</p> 	<p><b>MAIN WRITING OUTCOME:</b> Information texts</p> 	<p><b>OTHER WRITING OUTCOMES:</b> Letters, retellings, own version narratives</p> 	<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> </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>

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

**YETI AND THE BIRD**  
by Nadia Shireen



**MAIN WRITING OUTCOME:**  
Own version narratives about unlikely friendships



**OTHER WRITING OUTCOMES:**  
List of rules, letters, postcards, character descriptions



**YEAR 1 GRAMMAR**

- How words can combine to make sentences
- Joining words and joining clauses using *and*
- Capital letters for names and for the personal pronoun

**YEAR 2 GRAMMAR**

- Use of the suffixes *-er*, *-est* in adjectives and the use of *-ly* in Standard English to turn adjectives into adverbs
- 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*]
- Correct choice and consistent use of present tense and past tense throughout writing
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]



SUMMER 2

**HOUSE HELD UP BY TREES**  
by Ted Kooser



**ASSESSED PIECE  
FOR CELEBRATED  
WRITING BOOK**

**MAIN WRITING  
OUTCOME:**  
News reports



**OTHER WRITING OUTCOMES:**  
Descriptive non-fiction, life-cycles, instructions for seed packets

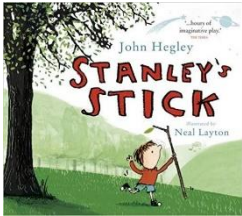




**YEAR 1 GRAMMAR**

- Capital letters for names and for the personal pronoun /

**YEAR 2 GRAMMAR**

- Expanded noun phrases for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- Formation of adjectives using suffixes such as *-ful, -less*
- Subordination (using *when, if, that, because*) and co-ordination (using *or, and, but*)
- 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

SUMMER 3	<p><b>STANLEY'S STICK</b> by John Hegley</p> 	<p><b>MAIN WRITING OUTCOME:</b> Own Version Narrative</p> 	<p><b>OTHER WRITING OUTCOMES:</b> Retelling, descriptions</p> 	<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. helping, helped, helper)</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> </ul>	<p><b>YEAR 2 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</li> <li>• Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> <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, the girl's name]</li> </ul>
	SUMMER EXTRA SPAG	<p><b>YEAR 1</b> As per the Spring term plus the following:</p> <ul style="list-style-type: none"> <li>• Ensure most names begin with a capital letter</li> <li>• Ensure the personal pronoun I begins with a capital letter</li> <li>• Use regular plural noun suffixes mostly correctly e.g. –s or –es</li> </ul>		<p><b>YEAR 2</b> As per the Spring term plus the following:</p> <ul style="list-style-type: none"> <li>• Use present tense mostly correctly and consistently</li> <li>• Use past tense mostly correctly and consistently</li> </ul>	

<b>SPEAKING AND LISTENING OPPORTUNITIES ACROSS THE CURRICULUM</b>	<b>LISTENING SKILLS</b>	<b>YEAR 1</b> To listen to others in a range of situations and usually respond appropriately.	<b>YEAR 2</b> 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.
	<b>FOLLOWING INSTRUCTIONS</b>	<b>YEAR 1</b> To understand instructions with more than one point in many situations.	<b>YEAR 2</b> 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.
	<b>ASKING AND ANSWERING QUESTIONS</b>	<b>YEAR 1</b> 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).	<b>YEAR 2</b> 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.
	<b>DRAMA, PERFORMANCE AND CONFIDENCE</b>	<b>YEAR 1</b> 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.	<b>YEAR 2</b> 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 take part in a simple role play of a known story.	To recognise that sometimes speakers talk differently and discuss reasons why this might happen.
<b>VOCABULARY BUILDING AND STANDARD ENGLISH</b>	<b>YEAR 1</b> To use appropriate vocabulary to describe their immediate world and feelings.  To think of alternatives for simple vocabulary choices.	<b>YEAR 2</b> 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.	
<b>SPEAKING FOR A RANGE OF PURPOSES</b>	<b>YEAR 1</b> 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.	<b>YEAR 2</b> 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.	
<b>PARTICIPATING IN DISCUSSIONS</b>	<b>YEAR 1</b> 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.	<b>YEAR 2</b> 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.	

