
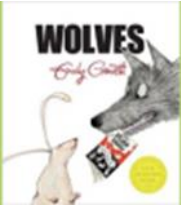
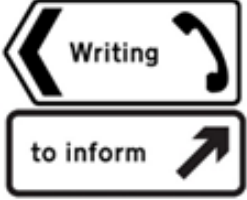

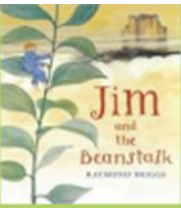




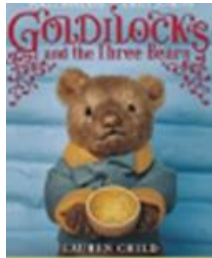
YEAR 1&2 WRITING OVERVIEW – CYCLE B

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

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

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*

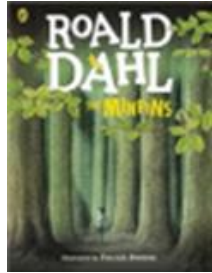
YEAR 2

- 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*]

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
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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

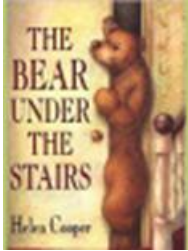







YEAR 1 GRAMMAR

- 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);">SPRING 2</p>	<p>THE BEAR UNDER THE STAIRS by Helen Cooper</p>  <p>ASSESSED PIECE FOR CELEBRATED WRITING BOOKS</p>	<p>MAIN WRITING OUTCOME: Information texts</p> 	<p>OTHER WRITING OUTCOMES: Letters, retellings, own version narratives</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> 	<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>) • 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);">SPRING 3</p>	<p>THE BEAR WHO PLAYED THE PIANO by David Litchfield</p> 	<p>MAIN WRITING OUTCOME: Information texts</p> 	<p>OTHER WRITING OUTCOMES: Letters, retellings, own version narratives</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> 	<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

SPRING EXTRA SPAG	YEAR 1 As per Autumn term plus the following: <ul style="list-style-type: none">• Join words using and• Join clauses using and	YEAR 2 As per Autumn term plus the following: <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
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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

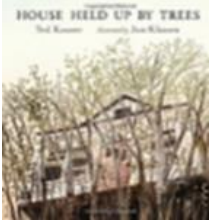








YEAR 1 GRAMMAR

- 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*]

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SUMMER 2</p>	<p>HOUSE HELD UP BY TREES by Ted Kooser</p>  <p>ASSESSED PIECE FOR CELEBRATED WRITING BOOK</p>	<p>MAIN WRITING OUTCOME: News reports</p> 	<p>OTHER WRITING OUTCOMES: Descriptive non-fiction, life-cycles, instructions for seed packets</p> 	<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"> Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] 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>) 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
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SUMMER 3	<p>JULIAN IS A MERMAID by Jessica Love</p> 	<p>MAIN WRITING OUTCOME: Three-verse poems</p> 	<p>OTHER WRITING OUTCOMES: Instructions, writing in role, advertisements</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> • 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>)
SUMMER EXTRA SPAG	<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>I</i> begins with a capital letter • Use regular plural noun suffixes mostly correctly e.g. <i>-s</i> or <i>-es</i> 		<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.