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| <p>Year 1 writing units</p> <p>Non-fiction Fiction Skills work Poetry I – Independent S - Scaffolded</p> |  <p>Traditional Tales unit (Rapunzel, Little Red Riding Hood, Jack and the Beanstalk, Three Billy Goats Gruff, Enormous Turnip, Little Red Hen, Three Little Pigs)</p> | <p>Alternative fairytales Inside the Villains (Character description)</p>  <p>The three little wolves and the big bad pig.</p>    <p>Little Red Reading Hood (retell the narrative).</p> <p>The True story of the three little Pigs. (Interview the three little Pigs)</p> <p>*share narratives with Year 1</p> |   <p>A bear's guide to beekeeping Instructions (S)</p> <p>The Naughty Bus Rewrite imagining where the bus could go in the local area. (S)</p> |  <p>Traction Man Retelling his adventure through the school (I) Focussing on suffixes. Exclamation for action and sounds.</p>  <p>The proudest blue Diary</p> |  <p>Lifeboats</p> <p>Charity Writing experience (school choice) Recount of their visit Letter</p>  <p>Life-savers Non-chronological about jobs. When I grow up I want to</p> <p>Skills lessons on statement, questions, command.</p> <p>Poetry – List poems linked to careers</p> |   <p>Aesop's fables, Just so stories and cautionary tales Write their own cautionary tale/Aesop fables using videos and illustrated tales.</p> <p>https://www.youtube.com/watch?v=C_VqCyjd75E</p> <p>English KS1/KS2: Aesop's Fables - BBC Teach</p> |
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| Dictation *could split TA and teacher to target Y1 and Y2 sentences | Daily dictation (simple CVC words using set 1 and some set 2 sounds based on the sound trackers). | Daily dictation (using set 1 and set 2 sounds based on the sound trackers). | Daily dictation (using set 1 and set 2 and some set 3 sounds based on the sound trackers). | Daily dictation (using set 1 and set 2 and some set 3 sounds based on the sound trackers). | Daily dictation (using set 1, set 2 and set 3 sounds based on the sound trackers). | Daily dictation (using set 1, set 2 and set 3 sounds based on the sound trackers). |
| Y1 Outcome | Oracy, lists, labelling, simple sentences and sequencing. | Labelling and simple sentences to describe. Simple questions and answers. | Instructions (scaffolded and with a template). Including lists of equipment and steps. | Retelling the narrative a picture at a time. Diary | Recount of visit When I grow up Lists poems | Retelling the narrative a picture at a time. |
| Y2 Outcome | Oracy, lists, labelling, simple sentences and basic retelling of a narrative. | Character description of the wolf. An interview using simple questions and answers. | Instructions time conjunctions, adverbials and prepositions. Use bossy (imperative) verbs. Including lists of equipment and steps. | Retelling the narrative including exclamation for actions and sounds. Diary | Recount of visit When I grow up List poems | Retelling the narrative a picture at a time. |
| Phonic & Whole word spelling | <ul style="list-style-type: none"> spell the days of the week learning to spell common exception words | <ul style="list-style-type: none"> name the letters of the alphabet in order spell the days of the week | | | | |
| Other word building spelling | <ul style="list-style-type: none"> using -ing, -ed, -er and -est where no change is needed in the spelling of root words words ending in y (very, happy, funny, party, family) | <ul style="list-style-type: none"> learning the possessive apostrophe (singular) | <ul style="list-style-type: none"> Compound words (football, playground, farmyard, bedroom, blackberry) learning to spell more words with contracted forms | <ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using -ing, -ed, -er and -est where no change is needed in the spelling of root words using the prefix un- (unhappy, undo, unload unfair, unlock) | | <ul style="list-style-type: none"> add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly |
| Transcription | <ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | | | | | |
| Handwriting | <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 | <ul style="list-style-type: none"> form capital letters write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | <ul style="list-style-type: none"> form digits 0-9 | <ul style="list-style-type: none"> use spacing between words that reflects the size of the letters. form lower-case letters of the correct size relative to one another write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | <ul style="list-style-type: none"> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, | <ul style="list-style-type: none"> understand which letters belong to which handwriting 'families' and to practise these |

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| | <ul style="list-style-type: none"> • leaving spaces between words • form lower-case letters of the correct size relative to one another • use spacing between words that reflects the size of the letters. | | | | are best left unjoined | |
| Contexts for Writing | <ul style="list-style-type: none"> • writing labels, lists and simple sentences. • sequence sentences to retell an event or narrative. • writing narratives about personal experiences and those of others (real and fictional) • writing for different purposes | | | | <ul style="list-style-type: none"> • writing poetry • writing narratives about personal experiences and those of others (real and fictional) • writing for different purposes | |
| Planning Writing | <ul style="list-style-type: none"> • write sentences by saying out loud what they are going to write about <ul style="list-style-type: none"> • compose a sentence orally before writing it | | | | | |
| Drafting Writing | <ul style="list-style-type: none"> • sequence sentences to form short narratives • re-read 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 | | | | | |
| Editing Writing | <p>discuss what they have written with the teacher or other pupils Make simple additions, revisions and corrections to their own writing as they</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation | | | | | |
| Performing Writing | <ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. • read aloud what they have written with appropriate intonation to make the meaning clear | | | | | |
| Word | <ul style="list-style-type: none"> • using -ing, -ed, -er and -est where no change is needed in the spelling of root words | | | <ul style="list-style-type: none"> • uses regular plural noun suffixes (-s, -es) correctly understands how they change the meaning • using -ing, -ed, -er and -est where no change is needed in the spelling of root words • knows how the un- prefix changes meaning of adjectives/adverbs and uses these words correctly within writing. • Forming adverbs from adjectives by adding suffixes (-er, -est, -ly) including how the suffix changes meaning. | | <ul style="list-style-type: none"> • Forming adjectives from nouns by adding suffixes (-ful, -less) including how the suffix changes meaning. |

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| | | | | <ul style="list-style-type: none"> Forming new nouns from suffixes (-er, -ness) including how the suffix changes meaning. | | |
| Sentence | <ul style="list-style-type: none"> combines words to make sentences, including using and to join words and clauses. introduction to sentence demarcation using . ! and ? introduced to capital letters for names of people (<i>including I</i>), places, the days of the week and the personal pronoun 'I') use some features of written Standard English | <ul style="list-style-type: none"> combines words to make sentences, including using and to join words and clauses. introduced to capital letters for names of people (<i>including I</i>), places, the days of the week and the personal pronoun 'I') introduction to sentence demarcation using . ! and ? simple expanded noun phrases for description and specification (i.e. the blue butterfly, plain flour) – link to 2A sentences. co-ordination (using or, and, or but) to create sentences with two clauses. how the grammatical patterns in sentences indicate their function: statement, question, exclamation, or command | <ul style="list-style-type: none"> introduction to sentence demarcation using . ! and ? introduced to capital letters for names of people (<i>including I</i>), places, the days of the week and the personal pronoun 'I') how the grammatical patterns in sentences indicate their function: statement, question, exclamation, or command | <ul style="list-style-type: none"> introduction to sentence demarcation using . ! and ? subordination (using when, if, that, or because) to create sentence with two clauses. how the grammatical patterns in sentences indicate their function: statement, question, exclamation, or command | <ul style="list-style-type: none"> how the grammatical patterns in sentences indicate their function: statement, question, exclamation, or command | <ul style="list-style-type: none"> introduced to capital letters for names of people (<i>including I</i>), places, the days of the week and the personal pronoun 'I') |
| | Sequencing sentences to form short narratives | | | | | |
| Text | <ul style="list-style-type: none"> correct and consistent use of the present and past tense throughout a piece of writing | <ul style="list-style-type: none"> correct and consistent use of the present and past tense throughout a piece of writing | <ul style="list-style-type: none"> correct and consistent use of the present and past tense throughout a piece of writing | <ul style="list-style-type: none"> use of the progressive form in the past and present tense (<i>she is drumming, she was shouting</i>) correct and consistent use of the present and past tense throughout a piece of writing | <ul style="list-style-type: none"> correct and consistent use of the present and past tense throughout a piece of writing | <ul style="list-style-type: none"> correct and consistent use of the present and past tense throughout a piece of writing |
| | Separate words with spaces Use capitals for names, places, days of the week and I (as above) Use full stops to punctuate sentences | | | | | |
| Punctuation | <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | <ul style="list-style-type: none"> Commas to separate items in a list Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | | <ul style="list-style-type: none"> Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | | |

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| | | | | • Commas to separate items in a list | | |
| Terminology for pupils to use and understand | letter, capital letter, full stop, word, sentence, punctuation, noun, noun phrase, adjective, | question mark, verb, adverb, apostrophe question, Comma, | compound, suffix command, | singular, plural, exclamation mark, tense (past, present) exclamation, compound, suffix command, | Statement, tense (past, present) exclamation, compound, suffix command, | |
| Sentence types introduced | | 2A (for more able if and when ready). | | | list | Ly, ed and ing openers if ready similes |
| Statutory word lists to be covered. | <p>the a once is was of are</p> <p>fast Path grass pass even behind after I old again half</p> | <p>I me his today so come to you house your my Christmas gold would who whole clothes busy money break steak sugar</p> | <p>pull people push put full go be do ask past Father told every great class cold hold door floor</p> | <p>school said he no says some one because pretty beautiful Parents child children bath water prove</p> | <p>she has by have friend Mr Mrs any many both Everybody most only improve people mind sure</p> | <p>what where we they our love were here there kind poor could should move wild eye plant hour last climb find</p> |

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| <p>Other words to cover</p> | | | | <p>Bigger, smaller, biggest, smallest, tallest, larger, largest, busiest, shorter, shortest, wider, widest, older, oldest.</p> | <p>darkness, fearless, powerless, goodness, amazement, movement, enjoyment, mouthful, fearful, joyful, boldness, quietly, patiently, slowly, hopefully, sweetly, softly, wisely, loudly, rudely.</p> | <p>hopeful, thankful, colourful, wonderful, helpful, unhelpful, careful, fearful, helpless, hopeless, careless, fearless.</p> |
| <p>Grammar units Y1</p> | <p>Ready to write Punctuating sentences</p> | <p>Sentences Capital letters 1 Assessments</p> | <p>Conjunctions Exclamations</p> | <p>Capital letters 2 Assessments</p> | <p>Questions Singular and Plural</p> | <p>Prefixes Suffixes Sequencing sentences Assessments</p> |
| <p>Grammar Coverage Y1</p> | <p>Leaving spaces between words Introducing capital letters, full stops Alphabetical order Letter formation in the correct direction/starting and finishing in the correct place</p> | <p>Combining words to make sentences Forming the digits 0-9 Capital letters for people, places, days of the week and I Assessments</p> | <p>Combining words to make sentences Joining words and clauses using 'and' Introducing exclamation marks</p> | <p>Using capital letters for people, places, days of the week and I Assessments</p> | <p>Introducing question marks Using s and es for singular and plural nouns</p> | <p>Using the prefix 'un' to change the meaning of verbs and adding the suffixes 'ing' and 'ed' to verbs Sequencing sentences to form narratives Assessments</p> |
| <p>Grammar Units Y2</p> | <p>Ready to write Commas Word classes 1</p> | <p>Conjunctions Sentence types 1 Assessments</p> | <p>Word classes 2 Apostrophes Sentence types 2</p> | <p>Tenses Suffixes 1 Assessment</p> | <p>Suffixes 2 Assessment (SATS)</p> | <p>Consolidation of KS1 SPAG Curriculum Assessments</p> |
| <p>Grammar Coverage Y2</p> | <p>Capital letters for names of people, places, days of the week and I</p> | <p>Conjunctions - and or but Conjunctions – When, if, that, because</p> | <p>Using ly to turn adjectives into adverbs Apostrophes for omission and singular progression Grammatical structures of an exclamation and statement</p> | <p>Using the present and past tense correctly, including the progressive form Correct and consistent use of tense Forming nouns using the suffixes – ness, and er.</p> | <p>Using the suffix -er and -est</p> | <p>Consolidation of the KS1 SPAG Curriculum</p> |

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| | <p>Full stops, capital letters, exclamation marks and question marks</p> <p>Combining words to make sentences</p> <p>Joining words and clauses using and</p> <p>Commas in a list</p> <p>Using expanded noun phrases</p> | Grammatical structures of questions and commands | | <p>Creating compound nouns</p> <p>Forming adjectives using the suffixes full and less</p> | | |
| Sharing | Own class | Parents | Own class | Year 3 | Year 6 | Parent |

