

KS1 - 2025/6 - English KS1 Overview Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 Y2	Amazing Asia		Terrible Titanic		Dreadful Desert	
	Drawing Club	The Curious Club				
	THE BRIDGE FROM RECEPTION INTO YEAR 1. SESSIONS BASED AROUND DRAWING CLUB	Introduce the portal	Curious Club	Curious Club		Curious Club
Focus Y1	Non- Fiction (non-chronological) Labels, lists,	Fiction Poetry - (Autumn theme)	Non-Fiction (Chronological) Letter Mother's Day writing	Fiction Poetry - (Spring theme) Setting and character descriptions .	Instruction	Fiction Poetry - (Summer theme)
Y1 Writing Outcome	Fiction: Retell story	Character description Non-chronological report: report about animals Letter	Recount: diary entry	Fiction: story	Instructions	Story
Focus Y2	Traditional tales from around the world Folk tales Fiction: Retell story	Character description Non-chronological report: report about animals Letter	Non-Fiction Recount: diary entry	Fiction: story	Instructions	Story
Y2 Writing Outcome	Fiction: Retell story Class animal fact file Country fact file	A simple setting description. A simple character description.	Christmas Holiday writing. Diary	Poetry - (Spring theme) Setting and character descriptions .	Write a simple set of instructions	Story Poetry - (Summer theme)
Visit / Stimulus	Local Walk	Virtual Author Visit Andy Seed	Exploration / Walk		Melbourne Gardens	
Poetry						
To listen to and discuss a wide range of poetry at a level beyond that at which they can read independently						
Y1	Poems Out Loud	Even My Ears are Smiling	A Great Big Cuddle	Mad About Dinosaurs	Perfectly Peculiar Pets	Zim Zam Zoom
Y2	Pie Corbett's ks1 Poetry collection		Poem a day		Crazy Mayonnaisy mum/ Perfectly Peculiar pets	
Spoken Language						
Spoken Language	<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary 		<ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 		<ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	

	<ul style="list-style-type: none"> articulate and justify answers, arguments and opinions participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments gain, maintain and monitor the interest of the listener 	<ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English consider and evaluate different viewpoints, use appropriate communication. 		
Writing Transcription					
Spelling					
Y1	<p>To spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught including consonant digraphs and vowel digraphs which have been taught and the sounds which they represent words with adjacent consonants common exception words 	<ul style="list-style-type: none"> days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words 	<ul style="list-style-type: none"> the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds 		
Y2	<p>spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words 	<ul style="list-style-type: none"> learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> apply spelling rules and guidance, as listed in English Appendix 1 distinguishing between homophones and near-homophones 		
Handwriting					
REQUIRES FREQUENT AND DISCRETE, DIRECT TEACHING.					
Y1	<p>To sit correctly at a table, holding a pencil comfortably and correctly. To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>				
Y1	Curly caterpillars c, a, d, e, s, g, f, q, o Capitals	Ladder letters l, i, u, t, j, y Capitals	One arm robots n, m, h, k, b, p, r Capitals	Zigzag monsters z, v, w, x, Capitals	8 week plan Numbers
Y2	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. To begin to use the diagonal and horizontal strokes needed to join letters.</p>				
Y2	8 week plan- lead out	Diagonal strokes	Horizontal strokes	Diagonal and horizontal strokes	Fluency & 5 ps

Composition						
Y1	<ul style="list-style-type: none"> To say aloud what they are going to write. Compose a sentence orally before writing it Discuss what they have written with a teacher or other pupils 		<ul style="list-style-type: none"> Sequence sentences to form short narratives To reread their writing to check that it makes sense 		<ul style="list-style-type: none"> Read aloud their writing clearly enough to be heard by their peers and teachers 	
Y2	Plan or say out loud what is going to be written about	Write for different purposes <ul style="list-style-type: none"> Plan and write down ideas, key words, new vocabulary 	Read aloud with intonation Write down ideas, key words, new vocabulary	Write for different purposes Make simple additions, revisions and corrections	Write down ideas, key words, new vocabulary	<ul style="list-style-type: none"> Make simple additions, revisions and corrections
Vocabulary, Grammar and punctuation						
Y1	<ul style="list-style-type: none"> Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I' Use a capital letter for names of people Use a capital letter for places Plurals using the spelling rule for adding -s or -es Constructing a sentence nouns / verbs 		<ul style="list-style-type: none"> Use a capital letter for days of the week _ing _ed suffix Constructing a sentence nouns / verbs / adjectives 		<ul style="list-style-type: none"> Join words using and <ul style="list-style-type: none"> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Suffix -er -est Prefix -un 	
Y2	To form sentences with different forms: statement Use punctuation correctly - full stops, capital letters To use expanded noun phrases to describe and specify (e.g. the blue butterfly). To use the present tense and the past tense mostly correctly and consistently.	To form sentences with different forms: Questions & Exclamations Use punctuation correctly - exclamation marks, question marks	Use punctuation correctly - apostrophes for contracted forms To use co-ordination (or/and/but).	Proof-read to check for errors in spelling, grammar and punctuation Use punctuation correctly - apostrophes for the possessive (singular) To use some subordination (when/if/that/because)	Use commas to separate items in a list To form sentences with different forms: Commands	Proof-read to check for errors in spelling, grammar and punctuation
Rainbow Grammar						
Y1	Subject Predicate stop		Fronted Adverbial, Subject Predicate stop		Co-ordination Subject Predicate subject stop	
Y2	Subject Predicate stop	Fronted Adverbial, Subject Predicate stop	Subject Predicate subject stop	Subject Predicate adverbial clause subject stop	Subject Predicate adverbial clause subject stop	Dialogue Speech Subject Predicate stop