

Curriculum Overview: Writing

N	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	N1 Step 1: Core Strength & Body Awareness Animal walks, yoga, tummy time	N2 Step 7: Fine Motor Isolation & Grip Threading, peg boards, finger games	N1 Step 2: Big Shoulder Movements Vertical painting, large brushes	N2 Step 8: Coordination of Both Hands Scissors, cutters, tongs	N1 Step 3: Arm Coordination & Rhythm Dancing, beanbag throws	N2 Step 9: Hand-Eye Precision Tasks Tracing shapes, puzzles, pegs	N1 Step 4: Wrist Mobility & Rotation Stirring, scooping, air drawing	N2 Step 10: Pre-Writing Marks & Patterning Line and shape tracing, chalking	N1 Step 5: Elbow and Forearm Control Windmills, climbing, squeezing	N2 Step 11: Tripod Grip and Tool Control Crayon control, pencil grip, letter families	N1 Step 6: Hand Strength Development Playdough, squeezing, hand tools	N2 Step 12: Independent Mark-Making & pre writing patterns RWI letter phrases End Goal: acquire pressure to write
R Early Writing (ELG 10 Writing)	Foundations of Fine Motor & Mark Making Pencil Control Pencil grip and control through warm-ups and pattern drawing. Focus: Developing physical readiness and interest in writing. Whole Class Daily Sessions <i>Focus: first 16 single sounds</i> <i>Spelling-</i> magnetic boards		NELI Oracy: oral composition using images- ready for writing Expected Progress: 25–30 sounds, Set 1C Group <i>Focus: Orally segmenting & blending CVC words 1.1–1.2</i> <i>Dictation-</i> Fred Fingers		Let’s All Creep Down Crocodile Creek Jonny Lambert Writing Words Write CVC words using segmenting skills and picture prompts. Spring A: to orally compose CVC words and begin to transcribe Spring B: to orally compose CVC words and transcribe Number: Forming numbers 0–9 (focus: formation) Expected Progress: 25–30 sounds, Ditty Group <i>Focus: Segmenting & blending CVC words 1.3–1.4</i> <i>Dictation-</i> Fred Fingers		Something Else Kathryn Cave Labels & Captions Extend to meaningful captions, labels with sentence starters and phonics support; begin to use finger spaces. Number: Forming numbers 0–9 (focus: formation, size and accuracy) Expected Progress: 31–34 sounds, Red Group <i>Focus: Segmenting & blending 4-sound words 1.4–1.5</i> <i>Dictation-</i> Fred Fingers		Clem and Crab Fiona Lunbers Writing with Structure Begin to write short sentences that can be read by others with adult support and scaffolding; begin to use finger spaces with increasing independence. Teacher to model capital letters and full stops- no requirement for children to apply this yet. Orally retell the story; write a shortened version of the story Number: Forming numbers 0–9 (focus: formation, size and accuracy) Expected Progress: 35–40 sounds, Green Group <i>Focus: Segmenting & blending 5-sound words 1.6–1.7</i> <i>Dictation-</i> Fred Fingers		The Sea Saw Tom Percival Writing with Independence and Structure Write short phrases/ sentences to match their phonological knowledge within increasing independence. Teacher to model capital letters and full stops- no requirement for children to apply this yet. Reread what has been written in order to make sure it makes sense Number: Forming numbers 0–9 (focus: formation, size and accuracy) Expected Progress: 41–46 sounds, Green Group <i>Focus: Segmenting & blending 5-sound words 1.6–1.7</i> <i>Dictation-</i> Fred Fingers	
	End Goal: Children spell words by identifying sounds and representing them with letters; they write simple phrases and sentences that can be read by others. Sentences may be transcribed rather than independently composed, simple rather than extended, and contain errors in spelling/letter formation, but must be readable. <i>Phrase:</i> Clap hands <i>Sentence:</i> The man is happy.											
1	Lost and Found by Oliver Jeffers 47–51 sounds (Purple) <i>Dictation-</i> Fred Fingers Sequencing sentences to form short narratives. Orally compose sentences. Say out loud what they should write about Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (common exception word)		Nibbles: The Book Monster by Emma Yarlett 52–57 sounds (Pink) <i>Dictation-</i> Fred Fingers Orally compose sentences. Independently write words including taught spelling rules.		The Lion Inside by Rachel Bright 58–63 sounds (Orange) <i>Dictation-</i> Fred Fingers Apply oral composition skills to write a short narrative.		Beegu by Alex Deacon 64–68 sounds (Yellow) <i>Dictation-</i> Fred Fingers & hold/ build a sentence Form a short narrative using capital letters, finger spaces and full stops.		Someone Swallowed Stanley by Sarah Roberts 69–74 sounds (Yellow) <i>Dictation-</i> Fred Fingers & hold/ build a sentence Form a short native including some of the punctuation and sentence VGP.		Goldilocks and Just the one bear by Leigh Hodgkinson Secure Yellow / moving to Blue <i>Dictation-</i> Fred Fingers & hold/ build a sentence Form a short narrative, including all punctuation and sentence VGP.	
	Troll Swap by Leigh Hodgkinson Fiction: story with focus on Characters <i>Dictation-</i> Fred Fingers & hold/ build a sentence or decodable sentences about focus text		The Owl Who Was Afraid of the Dark by Jill Tomlinson Non-chronological report: fact sheet about owls <i>Dictation-</i> Fred Fingers & hold/ build a sentence or decodable sentences about focus text		The Last Wolf by Mini Grey Letter: letter in role as the character persuading to save the trees <i>Dictation-</i> decodable sentences about focus text		My Name is not Refugee by Kate Milner Recount: events from the text from the character’s point of view <i>Dictation-</i> decodable sentences about focus text		Tidy by Emily Gravett Persuasion: Write a persuasive letter in role as Pete <i>Dictation-</i> decodable sentences about focus text		Grandad’s Secret Giant by David Litchfield Fiction: story with a moral focus <i>Dictation-</i> decodable sentences about focus text	
3	Seal Surfer by Michael Foreman Recount: letter in role recounting events of the story Dictation: weekly using known spelling rules		Winter’s Child by Angela McAllister Fiction: fantasy story based on a fable Dictation: weekly using known spelling rules		Stone Age Boy by Satoshi Kitamura Fiction: historical narrative set in the Stone Age Dictation: weekly using known spelling rules		Silence Seeker by Ben Morley Fiction: third person narrative Dictation: weekly using known spelling rules		Amazing Rivers by Julie Vosburgh Agnone Non-fiction: persuasion/ information text Dictation: weekly using known spelling rules		Journey by Aaron Becker Fiction: adventure story based on <i>Journey</i> using the language of Berlie Doherty Dictation: weekly using known spelling rules	
	Leon and the place between by Graham Baker-Smith Recount: diary entry from Leon’s view Dictation: weekly using known spelling rules		Escape from Pompeii by Christina Balit Fiction: historical narrative from character’s point of view Dictation: weekly using known spelling rules		Where the Forest Meets the Sea by Jeannie Baker & 100 facts – Rainforests by Miles Kelly Non-chronological report: To make a zoo information board for a rainforest exhibit Dictation: weekly using known spelling rules		Wisp by Zana Fraillon and Grahame Baker-Smith Narrative: from the point of view of the Wisp Dictation: weekly using known spelling rules		Alba The Hundred Year Old Fish by Lara Hawthorne Non-fiction: information board for an exhibit in an aquarium. Dictation: weekly using known spelling rules		Blue John by Berlie Doherty Letter: in role as an expert containing an explanation about cave formation Dictation: weekly using known spelling rules	
5	Queen of the Falls by Chris Van Allsburg Recount: series of diary entries Dictation: weekly using known spelling rules		The Lost Happy Endings by Carol Ann Duffy Fiction: traditional tale with an alternative ending Dictation: weekly using known spelling rules		The Paperbag Prince by Colin Thompson Persuasion/ information: hybrid leaflet about waste management Dictation: weekly using known spelling rules		Malala’s Magic Pencil by Malala Yousafzai Non-fiction: recount (formal biography) Dictation: weekly using known spelling rules		The Brilliant Deep by Kate Messner Information leaflet: to persuade children to consider the effects of climate change on coral reefs. Dictation: weekly using known spelling rules		Radiant Child by Javaka Steptoe Information: text suitable for an art gallery Dictation: weekly using known spelling rules	
	Star of Hope, Star of Fear by Jo Hoestlandt Fiction: flashback story Non-chronological report Dictation: weekly using known spelling rules		Can We Save the Tiger? by Martin Jenkins Non-fiction: write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion) Recount: diary Dictation: weekly using known spelling rules		Selfish Giant by Oscar Wilde Fiction: a version of the Selfish Giant narrative – choosing either a retelling in 1 st or 3rd person or from a character’s point of view Plan, draft and write an explanation text – A guide for humans in a giant world Dictation: weekly using known spelling rules				The Day War Came by Nicola Davies Letter: raise awareness of the plight of refugees Dictation: weekly using known spelling rules		Plastic Planet by Georgia Amson-Bradshaw Persuasive speech: campaigning for the reduction in plastic waste to an audience of peers. Dictation: weekly using known spelling rules	

