



Key Stage 1 Curriculum Writing Overview

Year A	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Superheroes	Amazing animals	Materials Traditional tales	Kings Queens and Castles	Spreyton	Toys
English Texts KS1	Fiction: Traction man Key outcome: Write a traction man style story based on own toy Non-Fiction: How to wash a woolly mammoth Key Outcome Write your own set of instructions about looking after an imaginary pet	Non-Fiction: Reptiles (non-Chron) Key Outcome: To write own non-chronological text including a riddle Poetry – cold by Shirley hughes Key Outcome: To write a poem in 2 stanzas about a familiar theme	Fiction: Little Red Riding Hood Key Outcome: Write a well known story in your own words. Fiction: Story path Key Outcome: To write own story based on decisions made using the story path	Non-Fiction- Knights Key Outcome: To write an information page about a role/job Poetry - Tell me a dragon Key outcome: To write individual tell me a dragon stories	Fiction: Augustus and his smile To write their own story based on the structure of Augustus and his Smile Poetry – a first book of the sea To write a poem about a sea creature you've learnt about	Fiction – The Naughty bus Key outcome: To write a story about the adventures of a favourite toy. Non-fiction – this is how we do it Key outcome: To add yourself to the 7 children in the book and write about how you live.
Grammar and punctuation	Fiction: Traction man Y1 -Learn how words can combine to make sentences -Recognise sentence boundaries in spoken sentences -Begin to punctuate sentences using a capital letter and a	Non-Fiction: Reptiles Y1 -Joining words and join sentences using and -Begin to punctuate sentences with a capital letter and a full stop, question mark or exclamation mark.	Fiction: Little red Riding Hood Y1 -leaving spaces between words -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -Using a capital let-	Non-Fiction – Knights Y1 -leaving spaces between words -combining words to make sentences -beginning to punctuate sentences using a capital letter and a full stop, question mark or	Fiction: Augustus and his smile Y1 • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Fiction – The Naughty Bus Y1 -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the

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	<p>full stop, question mark or exclamation mark</p> <p>Y2</p> <p>Learn how to use both familiar and new punctuation including full stops, capital letters and exclamation marks.</p> <p>-Make the correct choice and consistent use of present tense and past tense throughout writing</p> <p>-Use the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>Non-Fiction: How to wash a woolly mammoth</p> <p>Y1</p> <p>-leaving spaces between words</p> <p>-beginning to punctuate sentences using a capital letter and a full stop, question mark or</p>	<p>Y2</p> <p>-Learn how to use new and familiar punctuation correctly</p> <p>-Use expanded noun phrases to describe and specify</p> <p>-Use subordination and coordination</p> <p>Poetry: Cold by Shirley Hughes</p> <p>Y1</p> <p>-beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Y2</p> <p>-learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks</p> <p>-using commas to separate items in a list</p>	<p>ter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Y2</p> <p>-learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks</p> <p>-Using commas to separate items in a list</p> <p>-sentences with different forms: statement, question, exclamation, command</p> <p>-expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon</p> <p>-the present and past tenses correctly and consistently throughout writing</p> <p>Fiction: The Story</p>	<p>exclamation mark</p> <p>Y2</p> <p>-learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks</p> <p>-the present and past tenses correctly and consistently throughout writing</p> <p>-Subject object in sentences</p> <p>Poetry – tell me a dragon</p> <p>Y1</p> <p>-beginning to punctuate sentences using a capital letter and a full stop</p> <p>Y2</p> <p>-learning how to use both familiar and new punctuation correctly</p> <p>-expand noun phrases for description (Yr2)</p>	<p>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Y2</p> <p>- learning how to use both familiar and new punctuation correctly including...commas for lists and apostrophes for contracted forms</p> <p>-Learn how to use expanded noun phrases to describe and specify</p> <p>-Learn how to use co-ordination (using or, and, or but)</p> <p>Poetry – a first book of the sea</p> <p>Y1</p> <p>-leaving spaces between words</p> <p>-beginning to punctuate sentences using a capital letter and a full stop...or exclamation mark</p>	<p>days of the week, and the personal pronoun 'I'</p> <p>Y2</p> <p>-learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks,</p> <p>-sentences with different forms: statement, question, exclamation, command</p> <p>-the present and past tenses correctly and consistently</p> <p>Non-Fiction – this is how we do it</p> <p>Yr1</p> <p>-beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>-using a capital letter for names of people, places, the</p>
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	<p>exclamation mark</p> <p>Y2</p> <p>-learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks</p> <p>-sentences with different forms: statement, question, exclamation, command</p>	<p>-expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon</p>	<p>Path</p> <p>Y1</p> <p>-leaving spaces between words</p> <p>-combining words to make sentences</p> <p>-joining words and clauses/sentences using and</p> <p>-beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Y2</p> <p>-learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks</p> <p>-sentences with different forms: statement, question, exclamation, command</p> <p>-expanded noun phrases to describe and specify, e.g. the blue butterfly, plain</p>		<p>Y2</p> <p>-learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks</p> <p>-expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon</p>	<p>days of the week, and the personal pronoun 'I'</p> <p>Y2</p> <p>-learning how to use both familiar and new punctuation correctly including full stops, capital letters, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>-expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>-the present tense correctly and consistently</p>
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			flour, the man in the Moon -subordination (when, if, that, because) and coordination (or, and, but)			
Writing composition taught in every unit	<p>Y1</p> <p>Write sentences by:</p> <ul style="list-style-type: none">• Saying out loud what they are going to write about• Composing a sentence orally before writing it• Re-reading what they have written to check that it makes sense• Discuss what they have written with the teacher or other pupils <p>Develop positive attitudes towards writing</p> <p>Develop stamina for writing</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none">• Reading aloud their writing clearly enough to be heard by their peers and the teacher <p>Y2</p> <p>Develop positive attitudes towards and stamina for writing</p> <p>Planning what to write by:</p> <ul style="list-style-type: none">• Composing a sentence orally before writing it• Re-reading what they have written to check that it makes sense• Writing down ideas and/or key words, including new vocabulary• Encapsulating what they want to say, sentence by sentence• Sequence sentences to form short narratives <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Re-reading to check that their writing makes sense• Proof-reading to check for errors in spelling, grammar and punctuation• Evaluating their writing with the teacher and other pupils					
Handwriting	<p>Y1</p> <p>Across the year, pupils will be taught to:</p> <ul style="list-style-type: none">• Sit correctly at a table, holding a pencil comfortably and correctly• Begin to form lower-case letters in the correct direction, starting and finishing in the right place• Form capital letters					

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	<ul style="list-style-type: none">• 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</p> <p>Children will be taught to:</p> <ul style="list-style-type: none">• Form lower-case letters of the correct size relative to one another• Start to join handwriting• 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					
Spelling (Y2) Little Wandle Spelling Programme	Autumn 1 Phase 5 review	Autumn 2 Bridge to Spelling	Spring 1 Spelling Units 1- 3	Spring 2 Spelling units 4 - 7	Summer 1 Spelling Units 8 - 11	Summer 2 Spelling units 12 - 14

Year B	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Happy Healthy me	Explorers	GFOL People who help us	What's it like in Spreyton and Mexico?	Minibeasts/wildlife	Weather and Plants
English Texts KS1	Fiction: Oi Frog Key Outcome: To write a series of silly sentences like the book. Poetry: Zim Zam	Fiction: Wanted the perfect pet Key Outcome: To use the structure of the story to write a different story about another pet. Non-Fiction: Amelia	Fiction: Snow White and Story Box Key Outcome: To write our own traditional tale using story box cards Non-Fiction – diary	Fiction: Boa's Bad Birthday Key Outcome: Write a story with a repeating pattern Poetry: Repeating	Fiction: The disgusting sandwich Key Outcome: To write a story about something that becomes more and more disgusting Poetry: I love Bugs	Fiction: Journey Key Outcome: A description to match the story. Non-Fiction: From

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	Zoom Key outcome: To write their own kenning poem based on a model from the text	Earhart Key Outcome: To write a biography about a famous person	(Y2 plazoom unit) Key Outcome: Write a first person account of the Great Fire of London	patterns (literacy shed unit) Key Outcome: To write a poem with repeating patterns	Key outcome: To write a descriptive poem	Seed to Sunflower To produce a poster about the lifecycle of a plant they have grown including photos, a glossary and labels.
Grammar and Punctuation	Oi Frog Y1 -leaving spaces between words -combining words to make sentences -joining words and clauses/sentences using <i>and</i> -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Poetry - Zim Zam Zoom Y1 -Leaving spaces between words -Learning how words	Wanted: The Perfect Pet Y1 -leaving spaces between words -combining words to make sentences -joining words and clauses/sentences using <i>and</i> -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun	Fiction – Snow White and Story Box Y1 -joining words and joining clauses using <i>and</i> -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, days of the week and the personal pronoun / Y2 -learning how to use both familiar and new punctuation correctly,	Fiction: Boa's Bad Birthday Y1 -leaving spaces between words -combining words to make sentences -joining words and clauses/sentences using <i>and</i> -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun	Fiction: The Disgusting Sandwich Y1 -leaving spaces between words -combining words to make sentences -joining words and clauses/sentences using <i>and</i> -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Y2 -including full stops, capital letters, exclamation	Fiction: Journey Y1 -leaving spaces between words -combining words to make sentences -joining words and clauses/sentences using <i>and</i> -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Y2 -full stops, capital letters, exclamation marks, question marks -using commas to

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		<i>and, but)</i>			-expanded noun phrases to describe and specify	exclamation mark Y2 - full stops, capital letters, exclamation marks, question marks -using commas to separate items in a list -the present and past tenses correctly and consistently throughout writing -subordination (when, if, that, because) and coordination (or, and, but)
Writing Composition taught in every unit	Y1 Write sentences by: <ul style="list-style-type: none">• Saying out loud what they are going to write about• Composing a sentence orally before writing it• Re-reading what they have written to check that it makes sense• Discuss what they have written with the teacher or other pupils Develop positive attitudes towards writing Develop stamina for writing Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none">• Reading aloud their writing clearly enough to be heard by their peers and the teacher Y2					

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	<p>Develop positive attitudes towards and stamina for writing</p> <p>Planning what to write by:</p> <ul style="list-style-type: none">• Composing a sentence orally before writing it• Re-reading what they have written to check that it makes sense• Writing down ideas and/or key words, including new vocabulary• Encapsulating what they want to say, sentence by sentence• Sequence sentences to form short narratives <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Re-reading to check that their writing makes sense• Proof-reading to check for errors in spelling, grammar and punctuation• Evaluating their writing with the teacher and other pupils					
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