

<u>Writing Curriculum Plan Year R,1 and 2 Year B</u>
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### **Intent**

We believe that all children have the right to become unique and ambitious writers. We provide all our children with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them now and in the future.

Our intentions are that writers in the Raleigh Hub will:

- Become motivated, resilient and resourceful writers.
- Develop a strong thread of individual creativity in their writing.
- Understand writing for a purpose and audience.
- Have a secure skill set in spelling, punctuation and grammar.
- Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
- Have opportunities to explore and use a rich and varied bank of vocabulary.
- Use a cursive script designed to promote fluent and neat writing.

Year R, 1 and 2 Overview:	Let's Explore		Let's Explore		Let's Experiment		Let's Experiment		Let's Remember		Let's Remember	
Year B	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	<b>The train ride</b> Fiction / rhyme <u>Key Outcome</u> Journey recount with a sequence of events	<b>Boa's Bad Birthday</b> Fiction <u>Key Outcome</u> Own story	<b>Sam's Sunflower</b> Non-fiction <u>Key Outcome</u> narrative - non fiction	<b>Fatou fetch the water</b> Fiction <u>Key Outcome</u> Patterned story in a familiar setting <b>How to catch a Santa</b> (letter writing)	<b>What happens when?</b> fiction <u>Key Outcome</u> What happens when book	<b>Now you know science - hot and cold</b> Non fiction <u>Key Outcome</u> Information book/pages	<b>The Slime Book</b> Non fiction <u>Key Outcome</u> Instructions for a recipe	<b>Stuck</b> Fiction <u>Key Outcome</u> Story in the pattern as Stuck	<b>Amelia Earheart Little people big dreams</b> Non fiction <u>Key Outcome</u> Biography	<b>Ellsworth Extraordinary Electric Ears</b> Fiction <u>Key Outcome</u> An alphabet book	<b>Creature Features</b> Non fiction <u>Key Outcome</u> Non chronological report	<b>I love bugs</b> Poetry <u>Key Outcome</u> Poem
<b>Vocabulary linked to core texts ( Fill as sequence starts with vocab assessment)</b>	travelling (journey) staring strutting sailing welcoming		damp Patient Safe Wait Watch Burst wither	splendid warm smart bitter wide handsome				Commotion Guess Hurled Fetched Followed Flung Curious	Soared Approached Famous Fearless Brave	Endlessly Delightfully Particularly Amazing Alarming Curious Captivated		
<b>Links to Wider Curriculum</b>	<b>Geography</b> - Locational knowledge/ vocabulary ( use loaction vocab from text)  <b>Art</b> Drawing of locality	<b>Science/ geography</b> Animals/habitats	<b>Science</b> Living things and their habitats Visit to Escot <b>Art</b> Drawing of plants	Christmas - <b>RE</b> <b>Geography</b> Comparison between UK and The Gambia <b>Music</b> Music around the world/drums	<b>Science</b> Materials and investigations <b>Art</b> Different media <b>Pshe</b> Birthdays <b>History</b> Inventors	<b>Science</b> Materials and investigations / Opposites. <b>DT</b> Testing waterproof materials	<b>Science</b> Materials and their everyday uses <b>DT</b> Cooking		<b>History</b> - changes in living memory <b>pshe</b> Growth mindset	<b>History</b> lives of significant historical figures	<b>History</b> Famous people <b>Science-</b> Humans <b>DT</b> - healthy eating / cooking	<b>Science</b> animals

				Science Plants								
Independent purposeful writing outcomes	1.Recount from a walk around the locality.( Geography) 2. My journey to school - sequence of events ( geography - location) 3. Recount of visit to Escot (Science)		1.Recount of visit to Escot (Science) 2.narrative- how to grow a.../ how to look after a .... ( Science)		1.Letter to synagogue with questions about Judaism ( H.A to visit and answer) R.E 2. 'What happens when' book on materials. ( science)		1. Information book/pages on materials and their properties and uses. 2. Instructions for a recipe for a healthy meal		1.Instructions for making an electrical circuit 2. Biography of Bell or Edison or another famous historical figure		1. An alphabet book on animals 2. Non Chronological report - animals/humans	
Guided Reading Linked Texts												
Grammar and punctuation No Nonsense Grammar Year 1  Year 2  (Taught as a progression that builds and reinforces and is cumulative.)	<u>Strand 1a 1 2 3 Simple Sentences</u> What's in a picture .Hammer those verbs Stop  <u>Strand 1b 4 5 6 Sentences</u> Physical sentences Subordinating with physical sentences Using that	<u>Strand 1a 4 5 Simple Sentences</u> Silly sentences Sort it.  <u>Strand 1c Sentences2.3 4</u> Sort it Fill the slots Question it	<u>Strand 1b 1 2 3 Subordination and co ordination</u> Likes and dislikes Physical sentences What's in picture?  <u>Strand 1c 5.6.7 Sentences</u> Do as I tell you How tricky is this? More exclamation	<u>Strand 1c 1 Sentences</u>  Playing with Sentence types  <u>Strand 2 Nouns and noun phrases</u> Revise nouns Expanding nouns Playing with pronouns.	<u>Strand 2 Nouns and noun phrases</u>  All in a name Grammar goggle  <u>Strand 2 Nouns and noun phrases</u> Noun phrases All about apostrophe Adjective overload	<u>Strand 2 Nouns and noun phrases</u>  Describe the object Understanding opposites  <u>Strand 2 Nouns and noun phrases</u>  I went to the market A web of words Word combinations	<u>Strand 2 reinforcement Strand 3 Adverbials</u> Where is  <u>Strand 3 Adverbials</u> Collecting adverbs Adjectives to adverbs Transform Physical sentences	<u>Strand 3 Adverbials</u> When did.  <u>Strand 3 Adverbials</u>  How do you do? . Try it out. Advise and instruct.	<u>Strand 4 Verbs</u> Sort it Verb bingo Past and present <u>Strand 4 Verbs</u> Hammer those verbs What are you doing? All in agreement	<u>Strand 4 Verbs</u> Adding ed Silly sentences As <u>Strand 4 Verbs</u> Simple to progressive Tense sorting/ choices Assessment	Recap and assess	Recap and assess
Spelling No Nonsense Spelling	Block 1 Lessons 1- 15	Block 1 Lessons 16 - 30	Block 2 Lessons 1 - 15	Block 2 Lessons 16 - 30	Block 3 Lessons 1-15	Block 3 Lessons 16 - 30	Block 4 Lessons 1-15	Block 4 Lessons 16 - 30	Block 5 Lessons 1-15	Block 5 Lessons 16 - 30	Block 6 Revision Lessons	Block 6 Revision Lessons

Year 2												
Handwriting	<p>All Pupils will use diagonal strokes to join their writing in a legible, cursive style most of the time using letter join.</p> <p>All Pupils will engage in daily handwriting for at least the first half of the Autumn Term.</p> <p>All Pupils will have at least one implicitly taught handwriting lesson each week.</p> <p>All Pupils will use wider lines to support their writing.</p> <p>All Pupils will write with a sharp HB pencil.</p>											