



Writing Curriculum Plan Class 1

Intent

In the Jubilee with Pebblebed Federation, we believe that words are the building blocks of learning. Language is the means by which children are able to express who they are and influence those around them, thereby fulfilling the school vision to 'Be who God meant you to be and you will set the world on fire'. It is our intent therefore, to provide children with an inspirational English curriculum that will create a thirst for the development of vocabulary. This in turn will lead to an ability to communicate effectively across all areas of the curriculum, both orally and when writing, whilst developing reading skills to increase independence.

We recognise the importance of nurturing a culture where children take pride in their written work, where they can write clearly and accurately and adapt their language and writing style for a range of contexts. Therefore, we deliver a cross-curricular approach to the teaching of Literacy, engaging children by teaching from high-quality texts in many genres which are, wherever possible, linked to their learning in other areas of the curriculum.

Children are able to experience real examples of writing: they are introduced to a range of local authors, as well as those from different countries and cultures.

By understanding our children, their interests and their experiences, we are able to seek out exciting opportunities which allow for the development of writing for all. Children are encouraged to read and write for a range of practical purposes and audiences, while developing enjoyment in reading and writing for their own sake and as a means to develop their creativity, through the expression of their ideas, knowledge and opinions.

A writer from the Jubilee with Pebblebed Federation will:

- Develop a neat, legible, consistent and accurate style of cursive handwriting.
- Develop the grammatical understanding needed to be able to discuss their reading and writing and to talk and write with accurate syntax and grammar where it is required.
- Be able to apply the patterns and rules taught effectively, to develop and maintain accuracy in spelling.
- Plan and organise the structure of their writing, making appropriate use of paragraphs and using strategies to develop cohesion within and between paragraphs.
- Become confident in writing in a range of styles and genres, adapting the language, structure and style of their writing according to its purpose and audience.
- Show awareness of audience, carefully selecting words and phrases for impact and considering the effect they will have on the reader of their writing.
- Show pride in their writing, both in English and across the curriculum.
- Be able to express their individuality in their writing, through what they choose to write about as well as the way they express themselves.



Writing Curriculum Plan Class 1

Cycle A	Autumn			Spring			Summer		
Topic	Childhood <ul style="list-style-type: none"> Shade and Shelter (Everyday Materials) Let's explore the world 			Bright Lights Big City <ul style="list-style-type: none"> Taxi Rain and Sun Rays 			School Days <ul style="list-style-type: none"> Plant Parts Animal Parts Street View Chop, Slice, Mash 		
Progression of Core Texts	Outdoor Wonderland (Y2/3 text)	Fatou, Fetch the Water	What I like (Y1 text)	The Naughty Bus	Train Ride	My Day at the Zoo	Daisy Doodles By Michelle Robinson	Seed to Sunflower	Zim, Zam, Zoom
Genre	Instruction Writing	Narrative using patterns and settings	Poems about the senses	Character & settings description Descriptive Writing	Poetry	Recount	Narrative	Non-Fiction Information poster	Poetry:
Key Tasks/ outcomes, including independent purposeful writing outcomes	To write a page for an information book that contains a set of instructions.	To write own version of the story using the pattern and a familiar setting.	To write a poem based on one of the senses.	To write own story about the adventures of a favourite toy.	To write a 'journey' story with a clear sequence of events in the style of 'The Train Ride'.	To write a recount of a school trip or event.	Write their own birthday story	To create a poster or booklet about the life cycle of another plant or animal which includes an introduction, labelled pictures, clear information and an associated glossary using the non-fiction voice of a scientist.	Perform a poem as part of a class/group, using intonation, rhythm and rhyme to entertain an audience. Write a poem using ideas from the models provided, showing word choice for effect on the reader and rhythm appropriate to



Writing Curriculum Plan Class 1

									the particular poem.
Key vocabulary	sentence, full stop, exclamation mark, question mark, comma, apostrophe, possessive, statement, question, exclamation, command	sentence, full stop, exclamation mark, question mark, noun, verb, adjective, expanded noun phrase, noun phrase.	letter, word, suffix, root word, noun, verb, expanded noun phrase, finger space	letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark statement, question, exclamation, command tense, progressive		letter, capital letter, word, singular, sentence, punctuation, full stop, exclamation mark noun, noun phrase, statement, question, exclamation, command, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	capital letter, sentence, punctuation, full stop noun, noun phrase, adjective	letter, capital letter, word, sentence, punctuation, full stop compound, verb, comma	letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark.
EYFS/ Foundation Objectives <i>Children will be encouraged, taught and provided with opportunities to:</i>	<i>3 and 4 year olds will be learning to:</i> <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens	<i>3 and 4 year olds will be learning to:</i> <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens	<i>3 and 4 year olds will be learning to:</i> <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens	<i>3 and 4 year olds will be learning to:</i> <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens	<i>3 and 4 year olds will be learning to:</i> <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens	<i>3 and 4 year olds will be learning to:</i> <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens	<i>3 and 4 year olds will be learning to:</i> <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens	<i>3 and 4 year olds will be learning to:</i> <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens	<i>3 and 4 year olds will be learning to:</i> <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens Use a wider range of vocabulary



Writing Curriculum Plan Class 1

	Use a wider range of vocabulary	Use a wider range of vocabulary	Use a wider range of vocabulary	Use a wider range of vocabulary	Use a wider range of vocabulary	Use a wider range of vocabulary	Use a wider range of vocabulary	Use a wider range of vocabulary	Use a wider range of vocabulary	Use longer sentences of four to six words
	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	<u>Literacy</u> Understand the 5 key concepts about print	<u>Literacy</u> Understand the 5 key concepts about print	Use longer sentences of four to six words	Use longer sentences of four to six words	Use longer sentences of four to six words	Use longer sentences of four to six words	Use longer sentences of four to six words	Use longer sentences of four to six words	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
	<u>Literacy</u> Understand the 5 key concepts about print	Engage in extended conversations about stories, learning new vocabulary	<u>Physical Development</u> Use one-handed tools and equipment, for example making snips in paper with scissors	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	<u>Literacy</u> Understand the 5 key concepts about print	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions	<u>Literacy</u> Understand the 5 key concepts about print			
	Engage in extended conversations about stories, learning new vocabulary	<u>Physical Development</u> Use one-handed tools and equipment, for example making snips in paper with scissors	Show preference for a dominant hand.	<u>Literacy</u> Understand the 5 key concepts about print	<u>Physical Development</u> Use one-handed tools and equipment, for example making snips in paper with scissors	<u>Physical Development</u> Use one-handed tools and equipment, for example making snips in paper with scissors	Engage in extended conversations about stories, learning new vocabulary	Engage in extended conversations about stories, learning new vocabulary	Use talk to organise themselves and their play: "Let's go on the bus...you sit there...I'll be the driver."	Write some letters accurately
	<u>Physical Development</u> Use one-handed tools and equipment, for example making snips in paper with scissors	Show preference for a dominant hand.		Engage in extended conversations about stories, learning new vocabulary	Use a comfortable grip with good control when holding pens and pencils.	Use a comfortable grip with good control when holding pens and pencils.	Write some letters accurately	Write some letters accurately	<u>Physical Development</u> Use one-handed tools and equipment, for example making snips in paper with scissors	<u>Physical Development</u> Use one-handed tools and equipment, for example making snips in paper with scissors
	Show preference for a dominant hand.			<u>Physical Development</u> Use one-handed tools and equipment, for example making	Show preference for a dominant hand.	Show preference for a dominant hand.	<u>Physical Development</u> Use one-handed tools and equipment, for example making snips in paper with scissors	<u>Physical Development</u> Use one-handed tools and equipment, for example making snips in paper with scissors	<u>Literacy</u> Understand the 5 key concepts about print	Use a comfortable grip with good control when holding pens and pencils.
							Use a comfortable grip with good control when	Use a comfortable grip with good control when	Engage in extended conversations about stories, learning new vocabulary	Show preference for a dominant hand.



Writing Curriculum Plan Class 1

	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p><u>Literacy</u> Form lower-case and capital letters correctly</p> <p><u>Physical Development</u> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p><u>Literacy</u> Form lower-case and capital letters correctly</p> <p><u>Physical Development</u> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Listen carefully to rhymes poems and songs, paying attention to how they sound</p> <p><u>Literacy</u> Form lower-case and capital letters correctly</p> <p><u>Physical Development</u> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Use new vocabulary throughout the day</p> <p>Describe events in some detail</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p><u>Literacy</u> Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and they writing the sound with letters.</p> <p><u>Physical Development</u> Use their core muscle strength to achieve a good posture when sitting at</p>	<p>Use new vocabulary throughout the day</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><u>Literacy</u> Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and they writing the sound with letters.</p> <p><u>Physical Development</u></p>	<p>Use new vocabulary throughout the day</p> <p>Learn rhymes, poems and songs</p> <p><u>Literacy</u> Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and they writing the sound with letters.</p> <p><u>Physical Development</u> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Use new vocabulary throughout the day</p> <p>Use new vocabulary in different contexts</p> <p>Articulate their thoughts in well-formed sentences</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p><u>Literacy</u> Read simple phrases and sentences made up of words with known letter-sound correspondences and , where necessary, a few exception words.</p>	<p>Use new vocabulary throughout the day</p> <p>Use new vocabulary in different contexts</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p><u>Literacy</u> Read simple phrases and sentences made up of words with known letter-sound correspondences and , where necessary, a few exception words.</p>	<p>Use new vocabulary throughout the day</p> <p>Use new vocabulary in different contexts</p> <p>Learn rhymes, poems and songs</p> <p><u>Literacy</u> Read simple phrases and sentences made up of words with known letter-sound correspondences and , where necessary, a few exception words.</p> <p>Form lower-case and capital letters correctly</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>
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Writing Curriculum Plan Class 1

				<p>a table or sitting on the floor.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>		<p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and they writing the sound with letters.</p> <p>Write short sentences with words with known sound-letter correspondence s using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p><u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>Form lower-case and capital letters correctly</p> <p>Write short sentences with words with known sound-letter correspondence s using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p><u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>Re-read what they have written to check that it makes sense.</p> <p><u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient</p>
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Writing Curriculum Plan Class 1

<p>Year 1 Objectives</p> <p><i>Children will be taught to:</i></p>	<p>Use capital letters to begin a sentence and for 'I'.</p> <p>Use finger spaces appropriately.</p> <p>Use end of sentence punctuation (.!?).</p> <p>Use verbs</p> <p>Use joining words 'and'.</p>	<p>Compose sentence orally.</p> <p>Use joining words 'and'.</p> <p>Finger spaces.</p> <p>Capital letter for people's names.</p> <p>Use of adjectives.</p>	<p>Say out loud what they are going to write.</p> <p>Leave spaces between words.</p> <p>To use words ending in -ing, changing the root word (verb).</p> <p>To understand what a noun is.</p> <p>To understand what a verb is.</p> <p>To create expanded noun phrases.</p>	<p>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, days of the week and the personal pronoun 'I'.</p>	<p>Say out loud what they are going to write about, composing a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Begin to punctuate sentences using a capital letter for the personal pronoun 'I'</p>	<p>Combine words to make sentences.</p> <p>Join words and clauses/ sentences using 'and'.</p> <p>Begin to punctuate using a capital letter and a full stop of exclamation mark.</p> <p>Use a capital letter the personal pronoun 'I'.</p> <p>Learn how to use both familiar and new punctuation including full stops, capital letters, exclamation marks.</p> <p>Learn how to use exclamatory sentences.</p>	<p>Leaving spaces between words joining words and clauses/ sentences using 'and'.</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>Leave spaces between words.</p> <p>Combine words to make sentences.</p> <p>Join words and clauses/ sentences using 'and'.</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Learn how to use both familiar and new punctuation correctly including full stops and capital letters.</p>	<p>Leave spaces between words.</p> <p>Join words and clauses/ sentences using 'and'.</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>
<p>Year 2 Objectives</p>	<p>Use grammatical patterns to indicate</p>	<p>Encapsulate what they want to say sentence by sentence.</p>	<p>Create expanded noun phrases.</p>	<p>Use both familiar and new punctuation</p>		<p>Learn how to use both familiar and new</p>	<p>Learn how to use both familiar and new</p>	<p>Learn how to use both familiar and new</p>	<p>Learn how to use both familiar and new punctuation correctly</p>



Writing Curriculum Plan Class 1

<p>Children will be taught to:</p>	<p>function of sentence.</p> <p>Use past and present consistently including progressive.</p> <p>Use subordination (when, if, that, or, because).</p> <p>Learn how to use familiar and new punctuation correctly (. CL ! ?,') for contracted forms and the possessive (singular).</p>	<p>Re-read for sense.</p> <p>Verbs indicating time are used correctly and consistently.</p> <p>Use of question marks and exclamation marks.</p> <p>Use expanded noun phrases.</p>	<p>Be able to proof read work for punctuation and spelling.</p> <p>Encapsulate what they want to say sentence by sentence.</p> <p>Use progressive present tense consistently.</p>	<p>correctly (including . CL ! ?).</p> <p>Use sentences with different forms: statement, question, exclamation, command. Consistently use verbs in the progressive form.</p> <p>Use the past and present tenses correctly and consistently.</p>		<p>punctuation correctly including question marks.</p> <p>Learn how to use sentences with different forms: statement, question, command, understanding how the grammatical patterns in a sentence indicate its function.</p> <p>Learn how to use the present and past tenses correctly and consistently.</p> <p>Learn how to use the progressive form of verbs in the present and past tense to mark actions in progress learn how to use some features of</p>	<p>punctuation correctly, including full stops, capital letters, exclamation marks, question marks.</p> <p>Learn how to use expanded noun phrases to describe and specify.</p>	<p>punctuation including exclamation marks and question marks.</p> <p>Learn how to use commas to separate items in a list.</p> <p>Learn how to use the present and past tenses correctly and consistently throughout writing.</p> <p>Learn how to use subordination (<i>when, if, because</i>).</p> <p>Learn how to use coordination (<i>or, and, but</i>).</p>	<p>including full stops, capital letters, exclamation marks, question marks.</p> <p>Learn how to use expanded noun phrases to describe and specify.</p>
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Writing Curriculum Plan Class 1

						written standard English			
Spelling	Use No Nonsense Spelling for Year 2 and Phonics Bug for Year 1								
Handwriting	Use Letterjoin basic font to support teaching of model letter formation and joins during phonics and in discrete handwriting sessions. Use agreed script.								
Links to Guided & Class Reading	Use Bug Club and Phonics Bug reading books in line with phonics teaching to allow consolidation of decoding skills for particular sounds as well as particular reading skills. Use teaching cards provided by Bug Club for reading.								
	Books to be read to the class: Silly Billy by Anthony Browne My Dad/ My Mum by Anthony Browne We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury It's a No-Money Day by Kate Milner (empathy and understanding) Love you Forever by Robert Munsch Once there were Giants by Martin Waddell Mr Nobody by Walter de la Mare (poem) Wilfrid Gordon McDonald Partridge by Fox Mem	Books to be read to the class: Paddington's London Story Treasury/ Paddington Goes to Town by Michael Bond Katie in London by James Mayhew The King's Hats by Sheila Bird King Charles by Isabel Sanchez Vegara (Little People, Big Dreams series, Frances Lincoln) The Town Mouse and the Country Mouse (Usborne First Reading) by Susanna Davidson Winnie the Pooh by A. A. Milne When We Were Very Young/ Now We are Six by A. A. Milne	Books to be read to the class: Please Mrs Butler/ Heard it in the Playground by Allan Ahlberg Cops and Robbers by Allan Ahlberg Each, Peach, Pear, Plum by Allan Ahlberg Peepo by Allan Ahlberg The Naughtiest Girl at School by Enid Blyton The Name Jar by Yangsook Choi (Cultural Diversity) Rosie Revere, Engineer/ Iggy Peck, Architect/Ada Twist, Scientist/ Aaron Slater, Illustrator by Andrea Beaty (growth mindset and diversity)						
Suggested texts for additional sequences									

Cycle B	Autumn			Spring			Summer		
Topic	Movers & Shakers <ul style="list-style-type: none"> Human Survival Mix it Remarkable Recipes Let's Explore the World Habitats Still Life 			Magnificent Monarchs <ul style="list-style-type: none"> Animal Survival Portraits and Poses Cut, Stitch & Join Push and Pull			Coastlines <ul style="list-style-type: none"> Uses of Materials Flower Head Beach Hut Plant Survival 		
Progression of Core Texts	Dear Mother Goose	Amelia Earhart (using the Rosa Parks book from the same series)	Ellsworth's Extraordinary Electric Ears	Snow White and Story Box	Penguins	Tell me a dragon by Jackie Morris	Mrs Armitage and the Big Wave	Stella and the Seagull	A First Book of the Sea



Writing Curriculum Plan Class 1

Genre	Letter writing about a problem	Biography recount	Poetry – alphabet book	Narrative – traditional fairy tale	Non-chronological report	Poetry	Cumulative narrative	Letter asking for help	Poetry
Key Tasks/ outcomes, including independent purposeful writing outcomes	<p>To write mother Goose a letter in reply to a problem raised by a nursery rhyme character (Y1)</p> <p>To write a letter to Mother Goose based on a problem identified in a nursery rhyme and then write a reply from Mother Goose (Y2)</p>	<p>To write a sequential biography of aspects of a famous person who links to a topic area.</p>	<p>To write alternative sentences for one of the pictures in the book (Y1)</p> <p>In groups, to write their own alphabet book (Y2)</p>	<p>To write own traditional tale using the story box cards.</p>	<p>To write own information text in sections about another animal/animal family that they have learnt about.</p>	<p>To make individual ‘Tell me a Dragon’ books.</p>	<p>To write a funny story with a cumulative structure.</p>	<p>To write a letter asking for help with an environmental issue. <i>can be extended by writing a response to each other’s letters at the end.</i></p>	<p>You can choose to do either or both of the outcomes below as suits your class:</p> <ol style="list-style-type: none"> Write a poem about a sea creature you have learnt about Write a poem about something you like or enjoy doing linked to the sea.
Key vocabulary	<p>Letter, dilemma, nursery rhyme, character, fiction/ fictional Capital letter, word, sentence, punctuation, full stop, question mark</p>	<p>biography recount, sequence, order factual, non-fiction Verb, tense</p>	<p>Poem, alphabet, Sentence, verb, clause, conjunction verb, adverb, noun, noun phrase,</p>	<p>fairy tale, fiction, narrative, opening letter, capital letter, word, sentence, punctuation, full stop, question mark,</p>	<p>Non-chronological report, Information, Fact, letter, capital letter, word, sentence, punctuation, full stop, question</p>	<p>poem capital letter, punctuation, full stop, question mark, exclamation mark verb, adverb, noun,</p>	<p>cumulative narrative, fiction, characters, dilemma,</p>	<p>Letter</p>	



Writing Curriculum Plan Class 1

	Statement, question, exclamation	Verb, tense, past, present	adjective	exclamation mark statement, question, exclamation, command, clause, conjunction	mark, exclamation mark punctuation, comma, verb, past tense, present tense, clause, conjunction	noun phrase, adjective			
EYFS/ Foundation Objectives Children will be encouraged, taught and provided with opportunities to:	3 and 4 year olds will be learning to: <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens Use a wider range of vocabulary Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. <u>Literacy</u>	3 and 4 year olds will be learning to: <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens Use a wider range of vocabulary <u>Literacy</u> Understand the 5 key concepts about print Engage in extended conversations about stories, learning new vocabulary	3 and 4 year olds will be learning to: <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens Use a wider range of vocabulary <u>Literacy</u> Understand the 5 key concepts about print <u>Physical Development</u> Use one-handed tools and equipment, for example making	3 and 4 year olds will be learning to: <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens Use a wider range of vocabulary Use longer sentences of four to six words Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and	3 and 4 year olds will be learning to: <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens Use a wider range of vocabulary Use longer sentences of four to six words <u>Literacy</u> Understand the 5 key concepts about print <u>Physical Development</u>	3 and 4 year olds will be learning to: <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens Use a wider range of vocabulary Use longer sentences of four to six words <u>Literacy</u> Understand the 5 key concepts about print <u>Physical Development</u>	3 and 4 year olds will be learning to: <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens Use a wider range of vocabulary Use longer sentences of four to six words <u>Literacy</u> Understand the 5 key concepts about print Engage in extended	3 and 4 year olds will be learning to: <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens Use a wider range of vocabulary Use longer sentences of four to six words Be able to express a point of view and to debate when they disagree with an adult or a friend, using	3 and 4 year olds will be learning to: <u>Communication and Language</u> Enjoy listening to stories and can remember much of what happens Use a wider range of vocabulary Use longer sentences of four to six words Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" <u>Literacy</u>



Writing Curriculum Plan Class 1

	<p>Understand the 5 key concepts about print</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Physical Development</u> Use one-handed tools and equipment, for example making snips in paper with scissors</p> <p>Show preference for a dominant hand.</p>	<p><u>Physical Development</u> Use one-handed tools and equipment, for example making snips in paper with scissors</p> <p>Show preference for a dominant hand.</p>	<p>snips in paper with scissors</p> <p>Show preference for a dominant hand.</p>	<p>some in their own words.</p> <p><u>Literacy</u> Understand the 5 key concepts about print</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>	<p>Use one-handed tools and equipment, for example making snips in paper with scissors</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show preference for a dominant hand.</p>	<p>Use one-handed tools and equipment, for example making snips in paper with scissors</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show preference for a dominant hand.</p>	<p>conversations about stories, learning new vocabulary</p> <p>Write some letters accurately</p> <p><u>Physical Development</u> Use one-handed tools and equipment, for example making snips in paper with scissors</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show preference for a dominant hand.</p>	<p>words as well as actions</p> <p>Use talk to organise themselves and their play: "Let's go on the bus...you sit there...I'll be the driver."</p> <p><u>Literacy</u> Understand the 5 key concepts about print</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Write some letters accurately</p> <p><u>Physical Development</u> Use one-handed tools and equipment, for example making snips in paper with scissors</p> <p>Use a comfortable</p>	<p>Understand the 5 key concepts about print</p> <p>Write some letters accurately</p> <p><u>Physical Development</u> Use one-handed tools and equipment, for example making snips in paper with scissors</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show preference for a dominant hand.</p>
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Writing Curriculum Plan Class 1

								grip with good control when holding pens and pencils. Show preference for a dominant hand.	
	<p>Children in reception will be learning to: <u>Communication and Language</u> Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p><u>Literacy</u> Form lower-case and capital letters correctly</p>	<p>Children in reception will be learning to: <u>Communication and Language</u> Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p><u>Literacy</u> Form lower-case and capital letters correctly</p>	<p>Children in reception will be learning to: <u>Communication and Language</u> Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Listen carefully to rhymes poems and songs, paying attention to how they sound</p> <p><u>Literacy</u> Form lower-case and capital letters correctly</p> <p><u>Physical Development</u></p>	<p>Children in reception will be learning to: <u>Communication and Language</u> Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Describe events in some detail</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and</p>	<p>Children in reception will be learning to: <u>Communication and Language</u> Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Engage in non-fiction books</p>	<p>Children in reception will be learning to: <u>Communication and Language</u> Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Learn rhymes, poems and songs</p> <p><u>Literacy</u> Form lower-case and capital letters correctly</p>	<p>Children in reception will be learning to: <u>Communication and Language</u> Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Use new vocabulary in different contexts</p> <p>Articulate their thoughts in well-formed sentences</p>	<p>Children in reception will be learning to: <u>Communication and Language</u> Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Use new vocabulary in different contexts</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about</p>	<p>Children in reception will be learning to: <u>Communication and Language</u> Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Use new vocabulary in different contexts</p> <p>Learn rhymes, poems and songs</p> <p><u>Literacy</u> Read simple phrases and</p>



Writing Curriculum Plan Class 1

	<p><u>Physical Development</u> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p><u>Physical Development</u> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>some in their own words.</p> <p><u>Literacy</u> Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and they writing the sound with letters.</p> <p><u>Physical Development</u> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><u>Literacy</u> Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and they writing the sound with letters.</p> <p><u>Physical Development</u> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Spell words by identifying the sounds and they writing the sound with letters.</p> <p><u>Physical Development</u> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p><u>Literacy</u> Read simple phrases and sentences made up of words with known letter-sound correspondences and , where necessary, a few exception words.</p> <p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and they writing the sound with letters.</p> <p>Write short sentences with words with known sound-</p>	<p>selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p><u>Literacy</u> Read simple phrases and sentences made up of words with known letter-sound correspondences and , where necessary, a few exception words.</p> <p>Form lower-case and capital letters correctly</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check</p>	<p>sentences made up of words with known letter-sound correspondences and , where necessary, a few exception words.</p> <p>Form lower-case and capital letters correctly</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p><u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient</p>
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Writing Curriculum Plan Class 1

							<p>letter correspondence s using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p><u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p><u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>that it makes sense.</p> <p><u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	
<p>Year 1 Objectives</p> <p><i>Children will be taught to:</i></p>	<p>Use finger spaces between words.</p> <p>Begin to link words to form sentences.</p> <p>Join clauses using 'and'.</p> <p>Use punctuation and capital letters.</p> <p>Use capital letters for</p>	<p>Use finger spaces between words.</p> <p>Combine words to form sentences.</p> <p>Join clauses using 'and'.</p> <p>Use punctuation and capital letters.</p> <p>Use capital letters for</p>	<p>Use finger spaces between words.</p> <p>Combine words to form sentences.</p> <p>Join clauses using 'and'.</p> <p>Use punctuation and capital letters.</p> <p>Use capital letters for</p>	<p>Join words and clauses using 'and'.</p> <p>Punctuate using a full stop and capital letter.</p> <p>Use a capital letter for people, places, days of the week and pronoun 'I'.</p>	<p>Joining words and clauses using 'and'.</p> <p>Punctuate using a full stop and capital letter.</p> <p>Use a capital letter for people, places, days of the week and pronoun 'I'.</p> <p>Use the suffixes -s and -es</p>	<p>Write sentences by saying out loud what they are going to write about.</p> <p>Write sentences by composing a sentence orally before writing it.</p> <p>Discuss what they have written with the teacher or other pupils</p>	<p>Begin to punctuate sentences using a capital letter and a . ? or !</p> <p>Use a capital letter for the names of people, places, the days of the week and the pronoun 'I'.</p> <p>Understand and begin to form a range of noun</p>	<p>Use finger spaces between words.</p> <p>Combine words to make a sentence.</p> <p>Join words and clauses using 'and'.</p> <p>Begin to punctuate sentences using a capital letter and a . ? or !</p>	<p>Use finger spaces between words.</p> <p>Begin to punctuate sentences using a capital letter and a . ? or !</p> <p>Form a range of noun phrases, which may be expanded with adjectives.</p> <p>Identify and use some of the</p>



Writing Curriculum Plan Class 1

	names and pronouns.	names and pronouns. Begin to use -ed suffix appropriately for regular nouns in the simple past tense.	names and pronouns. Use adjectives with nouns to form noun phrases. Use a range of verbs correctly within sentences and begin to understand how verbs are important in forming sentences.		appropriately to form plural nouns.	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week and the personal pronoun <i>I</i> . Separate words with spaces.	phrases, which may be expanded with adjectives.	Use a capital letter for the names of people, places, the days of the week and the pronoun 'I'.	features of a poem, such as: <i>Rhyming couplets</i> <i>Repeating patterns</i> <i>Stanzas</i>
Year 2 Objectives Children will be taught to:	Use new punctuation correctly (? !). Use question sentences. Subordination – when (to write a multiclausal sentence)	Use verbs in the past or present tense (including the progressive). Use conjunctions for subordination (e.g. <i>when, if, that, or, because</i>). Use conjunctions for co-ordination	Use new punctuation correctly (.!?, ' for contracted forms and possessive singular). Use expanded noun phrases. Begin to use adverbs to describe how, when or where an action takes place.	Use commas for lists. Understand and use a range of sentence types, including statements, questions, commands and exclamations. Continue to use expanded noun phrases.	Use familiar and new punctuation correctly (. CL ! ?) Use commas to separate items in a list. Use expanded noun phrases. Use past and present tense consistently.	Plan or say out loud what they are going to write about. Write down ideas/key words, including new vocabulary. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the	Show the continuing nature of some of the actions through the use of past progressive.	Sequence sentences to create a coherent narrative in the form of a letter. Use co-ordination and subordination to provide extra information and create multi-clausal sentences.	Learn how to use familiar and new punctuation correctly (.!) Expand noun phrases with adjectives or preposition phrases. Identify and use some of the features of a poem, such as: <i>Rhyming couplets</i>



Writing Curriculum Plan Class 1

		(e.g. <i>and, but, so</i>).		Use conjunctions for subordination (e.g. <i>when, if, that, or, because</i>). Use conjunctions for co-ordination (e.g. <i>and, but, so</i>).	Use an increasing range of conjunctions for subordination (e.g. <i>when, if, that, or, because</i>).	teacher and other pupils. Learn how to use both familiar and new punctuation, including full stops, capital letters, exclamation marks and question marks. Use expanded noun phrases for description. Begin to use adverbs or adverbial phrases to say more about how, when or where something happened.			<i>Repeating patterns</i> <i>Stanzas</i>
Spelling	Use No Nonsense Spelling for Year 2 and Phonics Bug for Year 1								
Handwriting	Use Letterjoin basic font to support teaching of model letter formation and joins during phonics and in discrete handwriting sessions. Use agreed script.								
Links to Guided & Class Reading	Use Bug Club and Phonics Bug reading books in line with phonics teaching to allow consolidation of decoding skills for particular sounds as well as particular reading skills. Use teaching cards provided by Bug Club for reading.								
	Books to be read to the class: Coming to England by Floella Benjamin (cultural diversity)			Books to be read to the class: Snow White: 4 beloved tales by Jessica Gunderson The Three Little Wolves and the Big Bad Pig by Eugene Trivizas			Books to be read to the class: Where the Wild Things Are by Maurice Sendak Lost and Found by Oliver Jeffers Nothing by Mick Inkpen		



Writing Curriculum Plan Class 1

	<p>Malala's Magic Pencil by Malala Yousefzai (diversity and inclusion) You are Special by Max Lucado Chocolate Cake by Michael Rosen</p>	<p>The True Story of the 3 Little Pigs by A. Wolf as told to Jon Scieszka Jack and the Beanstalk by Mara Alperin Goldilocks and the Three Bears illustrated by Mike and Carl Gordon The Koala Who Could/ The Lion Inside/ The Squirrels Who Squabbled/ The Worrysaurus by Rachel Bright The Wonky Donkey by Craig Smith</p>	<p>Wonderful Earth by Mick Inkpen & Nick Butterworth Tiddler by Julia Donaldson & Axel Scheffler The Snail and the Whale by Julia Donaldson Jack and the Flumflum Tree by Julia Donaldson & David Robert The Mousehole Cat by Antonia Barber & Nicola Bayley Seal Surfer by Michael Foreman (physical disabilities) Found by Sam Usher</p>
<p>Suggested texts for additional sequences</p>			