

Curriculum Overview Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Caterpillars	<p>Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say.</p> <p>Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning.</p>					
Nursery	Pupil progress All About Me. Mark making.	Pupil progress- letter to Santa. Mark making using different materials.	Write name/letters in name. Pupil progress – my weekend.	Writing name/letters from name. Mark making linked to stories. Pupil progress – instructions.	Writing name/letters from name. Mark making linked to garden Pupil progress – All about me	Writing name/letters from name. Mark making linked to garden. Pupil progress – story...topic based.
	<p>Writing activities in Reception are carefully linked to the phonics curriculum allowing children to apply their increasing phonic skills for writing across different curriculum areas, through the topic focus and quality texts.</p>					
Reception	<p>Name writing</p> <p>Simple CVC words linked to phonic sounds</p> <p>Labels (topic related)</p>	<p>Simple words / sentences</p> <p>News writing</p> <p>Firework words/sentences/ poems</p> <p>All about me</p> <p>Letter to Santa</p>	<p>Simple words / sentences</p> <p>News writing</p> <p>Retell of school trip</p>	<p>Simple words / sentences</p> <p>Various animal descriptions</p> <p>Book review</p> <p>Retell of events using days of the week</p> <p>Instruction writing</p>	<p>Developing sentences</p> <p>Story writing using Traditional Tales as inspiration</p> <p>Character descriptions</p>	<p>Developing sentences</p> <p>Write a postcard</p> <p>Information leaflet</p> <p>All about me</p>

Writing activities in KS1 are carefully linked to different curriculum areas through the topic focus and quality fiction, non-fiction and poetry texts.

<p>Year 1</p>	<p>Introducing punctuation marks: Full stop, question mark.</p> <p>Introducing nouns</p> <p>Labels and captions</p> <p>Simple fact sheets</p> <p>Story maps</p> <p>Character descriptions</p> <p>Poetry writing</p>	<p>Applying punctuation with increasing accuracy.</p> <p>Introducing adjectives, verbs, prefix 'un, plurals and capital letters</p> <p>Recounts</p> <p>Descriptive writing</p> <p>Postcard news</p> <p>Story re-tell</p>	<p>Revisit and revise all punctuation and grammar taught in Autumn Term</p> <p>Introduce simple past tense</p> <p>Developing descriptive writing, adding more detail, extending sentences with 'and'</p> <p>Story retells, with clear structures and editing</p> <p>Letter writing</p> <p>Writing linked to Science and Technology Week</p> <p>Developing own stories/books during Book Week</p> <p>Poetry writing</p> <p>Instruction writing</p>	<p>Revisit and revise all punctuation and grammar taught in Autumn and Spring Term</p> <p>Applying punctuation with increasing accuracy.</p> <p>Developing descriptive writing, adding more detail, extending sentences with 'and', 'but' 'because'</p> <p>Introduce suffixes -ed, -er, -est, -ing</p> <p>Labelling (maps, pictures)</p> <p>Advertising posters</p> <p>Comparative writing</p> <p>Recounts (news, trips, events)</p> <p>Describing story settings</p> <p>Re-telling and editing sections of re-tell</p>
<p>Year 2</p>	<p>Introducing and promoting the use of Standard English in written work.</p> <p>Revisit basic skills: Capital letters, finger spaces, neat handwriting and correct punctuation.</p> <p>Revision of nouns, verbs, adjectives</p> <p>Introducing: adverbs, expanded noun phrases</p>	<p>Revisit and revise all punctuation and grammar taught in Autumn Term</p> <p>Introduce commas</p> <p>Building stamina for writing</p> <p>Developing descriptive writing, adding more detail, extending sentences with 'and' 'but' 'because'</p>	<p>Revisit and revise all punctuation and grammar taught in Autumn and Spring Term</p> <p>Applying punctuation and spelling rules with increasing accuracy</p> <p>Further developing stamina for writing and with a focus on writing coherent pieces with an audience in mind.</p>	

	<p>Introducing different sentence types: command, statement, question, exclamation,</p> <p>Introduce apostrophes for contractions and for possession</p> <p>Editing and improving work</p> <p>Writing factual recounts (news, school events)</p> <p>Fact sheets</p> <p>Story maps, retells and innovations</p> <p>Poetry (acrostic, list, kennings, calligrams)</p> <p>Biography of historical figures</p> <p>Letter writing</p>	<p>Introducing the terms 'homophones' and 'homographs'</p> <p>Introducing more complex sentences using 'when', 'if', 'then'</p> <p>Detailed story retells, with clear structures and editing</p> <p>Writing linked to Science and Technology Week</p> <p>Developing own stories/books during Book Week</p> <p>Fact sheets in leaflet format</p> <p>Comparative writing</p> <p>Poetry (acrostic, list, kennings, calligrams)</p> <p>Instruction writing</p>	<p>Using a wide range of vocabulary to write with greater independence across a whole range of genres including:</p> <p>Original story ideas</p> <p>Retells of stories and recounts of real events</p> <p>Poetry</p> <p>Biographies of significant individuals and events</p>
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