



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	Non-Fiction: Rep- tiles (non-Chron) Key Outcome: To write own non- chronological text including a riddle	Fiction: Little Red Riding Hood Key Outcome: Write a well known story in your own words.	Non-Fiction- Knights Key Outcome: To write an infor- mation page about a role/job Poetry - Tell me a	Fiction: Augustus and his smile To write their own story based on the structure of Augus- tus and his Smile Poetry – a first book of the sea	Fiction – The Naugh- ty bus Key outcome: To write a story about the ad- ventures of a favourite toy. Non-fiction – this is
	wash a woolly mammoth Key Outcome Write your own set of instructions about looking after an imaginary pet	Poetry – cold by Shirley hughes Key Outcome: To write a poem in 2 stanzas about a fa- miliar theme	Fiction: Story path Key Outcome: To write own story based on decisions made using the story path	dragon Key outcome: To write individual tell me a dragon stories	To write a poem about a sea creature you've learnt about	how we do it Key outcome: To add yourself to the 7 chil- dren in the book and write about how you live.
Grammar and punc-	Fiction: Traction	Non-Fiction: Rep-	Fiction: Little red	Non-Fiction –	Fiction: Augustus	Fiction – The Naugh-
tuation	man Y1 -Learn how words can combine to make sentences -Recognise sentence boundaries in spo- ken sentences -Begin to punctuate	tiles Y1 -Joining words and join sentences using and -Begin to punctuate sentences with a capital letter and a full stop, question	Riding Hood Y1 -leaving spaces be- tween words -Beginning to punc- tuate sentences using a capital let- ter and a full stop, question mark or	Knights Y1 -leaving spaces be- tween words -combining words to make sentences -beginning to punc- tuate sentences using a capital let-	 and his smile Y1 joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, 	ty Bus Y1 -beginning to punc- tuate sentences us- ing a capital letter and a full stop, question mark or exclamation mark -using a capital let-
	sentences using a capital letter and a	mark or exclama- tion mark.	exclamation mark -Using a capital let-	ter and a full stop, question mark or	question mark or exclamation mark	ter for names of people, places, the



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full stop, question	Y2	ter for names of	exclamation mark	 using a capital let- 	days of the week,
mark or exclama-	-Learn how to use	people, places, the	Y2	ter for names of	and the personal
tion mark	new and familiar	days of the week,	-learning how to	people, places, the	pronoun 'l'
Y2	punctuation cor-	and the personal	use both familiar	days of the week,	Y2
Learn how to use	rectly	pronoun 'l'	and new punctua-	and the personal	-learning how to use
both familiar and	-Use expanded	Y2	tion correctly in-	pronoun 'l'	both familiar and
new punctuation	noun phrases to	-learning how to	cluding full stops,	Y2	new punctuation
including full stops,	describe and specify	use both familiar	capital letters, ex-	 learning how to 	correctly including
capital letters and	-Use subordination	and new punctua-	clamation marks,	use both familiar	full stops, capital
exclamation marks.	and coordination	tion correctly in-	question marks	and new punctua-	letters, exclamation
-Make the correct		cluding full stops,	-the present and	tion correctly in-	marks, question
choice and con-	Poetry: Cold by	capital letters, ex-	past tenses correct-	cludingcommas	marks,
sistent use of pre-	Shirley hughes	clamation marks,	ly and consistently	for lists and apos-	-sentences with dif-
sent tense and past	Y1	question marks	throughout writing	trophes for con-	ferent forms:
tense throughout	-beginning to punc-	-Using commas to	-Subject object in	tracted forms	statement, ques-
writing	tuate sentences us-	separate items in a	sentences	-Learn how to use	tion, exclamation,
-Use the progressive	ing a capital letter	list		expanded noun	command
form of verbs in the	and a full stop,	-sentences with	Poetry – tell me a	phrases to describe	-the present and
present and past	question mark or	different forms:	dragon	and specify	past tenses correctly
tense to mark ac-	exclamation mark	statement, ques-	Y1	-Learn how to use	and consistently
tions in progress		tion, exclamation,	-beginning to punc-	co-ordination (using	
	Y2	command	tuate sentences	or, and, or but)	Non-Fiction – this is
Non-Fiction: How to	-learning how to use	-expanded noun	using a capital let-		how we do it
wash a woolly	both familiar and	phrases to describe	ter and a full stop	Poetry – a first book	Yr1
mammoth	new punctuation	and specify, e.g. the	Y2	of the sea	-beginning to punc-
Y1	correctly including	blue butterfly, plain	-learning how to	Y1	tuate sentences us-
-leaving spaces be-	full stops, capital	flour, the man in	use both familiar	-leaving spaces be-	ing a capital letter
tween words	letters, exclamation	the Moon	and new punctua-	tween words	and a full stop,
-beginning to punc-	marks, question	-the present and	tion correctly	-beginning to punc-	question mark or
tuate sentences us-	marks	past tenses correct-	-expand noun	tuate sentences us-	exclamation mark
ing a capital letter	-using commas to	ly and consistently	phrases for descrip-	ing a capital letter	-using a capital let-
and a full stop,	separate items in a	throughout writing	tion (Yr2)	and a full stopor	ter for names of
question mark or	list	Fiction: The Story		exclamation mark	people, places, the

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	exclamation mark	-expanded noun	Path	Y2	days of the week,
	Y2	phrases to describe	Y1	-learning how to use	and the personal
	-learning how to use	and specify, e.g. the	-leaving spaces be-	both familiar and	pronoun 'l'
	both familiar and	blue butterfly, plain	tween words	new punctuation	Y2
	new punctuation	flour, the man in	-combining words	correctly including	-learning how to use
	correctly (see Eng-	the Moon	to make sentences	full stops, capital	both familiar and
	lish Appendix 2),		-joining words and	letters, exclamation	new punctuation
	including full stops,		clauses/sentences	marks	correctly including
	capital letters, ex-		using and	-expanded noun	full stops, capital
	clamation marks,		-beginning to punc-	phrases to describe	letters, commas for
	question marks		tuate sentences	and specify, e.g. the	lists and apostro-
	-sentences with dif-		using a capital let-	blue butterfly, plain	phes for contracted
	ferent forms:		ter and a full stop,	flour, the man in the	forms and the pos-
	statement, ques-		question mark or	Moon	sessive (singular)
	tion, exclamation,		exclamation mark		-expanded noun
	command		Y2		phrases to describe
			-learning how to		and specify [for ex-
			use both familiar		ample, the blue but-
			and new punctua-		terfly]
			tion correctly in-		-the present tense
			cluding full stops,		correctly and con-
			capital letters, ex-		sistently
			clamation marks,		
			question marks		
			-sentences with		
			different forms:		
			statement, ques-		
			tion, exclamation,		
			command		
			-expanded noun		
			phrases to describe		
			and specify, e.g. the		
			blue butterfly, plain		
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	 Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters 							
	 Sit correctly at a table, holding a pencil comfortably and correctly Pagin to form lower case latters in the correct direction, starting and finishing in the right place. 							
	Across the year, pupils will be taught to:							
Handwriting	Y1							
	 Evaluating their writing with the teacher and other pupils 							
	 Proof-reading to check for errors in spelling, grammar and punctuation 							
	• Re-reading to check that their writing makes sense							
	Evaluate and edit by:							
	 Sequence sentences to form short narratives 							
	 Encapsulating what they want to say, sentence by sentence 							
	 Re-reading what they have written to check that it makes sense Writing down ideas and/or key words, including new vocabulary 							
	 Composing a sentence orally before writing it Be reading what they have written to shock that it makes sense 							
	Planning what to write by:							
	Develop positive attitudes towards and stamina for writing							
	Y2							
	• Reading aloud their writing clearly enough to be heard by their peers and the teacher							
	Make simple additions, revisions and corrections to their own writing by:							
	Develop positive attitudes towards writing Develop stamina for writing							
	• Discuss what they have written with the teacher or other pupils Develop positive attitudes towards writing							
	 Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils 							
	Composing a sentence orally before writing it							
unit	Saying out loud what they are going to write about							
tion taught in every	Write sentences by:							
Writing composi-	Y1							
	nation (or, and, but)							
	cause) and coordi-							
	(when, if, that, be-							
	-subordination							
	the Moon							







	 Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise thes Y2 Children will be taught to: 							
	 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 Pro- gramme	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 AUT		N 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.	Fiction: Wanted the perfect pet Key Outcome: To use the structure of the story to write a different story about another pet.	Fiction: Snow White and Story Box Key Outcome: To write our own traditional tale using story box cards	Fiction: Boa's Bad Birthday Key Outcome: Write a story with a repeating pattern	Fiction: The disgusting sandwich Key Outcome: To write a story about something that becomes more and more disgusting	Fiction: Journey Key Outcome: A description to match the story.
	Poetry: Zim Zam	Non-Fiction: Amelia	Non-Fiction – diary	Poetry: Repeating	Poetry: I love Bugs	Non-Fiction: From







	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 pattrns	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 and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Poetry - Zim Zam Zoom	Wanted: The Perfect Pet Y1 -leaving spaces between words -combining words to make sentences -joining words and clauses/sentences using and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of	Fiction – Snow White and Story Box 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 -using a capital letter for names of people, places, days of the week and the personal pronoun <i>I</i> Y2 -learning how to	Fiction: Boa's Bad Birthday Y1 -leaving spaces between words -combining words to make sentences -joining words and clauses/sentences using and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of	Fiction: The Disgusting Sandwich Y1 -leaving spaces between words -combining words to make sentences -joining words and clauses/sentences using and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Y2	Fiction: Journey Y1 -leaving spaces between words -combining words to make sentences -joining words and clauses/sentences using and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Y2 -full stops, capital letters,
	Y1 -Leaving spaces between words -Learning how words	people, places, the days of the week, and the personal pronoun	use both familiar and new punctuation correctly,	people, places, the days of the week, and the personal pronoun	-including full stops, capital letters, exclamation	exclamation marks, question marks -using commas to



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PERSEVERANCE

POSITIVITY





can combine to make sentences -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 'l'	Y2 -learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, question marks -using commas to separate items in a list -expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon -subordination (when, if, that, because) and coordination (or,	including full stops, capital letters, exclamation marks, question marks and commas for lists.	T	marks, question marks -using commas to separate items in a list -expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon -the present and past tenses correctly and consistently throughout writing Poetry: I love bugs Yr1 -joining words and joining clauses using and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	separate items in a list -expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon -the present and past tenses correctly and consistently throughout writing Non-Fiction: From Seed to Sunflower Y1 -leaving spaces between words -combining words to make sentences -joining words and clauses/sentences using and -beginning to punctuate sentences using a capital letter and a full stop, question mark or





Vriting Composition taught	-				correctly and consistently throughout writing -subordination (<i>when, if, that,</i> <i>because</i>) and coordination (<i>or,</i> <i>and, but</i>)
n every unit	 Composing a senten Re-reading what the Discuss what they had be be	•	it < that it makes sense acher or other pupils fons to their own writi	•	



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POSITIVITY

Key Stage 1 Curriculum

	Develop positive attitudes towards and stamina for writing Planning what to write by:								
		tence orally before writi	-						
	 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 								
	-	ces to form short narrati	ves						
	Evaluate and edit b	•							
	-	eck that their writing mal							
	 Proof-reading to check for errors in spelling, grammar and punctuation Evaluating their writing with the teacher and other pupils 								
	• Evaluating their v	vriting with the teacher a	and other pupils						
Handwriting	Y1								
	 Across the year, pupils will be taught to: Sit correctly at a table, holding a pencil comfortably and correctly 								
		ver-case letters in the co	•	•	ht place				
	• Form capital lette				•				
	• Form digits 0-9								
	Understand whic	h letters belong to which	handwriting 'families'	(i.e. letters that are for	med in similar ways) an	d to practise these.			
	Y2								
	Children will be tau	0							
	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 betw	een words that reflects	the size of the letters						
Spelling (Y2)Little	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Wandle Spelling			- 6, 1, 9 -	Shin 9 5					
Programme	Phase 5 review	Bridge to Spelling	Spelling Units 1-3	Spelling units 4 - 7	Spelling Units 8 - 11	Spelling units 12 - 14			
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PASSION PRIDE PERSEVERANCE

