



Yorke Mead Primary School

Writing Curriculum



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| Year 1 AUTUMN : | | |
| Key Themes : Ourselves/Toys | | |
| Plenty of love to go round - Narrative Little Red Hen - Narrative Farmer Duck - Narrative | Celebrations: Hanika, Divali, Christmas Poetry - Autumn | Year 1 Grammar vocabulary: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark |
| Explanation – class information book Instructions – bread making Recount – Farmer Duck | Narrative - re-telling Christmas story Poetry – senses | |
| Prior Learning (Taken from The EYFS Early learning goals - Communication and Language and Literacy): <ul style="list-style-type: none"> express themselves effectively, showing awareness of listeners’ needs use past, present and future forms accurately when talking about events that have happened or are to happen in the future develop their own narratives and explanations by connecting ideas or events use their phonic knowledge to write words in ways which match their spoken sounds write some irregular common words write simple sentences which can be read by themselves and others some words are spelt correctly and others are phonetically plausible | | |
| Handwriting: Pupils should be taught to: sits correctly at a table, holding a pencil comfortably and correctly begins to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top forms capital letters forms digits 0-9 understands which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) makes distinctions in most writing between ascenders and descenders and other ‘between the line’ letters clearly distinguishes between similar looking letters, e.g. h/n, a/g, a/e | | |
| Core Learning Intentions Age Related | | |



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| Spelling | Grammar | Composition |
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| <p>Pupils should be taught to spell: Words from memory using the GPCs and common exception words taught so far in dictated sentences.</p> <p>the sounds /f/ and /s/s spelt 'ff' and 'ss' the sounds /l/, /k/ and /z/ spelt 'll', 'zz' and 'ck' adding the suffixes ing, ed and er with no change to root word the sounds spelt n before g and n before k the sound /ch/spelt 'ch' and 'tch' the sound /v/ at the end of words spelt 've' the digraphs 'ai' and 'oi' used in the middle of words the digraphs 'ay' and 'oy' used at the end of words and syllables the sound /oa/ spelt 'oa', 'ow' and 'oe' the sound /ee/ spelt 'e' and 'ea' the vowel digraph 'ea' the vowel digraph /ie/ making the /igh/ and /ee/ sounds</p> | <p>Pupils should be taught to:</p> <p>Leave spaces between words</p> <p>Join words and joining clauses using <i>and</i></p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> | <p>Plan writing by:</p> <p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it down</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discussing what they have written with the teacher or other pupils</p> <p>Reading aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Including story language and patterns e.g. one day, suddenly, in the end</p> <p>Using simple features correctly e.g. numbers in a list</p> <p>Listing words and phrases to describe details of first hand experiences using the senses</p> <p>Using and continuing a repeating pattern</p> <p>Using time words to aid sequencing e.g. first, next, finally (to be formally introduced as adverbs to indicate time in year 3)</p> |



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| | <p>Explanation: Separation of words with spaces How words can combine to make sentences Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Sequencing sentences to form short narratives e.g. <i>Chicks have a spike on their beak. This is called the egg tooth.</i> Joining words and joining clauses using <i>and</i> e.g. <i>The hen lays an egg and sits on it.</i> Capital letters for names and for the personal pronoun I</p> <p>Instructions: Separation of words with spaces How words can combine to make sentences Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. Be careful not to drop it! Joining words and joining clauses using 'and' e.g. Add the milk and the eggs. Capital letters for names and for the personal pronoun I</p> <p>Recount: Separation of words with spaces How words can combine to make sentences Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. The sea was very cold!</p> | <p>Explanation: Read captions, pictures and diagrams on wall displays and in simple books that explain a process Draw pictures to illustrate a process and use the picture to explain the process orally Ask questions to extend their understanding and knowledge Write a series of sentences to explain a simple process based on first-hand experience e.g. chicks hatching, life cycle of a frog</p> <p>Instructions: Listen to and follow a single more detailed instruction and a longer series of instructions Plan and give clear single oral instructions Routinely read and follow written classroom labels carrying instructions Read and follow short series of instructions in shared context Contribute to class composition of instructions with teacher scribing Write consecutive instructions independently</p> <p>Recount: Listen to other's recounts and ask relevant questions to find out more about the event being recounted Read recounts and summarise or sequence key events. Write simple first person recounts linked to events of interest/study or to personal experience, incorporating at</p> |
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| | <p>Joining words and joining clauses using and e.g. We went to the zoo and saw a monkey.</p> <p>Sequencing sentences to form short narratives e.g. We went to the park. We fed the ducks and swans. The swans were very greedy.</p> <p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Capital letters for names and for the personal pronoun I</p> | <p>least three chronological 'events' in order, maintaining past tense and consistent use of first person</p> |
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| | Year 1 SPRING | | |
| | Key Theme : Weather/India | | |
| Beegu (POR) How to catch a dragon – Narrative Poetry - seasons | The last Noo-Noo - Narrative Non-fiction texts - India | | |
| Letter writing - Beegu Instructions – How to catch a dragon Poetry – Spring | <p>Narrative – own story</p> <p>Discussion – what might Marlon do now?</p> <p>Non-chronological report – India</p> <p>Recount – trip to temple</p> | | |
| Core Learning Intentions Age Related | | | |
| Spelling | Grammar | Composition- | |
| <p>Pupils should be taught to spell: Common exception words the days of the week</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un–</p> | <p>Pupils should be taught to: Leave spaces between words</p> <p>Join words and joining clauses using and and because</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p> | <p>Plan writing by: Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it down</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discussing what they have written with the teacher or other pupils</p> <p>Reading aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Including story language and patterns e.g. one day, suddenly, in the end</p> | |



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| <p>using –ing, –ed, –er and –est –full –ness where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>the trigraph ‘igh’ the vowel digraph ‘ar’ the stressed and unstressed vowel digraph ‘er’ the vowel digraph ‘ir’ and ‘ur’ adding er and est to adjectives where no change is made to the root word days of the week the sound /k/ spelt with ‘k’ not ‘c’, before e, i and y the split vowel digraphs ‘a-e’ and ‘e-e’ the split vowel digraphs ‘i-e’ ‘o-e’ the /yoo/ and /oo/ sounds spelt with the split digraph ‘u-e’ the vowel digraph ‘oo’ – very few words have oo at the end</p> | <p>Narrative: How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun ‘I’.</p> <p>Discussion: Separation of words with spaces How words can combine to make sentences</p> | <p>Using simple features correctly e.g. numbers in a list</p> <p>Independently chooses what to write about</p> <p>Listing words and phrases to describe details of first hand experiences using the senses</p> <p>Using and continuing a repeating pattern</p> <p>Using time words to aid sequencing e.g. first, next, finally (to be formally introduced as adverbs to indicate time in year 3)</p> <p>Assemble information on a subject</p> <p>Narrative: Write own version of a familiar story using a series of sentences to sequence events. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events.</p> <p>Discussion: Through talk and role play explore how others might think, feel and react differently from themselves and from each other</p> |
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| <p>the sounds/oo/ and /yoo/ spelt with 'ue' 'ew'</p> | <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Sequencing sentences to form short narratives, e.g. <i>Super Daisy is brave. Super Daisy saved the Earth. She should get a prize.</i> Joining words and join clauses using 'and'. For example, use 'and' to begin exploring thinking further, e.g. <i>I would give the toy back and say sorry to the little girl.</i> Capital letters for names and for the personal pronoun I</p> <p>Non-chronological report: Separation of words with spaces How words can combine to make sentences Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. <i>Have you seen an owl? Watch out for their claws!</i> Sequencing sentences to form short narratives e.g. <i>Owls are birds. Owls catch their food. Owls hunt at night.</i> Joining words and joining clauses using and e.g. <i>Owls hunt at night and they catch mice.</i> Capital letters for names and for the personal pronoun I</p> | <p>In reading, explore how different characters might think, feel and react differently from themselves and from each other Write sentences to convey their opinion and the contrasting opinion of someone else (such as a character from a book or peer in the class etc.) e.g. <i>I think that he should give the toy back. James thinks that he should keep the toy.</i></p> <p>Non-chronological report: Find out about a subject by listening to and reading information books, or by watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject from their own experience e.g. food, pets. Write a simple non-chronological report by writing sentences to describe aspects of the subject.</p> |
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| | Year 1 SUMMER Key Theme : Mini-beasts/Heroes and Villains | | |
| Yucky Worms (POR) Poetry – selected poems | The Lonely Beast – Narrative Traction Man (POR) Diary of a broad bean – explanation | | |
| Persuasion - letter writing Poetry – free verse | Recount - newspaper report Narrative - own Super hero story Explanation – own broad bean diary | | |
| Core Learning Intentions Age Related | | | |
| Spelling | Grammar | Composition- | |



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| <p>Pupils should be taught to spell: Common exception words using letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un– using –ing, –ed, –er and –est –full – where no change is needed in the spelling of root words</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>the vowel digraphs ‘ow’ and ‘ou’ words ending with the sound /ee/ spelt ‘y’ the vowel digraph ‘or’ and the</p> | <p>Pupils should be taught to: Leave spaces between words</p> <p>Join words and joining clauses using and and because</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark and exclamation Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p> | <p>Plan writing by: Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it down</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discussing what they have written with the teacher or other pupils</p> <p>Reading aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Writing own version of a familiar story using a series of sentences to sequence events</p> <p>Including story language and patterns e.g. one day, suddenly, in the end</p> <p>Using simple features correctly e.g. numbers in a list</p> <p>Independently chooses what to write about Listing words and phrases to describe details of first hand experiences using the senses</p> <p>Using and continuing a repeating pattern</p> |
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| <p>vowel trigraph 'ore' the vowel digraphs 'aw and 'au' the vowel trigraphs 'air' and 'are' the vowel trigraph 'ear' new consonant spelling 'ph' and 'wh' adding the prefix -un without any change to the spelling of the root word adding s and es to words compound words words with contractions</p> | <p>Persuasion: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Correct choice and consistent use of present tense and past tense throughout writing i.e. know that persuasive texts are written in the simple present tense How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. inclusion of an opening statement that presents the persuasive point of view e.g. Why am I the best choice for class rep? vs Why I am the best choice for class rep. Expanded noun phrases for description and specification e.g. Vote for me. I am a confident, helpful boy. Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. extend reasoning using subordination, for example, Vote for me because I am a confident, helpful and kind boy. Commas to separate items in a list e.g. list persuasive arguments e.g. I think I should be school councillor</p> | <p>Using time words to aid sequencing e.g. first, next, finally (to be formally introduced as adverbs to indicate time in year 3)</p> <p>Assemble information on a subject</p> <p>Use because to provide reasoning</p> <p>Make some choices of appropriate vocabulary</p> <p>Persuasion: Read captions, pictures, posters and adverts that are trying to persuade Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective Write simple examples of persuasion e.g. in the form of a letter to a character in a book</p> |
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| | <p>because I like speaking in public, I have good ideas and I listen to other people's ideas.</p> | | |
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| Year 2 AUTUMN : | | | |
| Key Themes : Ourselves/Great Fire of London | | | |
| The Magic Finger – Narrative | Great Fire of London | Year 2 Grammar vocabulary: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma | |
| Poetry – Harvest, fireworks | Claude in the city (POR) | | |
| Recount - diary Persuasion – letter writing Narrative - own story | Recount – diary, newspaper report Recount - postcard Persuasion - information leaflets | | |
| Prior Learning (Taken from Year 1 TAF): | | | |
| <ul style="list-style-type: none"> • read own writing aloud clearly for others to hear and discuss • orally rehearse sentences and sequence them to form short narratives • join words and clauses with the conjunction ‘and’ • use past, present and future accurately in speech and begin to incorporate these in their writing • demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark • spell many common exception words and the days of the week • segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way • form many letters and digits correctly, with some difference between upper and lower-case letters • use spaces between words | | | |
| Handwriting: | | | |
| Pupils should be taught to: | | | |
| Form lower-case letters of the correct size relative to one another | | | |
| Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined | | | |
| 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 | | | |
| Recommended use of teachhandwriting.co.uk to follow order of individual letter formation and joins using continuous cursive script. | | | |
| Core Learning Intentions | | | |
| Age Related | | | |
| Spelling | Grammar | Composition | |



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| <p>Pupils should be taught to spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>learning to spell common exception words</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>The sounds /n/ spelt kn and gn at the beginning of words The sounds /r/ spelt wr at the beginning of words The sound /s/ spelt c before e, i and y The sound /j/ spelt –dge and –ge at the end of words The sound /j/ often spelt with g before e, l and y The sound /j/ always spelt with j before a, o and u The sound /l/ spelt with le and el at the end of words The sound /l/ spelt with il and al at the end of words</p> | <p>Pupils should be taught to: Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists</p> <p>Learn how to use: Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify (for example, the blue butterfly)</p> <p>The present and past tenses correctly and consistently</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> | <p>Pupils should be taught to: develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes</p> <p>Considering what they are going to write before beginning by: Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> |
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| <p>The sound/igh/ spelt with y at the end of words Adding ies to nouns and verbs ending in y</p> | <p>Recount: Consistent use of past tense throughout writing and correct choice of verb forms e.g. I walked, we ran, she spoke, they were watching Extend sentences using co-ordination (using or, and, but) e.g. I ate my dinner but I did not like it) and subordination (when, because, if, so that) e.g. The lady gave us a prize when we got the answer right. Expand noun phrases for description and specification e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, old toys, large room, enormous machines Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists, for example, a tall, grand building or We saw lions, tigers, bears and monkeys. Use capital letters and full stops accurately. For example, explore the use of capitalisation for proper</p> | <p>Plans and writes own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story</p> <p>Re-tells/imitates/adapts familiar stories with events in sequence and includes some dialogue and formal story language</p> <p>Writes poems following a modelled style Chooses words carefully for effect in poetry, e.g. uses alliteration</p> <p>Recount: Discuss the sequence of events recounted in texts at a level beyond which they can read independently Collect a range of words and phrases to support chronology e.g. on Monday, last week, later on... Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event? Create simple timelines to record the order of events Write narratives about personal experiences and those of others, in role (real and fictional)</p> |
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| | <p>nouns used in recount texts e.g. Butterfly Village, Hertfordshire, Greenbrook School.</p> <p>Narrative: Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns [e.g. the girl's name]</p> <p>Persuasion: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Correct choice and consistent use of present tense and past tense throughout writing i.e. know that persuasive texts are written in the simple present tense How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. inclusion of an opening statement</p> | <p>Narrative: Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p> <p>Persuasion: As part of a wide range of reading, explore persuasive texts (posters, adverts, letters etc.) and begin to understand what they are doing and how Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama</p> |
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| | <p>that presents the persuasive point of view e.g. Why am I the best choice for class rep? vs Why I am the best choice for class rep.</p> <p>Expanded noun phrases for description and specification e.g. Vote for me. I am a confident, helpful boy.</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. extend reasoning using subordination, for example, Vote for me because I am a confident, helpful and kind boy.</p> <p>Commas to separate items in a list e.g. list persuasive arguments e.g. I think I should be school councillor because I like speaking in public, I have good ideas and I listen to other people's ideas.</p> | <p>Write persuasive texts linked with topics relevant to current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text read.</p> |
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| | Year 2 SPRING | |
| | Key Theme : Oceans and Seas/Explorers | |
| The Magic school bus: On the ocean floor - Narrative Non-fiction texts – sea creatures Poetry – sea creatures | How to catch a star (HFL) Man on the Moon (POR) Non-fiction texts – Sea creatures, Florence Nightingale, Amelia Earhart Poetry – sea creatures | |
| Narrative - own story Report - sea creature fact-file Poetry – sea creature free verse | Narrative - own adventure story Recount - biography writing Persuasion - moon tourist poster | |
| Core Learning Intentions Age Related | | |
| Spelling | Grammar | Composition- |
| <p>Pupils should be taught to spell: common exception words add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>add suffixes er and est to spell comparative adjectives with changes to the root word (y to i, dropping the e, doubling the consonant to keep the short vowel sound)</p> <p>learning to spell words with contracted forms learning the possessive apostrophe (singular) (for example, the girl’s book)</p> | <p>Pupils should be taught to: Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists</p> <p>Learn how to use: Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify (for example, the blue butterfly)</p> <p>The present and past tenses correctly and consistently</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> | <p>Pupils should be taught to: develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes</p> <p>Considering what they are going to write before beginning by: Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence</p> |



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| <p>adding ed, er and est to a word ending in y and with a consonant before it</p> <p>adding ing to a word ending in y with a consonant before it</p> <p>adding ed, er and est to a word ending in e and with a consonant before it</p> <p>adding ed, er and est to a word, doubling the consonant to keep the short vowel sound</p> <p>the sound/or/ spelt 'a' before ll or l</p> <p>the sound/u/ spelt with 'o'</p> <p>the sound /ee/ spelt with 'ey'</p> <p>the sound /o/ spelt with 'a' after w or qu</p> <p>the stressed /er/ spelt with 'or' after w</p> <p>the sound /or/ spelt with 'ar after w</p> <p>the sound/zh/ spelt with 's'</p> | | <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Plans and writes own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story</p> <p>Describes characters and includes some dialogue (NB no expectation of speech punctuation)</p> <p>Plans and writes narratives based on models provided, developing structure beyond simple beginning, middle and end</p> <p>Re-tells/imitates/adapts familiar stories with events in sequence and includes some dialogue and formal story language</p> <p>Writes poems following a modelled style</p> |
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| | <p>Instructions: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. Take the cake out of the oven vs. Can you please take the cake out of the oven? Use commas to separate items in a list e.g. to separate items in the 'materials/equipment needed' list: a bucket, scissors and card Expanded noun phrases for description and specification e.g. use expanded noun phrases to be specific about materials or equipment needed e.g. a large bucket, sharp scissors, thick card Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. clarify instructions using subordination e.g. Take the cake out of the oven when the top looks golden brown. Use of the suffixes -er, -est in adjectives e.g. Put it in the hottest part of the oven.</p> | <p>Chooses words carefully for effect in poetry, e.g. uses alliteration</p> <p>Begin to select words for effect from a range provided</p> <p>Begin to vary sentence openings</p> <p>Include some details in both narrative and non-fiction writing</p> <p>Instructions: Listen to and follow a series of more complex instructions Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams Analyse some instructional texts and note their function, form and typical language features: Use direct/imperative language As part of a group with the teacher, compose a set of instructions with additional diagrams, list of materials or ingredients and sequential steps Write extended instructions independently e.g. getting to school, playing a game Write titles to show what the instructions are about e.g. How to look after goldfish Generate synonyms for over-used imperative verbs e.g. chop, slice, cut</p> |
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| | | Explore and generate negative commands e.g. Do not open the oven door. |
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| | Year 2 SUMMER | |
| | Key Theme : Hot and cold climates | |
| Instructional texts – How to wash a Woolly Mammoth | Princess & The White Bear King (POR) | |
| Lila and the Secret of Rain (POR) | Poetry – animal kennings, riddles, birds | |
| Non-fiction texts -African animals | The Emperor’s Egg – explanation | |
| | Fact books – Polar bears | |
| Instructions – how to wash a pet | Narrative - own fairy story | |
| Narrative - re-tell known story | Discussion – character viewpoints | |
| Non-chronological reports - African animals | Poetry – Kennings, Snowy owl free verse | |
| | Explanation writing – life cycle of the Emperor penguin, polar bear fact books | |
| Core Learning Intentions | | |
| Age Related | | |
| Spelling | Grammar | Composition- |
| Pupils should be taught to: to spell common exception words add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly distinguishing between homophones and near-homophones words ending in –tion contracted words words using the possessive apostrophe | Pupils should be taught to: Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists Use: Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify (for example, the blue butterfly) The present and past tenses correctly and consistently | Pupils should be taught to: develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes Considering what they are going to write before beginning by: Planning or saying out loud what they are going to write about |



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| <p>months of the year time words spag terms</p> | <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>The progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)</p> | <p>Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Plans and writes own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story</p> <p>Describes characters and includes some dialogue (NB no expectation of speech punctuation)</p> <p>Plans and writes narratives based on models provided, developing structure beyond simple beginning, middle and end</p> |
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| | <p>Non-chronological reports: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] e.g. explore the difference between specific nouns and general nouns, and identify their use in this text type e.g. Tawny owls vs. owls identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. scaly bodies explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g. pretty wings collect and use examples of noun phrases to generalise e.g. most butterflies, some insects, all hedgehogs, and</p> | <p>Re-tells/imitates/adapts familiar stories with events in sequence and includes some dialogue and formal story language</p> <p>Writes poems following a modelled style Chooses words carefully for effect in poetry, e.g. uses alliteration, similes, powerful verbs.</p> <p>Begin to select words for effect from a range provided</p> <p>Begin to vary sentence openings</p> <p>Include some details in both narrative and non-fiction writing</p> <p>Non-chronological reports: Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; The As have x..., but the Bs etc. Through reading, recognise that description is generally used for precision rather than to create an emotional response so imagery is not heavily used Distinguish between a description of a single member of a group and the group in general e.g. Dogs are popular pets. A sheepdog is a very calm dog for children. After a practical activity, or undertaking some research in books or the web, take part in a</p> |
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| | <p>consider their meaning Use of the suffixes –er, -est in adjectives e.g. Polar bears are the biggest carnivores of all.</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. Polar bears hunt seals because they are carnivores.</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. understand the difference between What do owls eat? and What amazing creatures owls are!</p> <p>begin reports by asking a direct question e.g. Have you ever heard of a hammerhead shark?</p> <p>Correct choice and consistent use of present tense and past tense throughout writing. Note how reports are written in the simple present tense (with the exception of historical reports) and reflect this in their writing. For example: They like to build their nests ... It is a cold and dangerous place to live.</p> <p>Use commas to separate items in a list</p> <p>Discussion:</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but) For example, use 'because' to extend reasoning e.g. <i>I think that the wolf is naughty because he scares the little pigs.</i></p> <p>Correct choice and consistent use of present tense and past tense throughout writing e.g. discussions are written in the simple present tense</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. For example, children generate questions for</p> | <p>discussion, generalising from repeated occurrences or observations</p> <p>Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas</p> <p>Discussion:</p> <p>Through reading, role play, drama techniques and in life situations, recognise that different people and characters from texts have different thoughts/ feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Little Red Riding Hood differently to the girl herself</p> <p>Write a series of sentences to convey their opinion, and a series of sentences to convey the contrasting opinion of another</p> |
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| | <p>discussions following reading e.g. <i>Should the boy give the toy back?</i></p> <p>Expanded noun phrases for description and specification [for example: the blue butterfly, plain flour, the man in the moon].</p> <p>Use noun phrases to generalise e.g. <i>some people, everyone in the class, all the boys, most of the girls</i></p> <p>Explanation:</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. For example: practise generating their own titles for explanations texts e.g. How do hedgehogs survive the winter? Why do we use bricks to build houses?</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. build word banks of commonly used conjunctions in this text type e.g. Hedgehogs wake up in March or April because the weather is warmer and food is easier to find.</p> <p>Expanded noun phrases for description and specification e.g. collect noun phrases from reading and use these to generating own examples e.g. some hibernating animals, the adult male frog</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. What an amazing life cycle it is!</p> <p>Explore titles of explanations texts and identify that they usually begin with 'how' or 'why'</p> <p>Write general statements to introduce topics being explained e.g. Some animals hibernate in winter.</p> | <p>Explanation:</p> <p>Listen to and discuss a wide range of explanatory texts</p> <p>Draw on and use new vocabulary from reading explanatory texts</p> <p>After carrying out a practical activity e.g. experiment, investigation, construction task, contribute to creating a flowchart or cyclical diagram to explain the process</p> <p>After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately</p> <p>Read flowcharts or cyclical diagrams explaining other processes</p> <p>Following other practical tasks, produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced</p> <p>Write a series of sentences to explain the flowchart</p> |
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| | <p>Correct choice and consistent use of present tense and past tense throughout writing e.g. know that explanations are usually written in the simple present tense, for example, Hedgehogs usually wake up again in the spring.</p> <p>Use of the suffixes -er, -est in adjectives e.g. They wake up when the weather is warmer.</p> | |
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