



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Entertain (10 steps) Inform (10 steps) Entertain (5 steps)	Entertain (12 steps) Inform (15 steps)	Entertain (15 steps) Inform (10 steps)	Entertain (15 steps) Entertain (10 steps)	Entertain (15 steps) Inform (10 steps)	Inform (10 steps) Entertain (14 steps) Entertain (5 steps)
Written Outcomes	*Range of genres Short narrative Instructions List poetry	Narrative (journey) Letters & postcards	Traditional tale Non-chronological report	Narrative (based on real experiences) Poetry	Narrative Instructions	Recount (about real event) Narrative Poetry
NC: Composition (planning, drafting, editing and proof-reading)	<ul style="list-style-type: none"> Plan (Y2) or say out loud what they are going to write about (Y1 & Y2) Write down ideas and/or key words, including new vocabulary (Y2) Compose a sentence orally before writing it (Y1) / Encapsulate what they want to say, sentence by sentence (Y2) Sequence sentences to form short narratives (Y1) Write narratives about personal experiences and those of others (real and fictional) (Y2) -Write about real events (Y2) -Write poetry (Y2) -Write for different purposes (Y2) Discuss what they have written with the teacher or other pupils (Y1) / Evaluate their writing with the teacher and other pupils (Y2) Re-read to check that their writing makes sense (Y1 & Y2) and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (Y2) Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly) (Y2) Read aloud their writing clearly enough to be heard by their peers and teacher (Y1) / Read aloud what they have written with appropriate intonation to make the meaning clear (Y2) 					
NC: Sentence level	(New Y1 content): Write single-clause sentences Leave spaces between words Sequencing sentences to form short narratives		(New Y1 content): Use 'and' to link words within sentences			
			New Y1 content): Join two clauses using the co-ordinating conjunction 'and'			
	(Y2 content): Use the simple present and past tense consistently					
	(Y2 content): Co-ordination (using or, and, but)					
	(Y2 content): Subordination (using when, if, that, or because)					
	(Y2 content): How the grammatical patterns in a sentence indicate its function as a <i>statement</i> , question or <i>command</i>					
	(Y2 content): Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]					
			(Y2 content): How the grammatical patterns in a sentence indicate its function as a statement, question, or <i>exclamation</i>	(Y2 content): Use of the progressive form of verbs in the present and past tense to mark actions in progress	(Y2 content): How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	(Y2 content): Review use of conjunctions to combine ideas and sentences

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NC: Word level including punctuation	(New Y1 content): Use of capital letters and full stops to demarcate sentences. (New Y1 content) Use of capital letters for names of people and the personal pronoun 'I' (New Y1 content): Introduction to question marks and exclamation marks (Y2 content) Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks (Y2 content): Introduction to use of commas for lists		(New Y1 content): Begin to punctuate sentences using a capital letter, full stop or exclamation mark or question mark (Y2 content): Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, and commas for lists	(Y2 content): Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and <u>apostrophes for contracted forms</u>	(New Y1 content) Use of capital letters for names of people, places, days of the week and the personal pronoun 'I' (Y2 content): Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and <u>apostrophes for contracted forms and the possessive (singular)</u>	
	Y1: word, letter, full stop, punctuation, capital letter, question mark, sentence Y2: noun, noun phrase, verb, present tense, past tense, adjective statement, command, question, comma		Y1: full stop, capital letter, question mark, exclamation mark, sentence Y2: past tense, present tense adjective, comma exclamation statement, question	Y2: apostrophe comma adjective present progressive tense past progressive tense	Review terminology from the year Y2: command apostrophe comma present progressive tense past progressive tense	Y2: adverb
NC: Spelling	<p>Taught via discrete spelling lessons. See ESSENTIALSPELLING or school's spelling programme. Application in writing lessons:</p> <p>(New Y1 content) Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far Regular plural noun suffixes -s or -es (for example dog, dogs; wish, wishes), including the effects of these suffixes on the end of the noun Suffixes that can be added to verbs where no change is needed in the spelling (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (for example: unkind, undoing, untied the boat) Words containing each of the 40+ phonemes already taught, common exception words, days of the week</p> <p>(Y2 content): Learn to spell more common exception words Learn to spell more words with contracted forms Distinguishing between homophones and near-homophones Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less; the suffixes -er, -est in adjectives Use of -ly in Standard English to turn adjectives into adverbs Spelling terminology: adverb, adjective, suffix</p>					
NC: Handwriting	<p>Discrete handwriting lessons. See 'Handwriting Progression Toolkit'. Application in writing lessons:</p> <p>(New Y1 content)</p> <ul style="list-style-type: none"> Sit correctly at a table, holding pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these <p>(Y2 content):</p> <ul style="list-style-type: none"> Form lower case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters 					

Writing Purpose Language Choices and Genre Features

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing to Entertain Language Choices</p> 	<ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) 	<ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) 	<ul style="list-style-type: none"> • Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing 	<ul style="list-style-type: none"> • The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) 		
<p>Writing to Inform Language Choices</p> 	<ul style="list-style-type: none"> • Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past • You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something 		<ul style="list-style-type: none"> • Diagrams, labels and/or captions show the reader more details about the important parts of what they are finding out about • When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) 			
<p>Genre Features</p>	<p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story Introduce fall-rise story shape for basic narrative structure</p> <p>Instructions: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Can include a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions</p>	<p>Narrative: See Aut1 objectives</p> <p>Letter: Sender's address in top-right corner & date under the sender's address Recipient's address on left-hand side (Y2) Start with 'Dear...' or 'To whom it may concern...' Sign off with 'From...' or 'Love from...' (depending on how well you know your reader)</p> <p>Poetry (Aut1): A genre of poetry is list poetry, which lists words or phrases that represent a certain topic</p>	<p>Traditional tale: Will often include repeated phrases May include animal characters that behave like humans (e.g. can talk) Character names will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf) Usually include happy endings</p> <p>Non-Chronological Report: Captions and labels to add information to illustrations Glossary to provide definitions in a quick and easy guide for the reader (Y2)</p>	<p>Narrative: Build upon Aut1 objectives & introduce other story shapes - slow rise and slow fall</p> <p>Poetry: A specific poetic device used by poets can include a simile: this compares something with something else that the reader can relate to, in order to create a clear picture in their mind</p>	<p>Narrative: See Aut & Spr objectives</p> <p>Instructions: Link to Aut1 objectives & build to include: In order to tell the reader to do something, writers often use command sentences (Y2)</p>	<p>Recount: Written in simple past tense (Y2) Events are recounted in the time order that they happened</p> <p>Narrative: Link to Aut & Spr objectives</p> <p>Poetry: A specific poetic device used by poets can include alliteration to experiment with using words that start with the same speech sound – this creates a pleasing rhythm and musicality for the reader</p>

National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence level	<p>Y1: A reader needs spaces between words so that they can understand and follow the writing A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb) Writers can join words together with 'and' to make connections between things (e.g. I ate fish <u>and</u> chips) To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p>					
	<p>Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2)</p> <p>A statement is a type of sentence that are used by writers the most – they are telling the reader something (Y2)</p> <p>Sometimes we might need to tell our reader to do something – these are command sentences and they start with a verb (Y2)</p> <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2)</p>	<p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2)</p> <p>Instead of using 'and' too often, we should use a full stop so that the sentence does not become too long for the reader</p> <p>Writers can also join sentences together with subordinating conjunctions including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought (Y2)</p>	<p>Coordinating conjunctions include and, or, but – these conjunctions carry different meanings for the reader to understand how the ideas are connected.</p> <p>Subordinating conjunctions include when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought (Y2)</p> <p>Exclamatory sentences are sometimes seen in fairytales, usually to express a surprise or strong emotion (usually starting with 'What / How + noun phrase + verb). (Y2)</p>	<p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2)</p> <p>The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2)</p>	<p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind. (Y2)</p> <p>Review use of conjunctions to combine ideas and sentences.</p> <p>The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time. (Y2)</p> <p>Sometimes we might need to tell our reader to do something – these are command sentences and they start with a verb. (Y2)</p> <p>Including adverbs to describe a verb also helps the reader to create a picture in their mind about how or when the action is happening. (Y2)</p>	
Word level including punctuation	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something</p>	<p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between. (Y2)</p>	<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>(Review use of question mark & exclamation mark)</p>	<p>Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)</p> <p>Review use of question mark & exclamation mark)</p>	<p>Apostrophes are also used to show the reader when something belongs to a person or object (apostrophes of possession) – this punctuation mark makes it clearer for the reader to understand (Y2)</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>(Review use of question mark & exclamation mark)</p>	<p>(Review use of all punctuation taught throughout the year)</p>

Autumn					Spring				Summer				
Narrative	Instructions	Poetry: List poems	Narrative	Letters, postcards	Narrative	Non-Chronological Report	Narrative	Poetry: Free Verse & Simile	Narrative	Instructions	Recount	Narrative	Poetry: Take One Poet
Frog and the Stranger* by Max Velthuis	How to Make Friends with a Ghost by Rebecca Green	The Puffin Book of Fantastic First Poems edited by June Crebbin	Last Stop on Market Street by Matt de la Pena and Christian Robinson	Dragon Post by Emma Yarlett	Rapunzel by Bethan Woollvin	Big Blue Whale by Nicola Davies and Nick Maland	Julian is a Mermaid by Jessica Love Splash, Anna Hibiscus! by Atinuke	The Puffin Book of Fantastic First Poems edited by June Crebbin	The Lost Homework by Richard O'Neill and Kirsti Beautyman	How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley	Here I Am by Patti Kim and Sonia Sanchez	Super Joe Does Not Do Cuddles by Michael Catchpool and Emma Proctor Traction Man by Mini Grey	Belonging Street by Mandy Coe
10 steps	10 steps	5 steps	12 steps	15 steps	15 steps	10 steps	15 steps	10 steps	12 steps	10 steps	10 steps	14 steps	5 steps
52 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				51 steps (approx. 11 weeks)				

*Frog and the Stranger may be difficult to obtain – if so, a mixed-age version of the Y2 unit based on 'Luna Loves Dance' by Joseph Coelho will be available before the end of July 2025.