

Writing Overview

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

Year R Autumn 1

	Transition Week	<u>Statutory Baseline</u>	<u>School Baseline</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)						<u>The 3 Little Pigs</u>
Book/Extract/Poem/Clip						
Phonics Taught					-s,a,t,p -i,n,m,d -g,o,c,k -ck, e, u, r -h,b,f,l Tricky words- is, I, the	
Spelling skills						
Handwriting	By the end of this half term most children will be able to hold their pencil correctly and copy and continue handwriting patterns such as circles, lines, zig, zags etc.					
Editing	Handwriting (not in purple pen)					
Writing outcome		During these 2 weeks, children will be asked to write their name, draw a picture of something they like at home such as their favourite toy and do some 'writing'. This baseline will ensure that we plan for the needs of the children. Teachers will assess pencil grip, control, pressure, mark making skills such as giving meaning to their marks, name writing skills.		Children to be given CVC pictures to write the sounds they can hear in words. <u>Challenge- simple captions such as a tin pin</u>		

Year R Autumn 2

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)		Gingerbread Man		The Nativity Story		Stories about Dragons such as Zog, The Paper Bag Princess.
Book/Extract/Poem/Clip	The Three Little Pigs	The Three Little Pigs	Gingerbread Man	Children to have made and decorated their own Gingerbread Man.	The Nativity Story	
Phonics Taught	-ff, ll, ss, j -v, w, x, y -z, zz, qu, words with s added at the end, ch -sh, th, ng, nk -words with s /s/ added at the end (hats sits), words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words- put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be					
Spelling skills	is, I, the					
Handwriting	By the end of this half term most children will be able to form some letters correctly.					
Editing	Handwriting (not in purple pen)					
Writing Outcome	Children will sequence the story to show their understanding and then write labels for the pictures e.g. pig, stick, wolf, mum, huff, puff <u>Challenge- simple caption</u>	Children to write a list of characters from the story using the sounds they know. <u>Challenge- to write a speech bubble from the point of view of the Gingerbread Man e.g. I can run fast.</u>	Children to write a description of their Gingerbread Man. Words/caption/simple sentence depending on ability.	Children to sequence the events of the Nativity and then write labels, captions, simple sentences depending on ability.		

Year R Spring 1

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)			Information texts about vets/people who help us	Information about people who help us.		Tiddler
Book/Extract/Poem/Clip	Information about dragons.	Information about dragon habitats.	Dragon in the playground hook.	Cat in the tree hook with 'vet' visit	Crime Scene in classroom	Children's own interests
Phonics Taught	-ai, ee, igh, oa -oo, oo, ar, or -ur, ow, oi, ear -air, er, words with double letters dd, mm, tt, bb, gg, pp, ff -longer words Tricky words- was, you, they, my, by, all, are, sure, pure					
Spelling skills	put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be					
Handwriting	By the end of this half term some children will be able to form most letters correctly.					
Editing	Handwriting (not in purple pen)					
Writing Outcome	Children to pick a picture of a dragon and write a description in own sentences, captions, words depending on ability.	Children to write a description of a dragon habitat in own sentences, captions, words depending on ability.	Children to write what they think has happened from the hook in own sentences, captions, words depending on ability.	Children to write their own simple recount about their experience- sentences/captions/words depending on ability.	Children to write their own sentences/captions/words about what they see in the classroom.	Children to write about what they choose. Sentences/captions/words depending on ability.

Year R Spring 2

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)	Clean up		Jasper's Beanstalk	The Very Hungry Caterpillar	Bubbles Clip	Information about farm animals.
Book/Extract/Poem/Clip	Tiddler		Clean up	Jasper's Beanstalk and planting a seed	The Very Hungry Caterpillar	Bubbles clip
Phonics Taught	<p>-review Phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear</p> <p>-review Phase 3: er, air, words with double letters longer words</p> <p>-words with two or more digraphs</p> <p>-longer words, words ending in -ing, compound words</p> <p>-longer words words with s in the middle /z/ s, words ending -s, words with -es at end /z/</p> <p>Tricky words: Review all taught so far and secure spelling.</p>					
Spelling skills	was, you, they, my, by, all, are, sure, pure					
Handwriting	By the end of this half term, most children will be able to form all letters correctly.					
Editing	Handwriting (not in purple pen)					
Writing Outcome	Children to write their own mini stories about why they are late for school in the style of Tiddler- simple sentences. Sentences/captions can be dictated if necessary.	Children to make their own poster to encourage people to keep the oceans clean. Sentences/captions can be dictated if necessary.	Children to write a prediction about what they think their seed is going to turn into.	Children to sequence the story and then write their own sentences about the pictures.	Children to write about where they would go on their own bubble.	

Year R Summer 1

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)	Information about pets	Information about farm animals.	Superhero books such as Nat Fantastic, Supertato, Superkid			Dinosaur Information
Book/Extract/Poem/Clip	Information about farm animals	Information about pets	Farm trip	Letter from Dr Evil	Superhero Information	Rescuing class teddy from Dr Evil
Phonics Taught	-short vowels CVCC -short vowels CVCC CCVC -short vowels CCVCC CCCVC CCCVCC, longer words -longer words, compound words -root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today					
Spelling skills	Ensuring all tricky words are spelt correctly.					
Handwriting	By the end of this half term most children should be writing within lines.					
Editing	Read aloud what they have written Make simple corrections of punctuation (CL/FS) Proof read what they have written for grammatical mistakes (missing word/does the sentence make sense) Handwriting Spellings					
Writing Outcome	Children to make their own guess who page writing sentences to describe their chosen farm animal.	Children to make their own posters about how to look after a pet, writing simple sentences.	Children to write sentences about the farm animals they have seen.	Children to write a letter to their favourite superhero asking for help.	Children to write sentences about their favourite superhero.	Children to write a simple recount of how we rescued the class teddies from Dr Evil

Year R Summer 2

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)	Dinosaur Information		Goldilocks			
Book/Extract/Poem/Clip	Dinosaur in the classroom and egg hook.	Dinosaur Information		Goldilocks and the 3 Bears		Teddy Bear's Picnic
Phonics Taught	-long vowel sounds, CVCC, CCVC -long vowel sounds, CCVC, CCCVC, CCV, CCVCC -Phase 4 words ending –s /s/, Phase 4 words ending –s /z/, Phase 4 words ending –es, longer words -root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ -Phase 4 words ending in: –s /s/, –s /z/, –es, longer words Tricky words: Review all taught so far and secure spelling.					
Spelling skills	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today					
Handwriting	By the end of this half term most children should be writing within lines, with letters an appropriate size.					
Editing	Read aloud what they have written Make simple corrections of punctuation (CL/FS) Proof read what they have written for grammatical mistakes (missing word/does the sentence make sense) Handwriting Spellings					
Writing Outcome	Children to write about what they think is in the egg.	Children to write their own non-fiction page about dinosaurs.	Children to sequence the story of Goldilocks and then rewrite in their own words.		Children to write their own invitations to invite their teddy to a picnic.	

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

For year 1 – Autumn and spring will be focused on learning the Year 1 CEW's alongside spelling within phonics sessions.

Year 1 – Autumn 1

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)		The Giant Jam Sandwich				The Elves and the shoemaker
Book/Extract/Poem/Clip	The Ugly Duckling		The Giant Jam Sandwich		Fruit Kebabs (Make kebabs in afternoon, write instructions in English)	
Phonics Taught	-review Phase 3 GPCs ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, - air, er, /z/, s,-es -words with two or more digraphs e.g. queen, thicker - Phase 4: CVCC, CCVC, CCVCC, CCCVC, Phase 4 with long vowels - Phase 5 /ai/ ay play, /ow/ ou cloud, /oi/ oy toy, /ee/ ea each - review longer words Tricky words: Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today					
SPAG skills	Sequencing sentences to form short narratives Capital letters and full stops Finger spaces		Sequencing sentences to form short narratives Capital letters and full stops Finger spaces		Capital letters and full stops Finger spaces	
Spelling skills	Autumn and Spring – to focus on the Year 1 common exception words					
Handwriting	By the end of this term, most children should be writing within the lines with letters an appropriate size.					
Editing	Proof read what they have written for grammatical mistakes (missing word/does the sentence make sense) Handwriting Editing station – sense scanner					
Writing outcome-focus	Character description	Simple Retell	Recount of experience (giant jam sandwich in the playground)	Instruction writing	Description of fruit (senses) Guess the fruit?	Instruction writing

Year 1 – Autumn 2

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)		The elves and the shoemaker		The lighthouse keepers lunch		The magic porridge pot
Book/Extract/Poem/Clip	Guy Fawkes		The Elves and the shoemaker		The Lighthouse keepers lunch	
Phonics Taught	- /ur/ ir bird, /igh/ ie pie, /oo/ /yoo/ ue blue rescue, /yoo/ u unicorn - /oa/ o go, /igh/ i tiger, /ai/ a paper, /eel/ e he - /ai/ a-e shake, /igh/ i-e time, /oa/ o-e home, /oo/ /yoo/ u-e rude cute - /eel/ e-e these, /oo/ /yoo/ ew chew new, /eel/ ie shield, /or/ aw claw - Grow the code: /igh/ ie i i-e, /ai/ ay a a-e, /oa/ oa o o-e, /eel/ e ie e-e ea, /oo/ /yoo/ ew u-e u ue Tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, could, should, would, our, house, mouse, water, want.					
SPAG skills	Capital letters, full stops, capital letters and exclamation marks	Sequencing sentences to form short narratives Capital letters and full stops Finger spaces		Sequencing sentences to form short narratives Capital letters and full stops Finger spaces		
Spelling skills	Autumn and Spring – to focus on the Year 1 common exception words					
Handwriting	By the end of this term, most children should be writing within the lines with letters an appropriate size					
Editing	Proof read what they have written for grammatical mistakes (missing word/does the sentence make sense) Handwriting Make simple corrections of punctuation (CL/FS) Spellings (CEW) Editing stations: sense station, powerful punctuation, super spellers					
Writing outcome-focus		Fact file (poster for LA)	Character/setting description	Narrative (retell)	Character description	Narrative (retell)

Year 1 – Spring 1

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)			Stanley's stick			
Book/Extract/Poem/Clip	The magic porridge pot			Stanley's stick		
Phonics Taught	<p>-/ee/ y funny, /e/ ea head, /w/ wh wheel, /oa/ oe ou toe shoulder</p> <p>- /igh/ y fly, /oa/ ow snow, /j/ g giant, /f/ ph phone</p> <p>- /l/ le al apple metal, /s/ c ice /v/ ve give</p> <p>- /u/ o-e o ou some mother young, /z/ se cheese, /s/ se ce mouse fence, /ee/ ey donkey</p> <p>- Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p> <p>Tricky words: any, many, again, who, whole, where, two, school, call, different, thought, through, friend, word</p>					
SPAG skills	Capital letters and full stops Conjunction <i>and</i>			Capital letters and full stops Conjunction <i>and</i> Suffixes (-ing, -ed, -er, -es, -s, -est)		
Spelling skills	Autumn and Spring – to focus on the Year 1 common exception words					
Handwriting	By the end of this term, most children will be sitting their letters on the line correctly (not particularly focused on descenders and ascenders)					
Editing	<p>Proof read what they have written for grammatical mistakes (missing word/does the sentence make sense)</p> <p>Handwriting</p> <p>Make simple corrections of punctuation (CL/FS)</p> <p>Spellings (CEW & Suffixes)</p> <p>Editing stations: sense station, powerful punctuation, super spellers</p>					
Writing outcome-focus		Character (own) description Setting description	Narrative with own character as substitution		Object description (substitution)	Narrative with substitution

Year 1 – Spring 2

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)						Cinnamon
Book/Extract/Poem/Clip	La Luna		Manor Farm Trip		Victorian Schools	
Phonics Taught	<p>- /ur/ or word, /oo/ u oul awful would, /air/ are share, /or/ au aur oor al author dinosaur floor walk - /ch/ tch match, /ch/ ture adventure, /ar/ al half* /ar/ a father* - /or/ a water, Schwa in longer words: different, /o/ a want, /air/ ear ere bear there - /ur/ ear learn, /r/ wr wrist, /s/ st sc whistle science, Schwa at the end of words: actor - /c/ ch school, /sh/ ch chef, /z/ /s/ ce se ze freeze Tricky words: once, laugh, because, eye</p>					
SPAG skills	Capital letters and full stops Conjunction <i>and</i> Suffixes (-ing, -ed, -er, -es, -s, -est)		Capital letter for personal pronoun (I) Conjunction <i>and</i>		Question marks, exclamation marks	
Spelling skills	Autumn and Spring – to focus on the Year 1 common exception words					
Handwriting	By the end of this term, most children will be sitting their letters on the line correctly (not particularly focused on descenders and ascenders)					
Editing	<p>Proof read what they have written for grammatical mistakes (missing word/does the sentence make sense) Handwriting Make simple corrections of punctuation (CL/FS) Spellings (CEW & Suffixes) Editing stations: sense station, powerful punctuation, super spellers</p>					
Writing outcome-focus		Narrative (prediction – write the ending)		Recount of school trip		Fact file (poster for LA)

Year 1 – Summer 1

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)						How to catch a star
Book/Extract/Poem/Clip	Cinnamon		Florence Nightingale		Poetry	
Phonics Taught	- ay play, a-e shake, ea each, e he - ie pie, i-e time, o go, o-e home - ue blue rescue, ew chew new, u-e rude cute, aw claw - ea head, ir bird, ou cloud, oy toy - i tiger, a paper, ow snow, u unicorn - ph phone, wh wheel, ie shield, g giant Tricky words: no new tricky words					
SPAG skills	Conjunction <i>and</i> Suffixes (-ing, -ed, -er, -es, -s, -est)		Question marks, exclamation marks		Rhyming words	
Spelling skills						
Handwriting	By the end of this half term most children will be forming their ascenders and descenders correctly.					
Editing	Proof read what they have written for grammatical mistakes (missing word/does the sentence make sense) Handwriting Spellings (CEW & Suffixes) Simple additions – add/improve words or extend sentences. Editing stations: children will be trained in all editing stations within the summer term					
Writing outcome-focus		Narrative (animal substitution)		Fact file (poster for LA)	Order poetry	Perform poetry

Year 1 – Summer 2

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)			The clockwork dragon			
Book/Extract/Poem/Clip	How to catch a star			The clockwork dragon		
Phonics Taught	- /ai/ eigh aigh ey ea eight straight grey break, /n/ kn gn knee gnaw, /m/ mb thumb, /ear/ ere eer here deer - /zh/ su si treasure vision, /j/ dge bridge, /i/ y crystal, /j/ ge large - /sh/ ti ssi si ci potion mission mansion delicious - /or/ augh our oar ore daughter pour oar more, review - review Tricky words: busy, beautiful, pretty, hour, move, improve, parents, shoe					
SPAG skills	Conjunction <i>and</i> Suffixes (-ing, -ed, -er, -es, -s, -est) Adjectives Prefix (-un)			Suffixes (-ing, -ed, -er, -es, -s, -est) Adjectives Capital letter for personal pronoun (I) Prefix (-un)		
Spelling skills						
Handwriting	By the end of this term most children will be starting and finishing all their letters in the right place. Targeted GD children to begin with horizontal strokes.					
Editing	Proof read what they have written for grammatical mistakes (missing word/does the sentence make sense) Handwriting Spellings (CEW & Suffixes) Simple additions – add/improve words or extend sentences. Editing stations: children will be trained in all editing stations within the summer term					
Writing outcome-focus		Write own part of story (how to boy can catch his stars)	Write own part of story		Description of Max/Lizzie – how are they feeling throughout story	Diary entry in the voice of Max/Lizzie

For year 2 – particular spellings will be chosen when you reach the half term. Please put these into the overview. If an additional story is needed, please use The Tin Forest or The Flower.

Year 2 – Autumn 1

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)						Look at Non-fiction GFoL books
Book/Extract/Poem/Clip	Through the magic mirror (Anthony Browne theme)			School trip (pre)	School trip	School trip (non-fiction writing)
SPAG skills	Expanded noun phrases Coordination (and, but)				Coordination (or, and, but)	Statements Questions Exclamation Command
Spelling skills	Autumn 1 and 2 – to focus on the Year 2 common exception words					
Handwriting	By the end of this half term most children will be starting and ending their letters in the right place and appropriate size.					
Editing	Proof read what they have written for grammatical mistakes (missing word/does the sentence make sense) Proof read for correct tense e.g went/go, sleep/slept, creep/crept Handwriting Spellings (CEW & Suffixes) Simple additions – add/improve words or extend sentences. Year 2 will do all 5 editing stations from Autumn 1.					
Writing outcome-focus	Setting description (children's own setting)	Plan their own story based on their setting	Write a narrative using their own setting	Identify key features of a recount and diary entry	Diary entry (recount school trip)	Poster (to persuade people to visit)

Year 2 – Autumn 2

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)			Read a selection of poems			Leon and the place between
Book/Extract/Poem/Clip	GFoL BBC bitesize clips, magic Grandad (Make DT fire engines in the afternoons in these 3 weeks ready for instruction writing) Newspaper reports			Variety of poems: Library Here comes the robot I don't like custard Three rules	The owl and the pussycat	
SPAG skills	Question marks	First person Tense correct Suffixes: -ment, less, ly	Subordination (when, if, that, because) Sentence starters		Rhyming words	
Spelling skills	Autumn1 and 2 – to focus on the Year 2 common exception words					
Handwriting	By the end of this half term most children will form their ascenders and descenders correctly.					
Editing	Proof read what they have written for grammatical mistakes (missing word/does the sentence make sense) Proof read for correct tense e.g went/go, sleep/slept, creep/crept Handwriting Spellings (CEW & Suffixes) Simple additions – add/improve words or extend sentences. Year 2 will do all 5 editing stations from Autumn 1.					
Writing outcome	Questions	Diary entry (as someone else)	Newspaper report (to inform a reader) Instructions (from making the fire engines in the afternoons)	Performing poetry (intonation, speaking and listening)	Ordering a poem Rewrite a part of the poem (all as a challenge)	Perform their own poem (intonation, speaking and listening)

Year 2 – Spring 1

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)						Rosie Revere, engineer
Book/Extract/Poem/Clip	Leon and the place between			The Wish Granter		
SPAG skills	Expanded noun phrases Commas to separate a list		First person Correct tense Noun phrases Coordination (or, and, but)	Expanded noun phrases Sentence starters Subordination (when, if, that, because) and coordination (or, and, but) Suffix (-ed, -ing, -er, -est, -y)		
Spelling skills	Year 2 to follow Little Wandle spelling programme					
Handwriting	By the end of this term, most children will be forming all letters correctly, sitting their letters on or under the line and the size is appropriate. Those children targeted for GD will begin their intervention. Beginning with ascenders and descenders.					
Editing	Proof read what they have written for grammatical mistakes (missing word/does the sentence make sense) Proof read for correct tense e.g went/go, sleep/slept, creep/crept Handwriting Spellings (CEW & Suffixes) Make revisions of a part of their writing (2 – 3 sentences) which include all of the above. To include all punctuation, grammar and vocabulary for KS1. The children will be encouraged to become independent in their editing. Year 2 will do all 5 editing stations from Autumn 1.					
Writing outcome	Learn the story Short write – character description	Short write - setting description	Diary entry (in the character of the old man)		Plan their own story based on The Wish Granter	Write their own story based on The Wish Granter

Year 2 – Spring 2

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)			Bear and the piano			Begin to look at Henry VIII non-fiction books
Book/Extract/Poem/Clip	Rosie Revere, Engineer			Bear and the piano		
SPAG skills	Subordination (when, if, that, because) and coordination (or, and, but) Apostrophes for possession Contractions			Subordination (when, if, that, because) and coordination (or, and, but) Capital letters, full stops, question marks and exclamation marks Expanded noun phrases		
Spelling skills	Year 2 to follow Little Wandle spelling programme					
Handwriting	By the end of this term, most children will be forming all letters correctly, sitting their letters on or under the line and the size is appropriate. Those children targeted for GD will begin their intervention. Beginning with ascenders and descenders.					
Editing	Proof read what they have written for grammatical mistakes (missing word/does the sentence make sense) Proof read for correct tense e.g went/go, sleep/slept, creep/crept Handwriting Spellings (CEW & Suffixes) Make revisions of a part of their writing (2 – 3 sentences) which include all of the above. To include all punctuation, grammar and vocabulary for KS1. The children will be encouraged to become independent in their editing. Year 2 will do all 5 editing stations from Autumn 1.					
Writing outcome		Report	Leaflet (published)		Letter (To give advice)	Narrative (with substitutions)

Year 2 – Summer 1

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)		The Gorilla		Into the Tunnel		Begin to look at Titanic Non-Fiction books
Book/Extract/Poem/Clip	Henry VIII		The Gorilla		The Tunnel	
SPAG skills	Question marks and exclamation marks First person Correct tense Apostrophes for possession Contractions		Expanded noun phrases Subordination (when, if, that, because) and coordination (or, and, but) Suffix (-ed, -ing, -er, -est, -y)		Expanded noun phrases Subordination (when, if, that, because) and coordination (or, and, but) Suffix (-ed, -ing, -er, -est, -y)	
Spelling skills	Year 2 to follow Little Wandle spelling programme					
Handwriting	By the end of this term most children will be sitting their letters correctly on the line and starting and finishing in the right place. GD targeted children will have most of their writing beginning to use the horizontal strokes needed for joining.					
Editing	Proof read what they have written for grammatical mistakes (missing word/does the sentence make sense) Proof read for correct tense e.g went/go, sleep/slept, creep/crept Handwriting Spellings (CEW & Suffixes) Make revisions of a part of their writing (2 – 3 sentences) which include all of the above. To include all punctuation, grammar and vocabulary for KS1. The children will be encouraged to become independent in their editing. Year 2 will do all 5 editing stations from Autumn 1.					
Writing outcome	Diary entry (in the voice of another person)	Non-Chronological report (to inform)		Narrative (substitutions)		Prediction narrative (substitutions)

Year 2 – Summer 2

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Reading (1 week before writing)						
Book/Extract/Poem/Clip	Titanic			The Bridge		
SPAG skills	Question marks and exclamation marks First person Tense Suffix (-ed, -ing, -er, -est, -y)			Speech marks Speech bubbles Question marks and exclamation marks		
Spelling skills	Year 2 to follow Little Wandle spelling programme					
Handwriting	By the end of this term most children will be sitting their letters correctly on the line and starting and finishing in the right place. GD targeted children will have most of their writing beginning to use the horizontal strokes needed for joining.					
Editing	Proof read what they have written for grammatical mistakes (missing word/does the sentence make sense) Proof read for correct tense e.g went/go, sleep/slept, creep/crept Handwriting Spellings (CEW & Suffixes) Make revisions of a part of their writing (2 – 3 sentences) which include all of the above. To include all punctuation, grammar and vocabulary for KS1. The children will be encouraged to become independent in their editing. Year 2 will do all 5 editing stations from Autumn 1.					
Writing outcome	Poster (to persuade people to go to the museum)	Leaflet (published to inform about The museum)	Letter (to inform Year 1 about the school trip)	Speech bubbles (skill)	Play script (to entertain)	