


# BARHAM PRIMARY SCHOOL CURRICULUM MAP – ENGLISH – KS1 WRITING

**2024-2025**

<p><b>Curriculum offer</b> Our vision- Intent</p> 	<p>At Barham, we have an English curriculum which is designed to empower and challenge our pupils, coming from various parts of the world, so that they become Global citizens of the 21<sup>st</sup> century. Our English curriculum helps our children develop their linguistic skills, but also acquire the cultural capital they need to thrive in Britain and the World. Our school uses the United Nations Sustainable Development Goals (SDGs) as curriculum drivers.</p> <p>Our English curriculum shows that we are committed to:</p> <ul style="list-style-type: none"> <li>● <b>Inclusive and equitable quality education (SDG 4)</b></li> <li>● <b>Reduced Inequalities (SDG 10)</b></li> <li>● <b>Climate Action (SDG 13)</b></li> <li>● <b>Gender Equality (SDG5)</b></li> <li>● <b>Clean water and Sanitation (SDG 6)</b></li> <li>● <b>Peace, Justice and Strong Institutions (SDG 16)</b></li> <li>● <b>Good health and Well-being (SDG3)</b></li> <li>● <b>Life Below Water (SDG 14)</b></li> </ul> <p>Across the school, our reading and writing lessons are taught through high-quality texts which provide a link to explore one or more of the UN's SDGs</p>
<p><b>National Curriculum Purpose of study</b></p>	<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p>
<p><b>National Curriculum Aims</b></p>	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>● read easily, fluently and with good understanding</li> <li>● develop the habit of reading widely and often, for both pleasure and information</li> <li>● acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>● appreciate our rich and varied literary heritage</li> <li>● write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>● use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>● are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> <li>●</li> </ul>

National Curriculum – Spoken Language	National Curriculum – Reading	National Curriculum - Writing
<p>The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – <b>cognitively, socially</b> and <b>linguistically</b>. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.</p>	<p><b>The programmes of study for reading at key stages 1 and 2 consist of two dimensions:</b></p> <ul style="list-style-type: none"> <li>● <b>word reading</b></li> <li>● <b>comprehension</b> (both listening and reading).</li> </ul> <p>It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p>	<p><b>The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:</b></p> <ul style="list-style-type: none"> <li>● <b>transcription</b> (spelling and handwriting)</li> <li>● <b>composition</b> (articulating ideas and structuring them in speech and writing).</li> </ul> <p>It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.</p>

## National Curriculum – Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. A non-statutory Glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

### Spoken Language – Statutory Requirements – Years 1 - 6

**Pupils should be taught to:**

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**National Curriculum  
ENGLISH  
Programme of Study**

**Key Stage 1  
(Year 1)  
READING**

**Pupils should be taught to:**

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by: ● drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

**Key Stage 1  
(Year 2)  
READING**

**Pupils should be taught to:**

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by: ● drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### WRITING

spell: ● words containing each of the 40+ phonemes already taught ● common exception words ● the days of the week English 23 Statutory requirements ● name the letters of the alphabet: ● naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound ● 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
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ● apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- 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
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’
- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives ● re-reading what they have written to check that it makes sense
  - discuss what they have written with the teacher or other pupils
  - read aloud their writing clearly enough to be heard by their peers and the teacher. ●
- develop their understanding of the concepts set out in English Appendix 2 by:
  - leaving spaces between words
  - 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, the days of the week, and the personal pronoun ‘I’
  - learning the grammar for year 1 in English Appendix 2
  - use the grammatical terminology in English Appendix 2 in discussing their writing.

### WRITING

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ● 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
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl’s book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English 30 Statutory requirements
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
  - form lower-case letters of the correct size relative to one another
  - ~~starting to use~~ ~~of~~ the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
  - 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
  - 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
    - consider 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
    - 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, including verbs in the continuous form
      - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
      - read aloud what they have written with appropriate intonation to make the meaning clear.
    - develop their understanding of the concepts set out in English Appendix 2 by:
      - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
  - 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 including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2 ●
  - some features of written Standard English
  - use and understand the grammatical terminology in English Appendix 2 in discussing their writing.


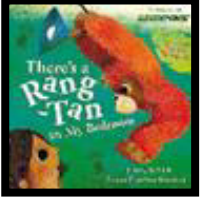


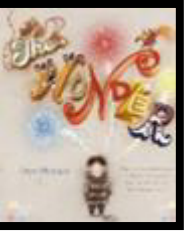



## Year 1 Long Term Overview for Writing 2024 – 2025

<b>NC Breadth of study: (Purpose for Writing)</b>	<b>Writing to Entertain:</b> <b>Retell a story x 6 (Once every half term)</b> Describe characters Diary entry from the perspective of a character	<b>Writing to Inform:</b> Recount Letter Instructions
<b>Composition:</b>	<b>Plan their writing by:</b> 1) Saying out loud what they are going to write about. Write sentences by: 1) Composing a sentence orally before writing it. 2) Sequencing sentences to form short narratives.	<b>Evaluate:</b> 1) Re-reading what they have written to check that it makes sense. 2) Discuss what they have written with the teacher or other pupils. 3) Read their writing aloud, clearly enough to be heard by their peers and the teacher.
<b>Effect on Audience:</b>	<ul style="list-style-type: none"> <li>• uses story language, sentence patterns and sequencing words to organise events, e.g. then, next etc.</li> <li>• writes simple non-fiction text types linked to topics of interest/study or to personal experience, e.g. recount or explanation, using the language of texts read</li> <li>• as models for own writing</li> <li>• discusses what they have written with the teacher or other pupils</li> <li>• re-tells/imitates familiar stories and recounts events; includes main events in sequence, focusing on who is in the event, where events take place and what happens</li> <li>• in each event</li> <li>• acts out stories and portrays characters and their motives</li> </ul>	
<b>Transcription Spelling: Common Exception words:</b>	<b>the, a, do, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</b>	
<b>Transcription Spelling: Spelling Rules: Note- see Spelling Appendix of NC for further specific guidance and word examples.</b>	<ol style="list-style-type: none"> <li>1) Words containing each of the 40+ phonemes already taught.</li> <li>2) The days of the week.</li> <li>3) The letters of the alphabet using letter names to distinguish between spellings</li> <li>4) Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>5) Using the prefix un–</li> <li>6) Using –ing, –ed, –er and –est where no change is needed in the spelling of root words.</li> <li>7) Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>8) The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>9) The /ŋ/ sound spelt n before k</li> <li>10) Division of words into syllables</li> <li>11) -tch</li> <li>12) The /v/ sound at the end of words</li> <li>13) Vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are</li> <li>14) Words ending –y (/i:/ or /ɪ/)</li> <li>15) New consonant spellings ph and wh</li> <li>16) Using k for the /k/ sound</li> <li>17) Adding the prefix –un</li> <li>18) Compound words</li> </ol>	
<b>Transcription Handwriting:</b>	<ol style="list-style-type: none"> <li>1) Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>2) Begin to form lowercase letters in the correct direction, starting and finishing in the right place.</li> <li>3) Form capital letters.</li> <li>4) Form digits 0-9.</li> <li>5) Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.</li> </ol>	
<b>Vocabulary /Terminology for pupils</b>	letter, capital letter word, singular, plural, sentence punctuation, full stop, question marks, exclamation mark	
<b>Grammar: Word</b>	Regular plural noun suffixes –s or –es Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives	
<b>Grammar: Sentence</b>	How words can combine to make sentences Joining words and joining clauses using <b>and</b>	
<b>Grammar: Text</b>	Sequencing sentences to form short narratives	
<b>Punctuation:</b>	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 'I' separation of words with spaces	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 1 CORE BOOKS and WRITING OUTCOMES</b>	<p><b>Week 1:</b> (Fiction)</p>  <p><b>Ruby's Worry</b></p> <p><b>Global Goal:</b> Good Health and Well-being <b>Writing Outcomes:</b> 1.Non-Fiction: Poster 2.List</p>	<p><b>Week 1: Assessment (SPaG)</b> <b>Weeks 2 &amp; 3:</b> (Fiction)</p>  <p><b>Greta and the Giants</b></p> <p><b>Global Goal:</b> Climate Action <b>Writing Outcomes:</b> 1.Narrative: Re-telling</p>	<p><b>Weeks 1 &amp; 2:</b> (Fiction)</p>  <p><b>Tidy</b></p> <p><b>Global Goal:</b> Climate Action <b>Writing Outcomes:</b> 1.Narrative: Re-telling</p>	<p><b>Weeks 1 &amp; 6:</b> (Fiction)</p>  <p><b>The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs Jack and the Beanstalk</b></p> <p><b>Global Goal:</b> Quality Education <b>Writing Outcomes:</b> 1.Narrative: Re-telling a range of Traditional and Fairy tales</p>	<p><b>Weeks 1, 2 &amp; 3:</b> (Fiction/Non-Fiction)</p>  <p><b>Secret Sky Garden</b></p>  <p><b>The Amazing Life Cycle of Plants</b></p> <p><b>Global Goal:</b> Climate Action <b>Writing Outcomes:</b> 1.Descriptions: Setting 2.Non-Fiction: Instructions - How to Plant a Flower</p>	<p><b>Weeks 1 &amp; 2:</b> (Fiction)</p>  <p><b>The Journey</b></p> <p><b>Global Goal:</b> Quality Education <b>Writing Outcomes:</b> 1.Narrative: Speech</p>
	<p><b>Weeks 2 &amp; 3:</b> (Fiction)</p>  <p><b>The Colour Monster</b></p> <p><b>Global Goal:</b> Good Health and Well-being <b>Writing Outcomes:</b> 1.Discussion:Prediction 2. Descriptions: Character</p>	<p><b>Weeks 4 &amp; 5</b> (Fiction)</p>  <p><b>The Bog Baby</b></p> <p><b>Global Goal:</b> Clean Water and Sanitation <b>Writing Outcomes:</b> 1.Descriptions: Character</p>	<p><b>Week 3:</b> (Fiction)</p>  <p><b>The Dot</b></p> <p><b>Global Goal:</b> Quality Education <b>Writing Outcomes:</b> 1.Leaflet 2.In-character/ Role: Diary entry</p> <p><b>Owl Experience</b> <b>Global Goal:</b> Quality Education <b>Writing Outcomes:</b> 1.Non-Fiction: Recount</p>	<p><b>Weeks 4, 5 &amp; 6:</b> (Fiction)</p>  <p><b>Lights on Cotton Rock</b></p> <p><b>Global Goal:</b> Climate Action <b>Writing Outcomes:</b> 1.Persuasion: Letter 2. Non-Fiction:Diary entry</p>	<p><b>Weeks 3 &amp; 4:</b> (Fiction)</p>  <p><b>Lubna and the Pebble</b></p> <p><b>Global Goal:</b> Reduced Inequalities <b>Writing Outcomes:</b> 1.Non-Fiction: Missing Poster 2.Non-Fiction: Diary entry</p>	

	<p><b>Week 4:</b> (Fiction)</p>  <p><b>The Jar of Happiness</b></p> <p><b>Global Goal:</b> Good Health and Well-being <b>Writing Outcomes:</b> 1. Descriptions: Using senses to describe what makes you happy</p>	<p><b>Weeks 6 &amp; 7</b> (Fiction)</p>  <p><b>There's a Rang-Tan</b></p> <p><b>Global Goal:</b> Climate Action <b>Writing Outcomes:</b> 1. Narrative: Re-telling</p>	<p><b>Weeks 4 &amp; 5:</b> (Fiction)</p>  <p><b>There's a Superhero in your Book</b></p> <p><b>Global Goal:</b> Peace, Justice and Institutions <b>Writing Outcomes:</b> 1. Description: Comic Strip 2. Non-Fiction: Missing Poster 3. Non-Fiction Recount (Short burst of writing)</p>		<p><b>Weeks 7:</b> (Fiction)</p>  <p><b>Something Else</b></p> <p><b>Global Goal:</b> Reduced Inequalities <b>Writing Outcomes:</b> 1. Non-Fiction: Poster</p>	<p><b>Weeks 5, 6 &amp; 7:</b> (Fiction)</p>  <p><b>The Wonder</b></p> <p><b>Global Goal:</b> Quality Education <b>Writing Outcomes:</b> 1. Narrative: Alternative ending</p>
	<p><b>Weeks 5 &amp; 6:</b> (Fiction)</p>  <p><b>Look Up!</b></p> <p><b>Global Goal:</b> Quality Education <b>Writing Outcomes:</b> 1. Descriptions: Setting</p>					

<p><b>Punctuation and grammar skills:</b></p>	<p><b><u>Sentence Structure</u></b></p> <ul style="list-style-type: none"> <li>• Understand how punctuation marks the start and end of single clause sentences and multi-clause ones using and</li> </ul> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Separation of words with spaces</li> <li>• Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Capital letters for names and the personal pronouns</li> </ul>	<p><b>Word Class</b></p>	<p><b><u>Noun and Noun Phrases</u></b></p> <ul style="list-style-type: none"> <li>• Understand that a noun is an object/ person / place/ emotion.</li> <li>• Understand that it can be one or more than one (singular/plural).</li> </ul> <p><b><u>Verbs</u></b></p> <ul style="list-style-type: none"> <li>• Introduce the concept of a verb as a 'being, doing or having' word.</li> </ul> <p><b><u>Adverbs and Adverbials</u></b></p> <ul style="list-style-type: none"> <li>• Introduce the concept of positional words (prepositions), e.g. on, in, behind.</li> </ul>
<p><b>Composition:</b></p>	<ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> <li>• Compose a sentence orally before writing</li> <li>• Use basic descriptive language</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>		

Tier 2 Vocabulary

Year 1				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
head	study	keep	hard	order
stand	still	rock	start	don't
own	learn	never	might	while
page	plant	last	story	press
should	cover	door	saw	close
country	food	between	far	night
found	half	city	save	real
answer	your	tree	draw	life
complete	thought	cross	left	few
grow	let	since	late	stop
FEBRUARY	MARCH	APRIL	MAY	JUNE
open	ease	until	true	base
seem	pass	heard	during	hear
together	often	best	room	horse
next	always	better	friend	cut
fire	whole	feet	began	sure
problem	those	care	idea	watch
begin	both	second	fish	colour
piece	mark	group	mountain	face
walk	size	carry	north	wood
example	letter	took	once	main

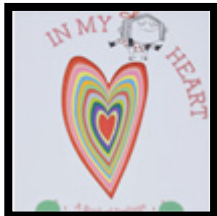
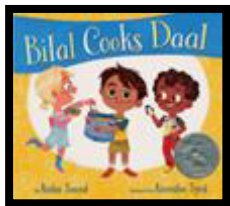
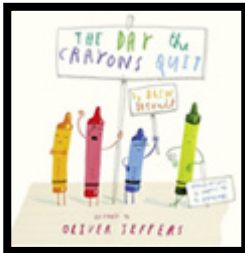


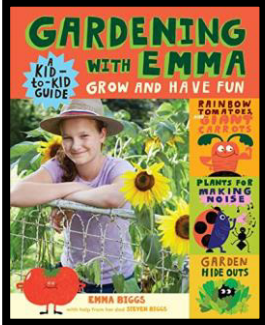





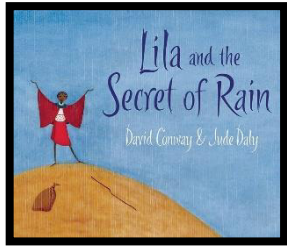

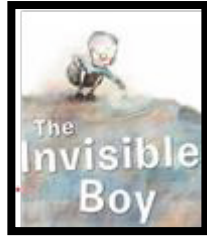

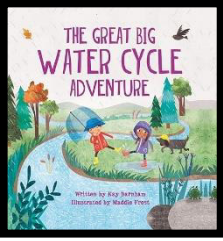


## Year 2 Long Term Overview for Writing 2024 – 2025

<b>NC Breadth of study: (Purpose for Writing)</b>	<b>Writing to Entertain:</b> <b>Retell a story x 6 (Once every half term)</b> Describe characters Diary entry from the perspective of a character Poetry	<b>Writing to Inform:</b> Recount (past tense) Non Chronological Report Letter Instructions
<b>Composition:</b>	<b>Plan their writing by:</b> Considering what they are going to write before beginning by: 1)Planning or saying out loud what they are going to write about. 2)Writing down ideas and/or keywords, including new vocabulary. 3)Encapsulating what they want to say, sentence by sentence.	<b>Evaluate and edit by:</b> Make simple additions, revisions and corrections to their own writing by: 1) Evaluating their writing with the teacher and other pupils. 2) Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. 3) Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. 4)Read aloud what they have written with appropriate intonation to make the meaning clear.
<b>Effect on Audience:</b>	<ul style="list-style-type: none"> <li>• writes stories often based on personal experiences or using typical settings, characters and events</li> <li>• writes familiar stories/about familiar characters including relevant details that sustain the reader/listener’s interest</li> <li>• explores characters’ feelings and situations in stories, using role play and oral rehearsal</li> <li>• suggests viewpoint with brief comments or questions on actions or situations</li> <li>• establishes basic purpose of a text (e.g. main features of story, report), uses some features of the given form maintaining consistency in purpose and tense</li> <li>• chooses words carefully for effect in poetry, e.g. uses alliteration</li> <li>• re-reads to check that their writing makes sense, and that tenses are consistent</li> <li>• evaluates their writing with the teacher and other pupils</li> </ul>	
<b>Transcription Spelling: Common Exception words:</b>	<b>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</b>	
<b>Transcription Spelling: Spelling Rules: Note- see Spelling Appendix of NC for further specific guidance and word examples.</b>	<ol style="list-style-type: none"> <li>1)Segmenting spoken words into phonemes, representing these by graphemes, spelling many correctly.</li> <li>2)Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones: there/their/they’re, here/hear, quite/quiet, see/sea,bare/bear,one /won</li> <li>3)Learning to spell common exception words.</li> <li>4)Learning to spell more words with contracted forms.</li> <li>5)Learning the possessive apostrophe (singular) [for example, the girl’s book.]</li> <li>6)Add suffixes to spell longer words including –ment, –ness, –ful, – less, –ly.</li> <li>7)Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>8) The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</li> <li>9) The /s/ sound spelt c before e, i and y</li> <li>10) The /n/ sound spelt kn and (less often) gn at the beginning of words</li> <li>11) The /r/ sound spelt wr at the beginning of words</li> <li>12) The /l/ or /əl/ sound spelt –le at the end of words</li> <li>13) The /l/ or /əl/ sound spelt –el at the end The /l/ or /əl/ sound spelt –al at the end of words of words</li> <li>14) Words ending –il</li> <li>15) The /aɪ/ sound spelt –y at the end of words</li> <li>16)Adding –es to nouns and verbs ending in –y</li> <li>17) Adding –es to nouns and verbs ending in –y</li> <li>18) Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</li> <li>19) Adding –ing, –ed, – er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>20) The /ɔ:/ sound spelt a before l and ll</li> <li>21) The /ʌ/ sound spelt o</li> <li>22) The /i:/ sound spelt –ey</li> <li>23) The /ɒ/ sound spelt a after w and qu</li> <li>24) The /ɒ/ sound spelt a after w and qu</li> <li>25) The /ɔ:/ sound spelt ar after w</li> <li>26)The /z/ sound spelt s</li> <li>27) Words ending in – tion</li> </ol>	
<b>Transcription Handwriting:</b>	<ol style="list-style-type: none"> <li>1)Form lower-case letters of the correct size relative to one another.</li> <li>2)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 unjoined.</li> <li>3)Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>4)Use spacing between words that reflects the size of the letters.</li> </ol>	

<b>Vocabulary /Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
<b>Grammar: Word</b>	Formation of nouns using suffixes such as – ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as – ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
<b>Grammar: Sentence</b>	Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify Subordination (using when, if, that, or because) Co-ordination (using or, and, or but)
<b>Grammar: Text</b>	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]
<b>Punctuation:</b>	full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 2 CORE BOOKS and WRITING OUTCOMES</b>	<p><b>Week 1:</b> Assessment <b>Weeks 2, 3 &amp; 4:</b> (Fiction)</p>  <p><b>In My Heart</b></p> <p><b>Global Goal:</b> Good Health and Well-being <b>Writing Outcomes:</b> 1. Description 2. Poetry</p>	<p><b>Weeks 1 &amp; 2:</b> (Fiction)</p>  <p><b>Bilal Cooks Daal</b></p> <p><b>Global Goal:</b> Gender Equality <b>Writing Outcomes:</b> 1.Non-Fiction: Instructions to make daal 2. Narrative: Re-telling</p> <p><b>Ealing Road Library</b> <b>Global Goal:</b> Quality Education <b>Writing Outcomes:</b> 1.Non- Fiction: Recount</p>	<p><b>Week 1 &amp; 2:</b> (Fiction)</p>  <p><b>The Days the Crayons Quit</b></p> <p><b>Global Goal:</b> Peace, Justice and Institutions <b>Writing Outcomes:</b> 1.Persuasion: Letter of apology 2: Non-Fiction: Poetry 3. Narrative</p>	<p><b>Weeks 1, 2 &amp; 3:</b> (Non-Fiction)</p>  <p><b>The Most Important Animal of All</b></p> <p><b>Global Goal:</b> Climate Action <b>Writing Outcomes:</b> 1.Non-Fiction: Poetry 2. Non-Fiction: Non-Chronological Report 3. <b>Trip to Welsh Harp:</b> Non-Fiction:Recount</p>	<p><b>Week 1, 2, 3 &amp; 4:</b> (Fiction/Non-Fiction)</p>  <p><b>Bloom</b></p>  <p><b>Gardening with Emma</b></p> <p><b>Global Goal:</b> Good Health and Well-being <b>Writing Outcomes:</b> 1.Narrative: Re-telling 2.Non-Fiction:Non-Chronological Report</p>	<p><b>Week 1,2 &amp; 3,:</b></p>  <p><b>Rain School</b></p> <p><b>Global Goal:</b> Quality Education <b>Writing Outcomes:</b> 1. Discussion: Comparing Barham with a school from a different part of the world. 2.Descriptions: Setting 3.Narrative</p>

	<p><b>Weeks 5 &amp; 7:</b> (Fiction)</p>  <p><b>The Princess in Black</b></p> <p><b>Global Goal: Gender Equality</b> <b>Writing Outcomes:</b> 1.Narrative: Re-telling</p>	<p><b>Weeks 3, 4 &amp; 5:</b> (Fiction)</p>  <p><b>Toby and the Great Fire of London</b></p> <p><b>Global Goal: Quality Education</b> <b>Writing Outcomes:</b> 1.Narrative:Re-telling 2.Non-Fiction:Recount</p>	<p><b>Weeks 3,4 &amp; 5:</b> (Fiction)</p>  <p><b>Lila and the Secret Rain</b></p> <p><b>Global Goal: Climate Action</b> <b>Writing Outcomes:</b> 1.Narrative: Re-telling 2.Non-Fiction: Instructions</p>	<p><b>Weeks 4 &amp; 5:</b></p>  <p><b>If I Were Prime Minister</b></p> <p><b>Global Goal: Peace, Justice and Institutions</b> <b>Writing Outcomes:</b> 1. Sentences: On change to the community/ world</p>	<p><b>Week 5, 6 &amp; 7:</b> (Fiction)</p>  <p><b>The Invisible Boy</b></p> <p><b>Global Goal: Reduced Inequalities</b> <b>Writing Outcomes.</b> 1.Non-Fiction: Diary entry 2.Narrative</p>	<p><b>Week 4, 5 &amp; 6</b></p>  <p><b>The Water Princess</b></p>  <p><b>The Great Big Water Cycle Adventure</b></p> <p><b>Global Goal: Life Below Water &amp; Clean Water and Sanitation</b> 1.Narrative:Re-telling 2.Non-Fiction:Diary entry 3.Non-Fiction:Leaflet on the importance of water</p> <p><b>Trip/Experience</b> 1.Non-Fiction: Recount</p>
<p><b>Punctuation and Grammar skills</b></p>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>Subordination (using when, if, that, because) and coordination (using or, and, or but).</li> <li>Expanded noun phrases for description and specification</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> </ul> <p><b>Text Structure</b> • 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 <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Commas to separate items in a list.</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</li> </ul>			<p><b>Word Class</b></p>	<p><b>Noun and Noun Phrases</b></p> <ul style="list-style-type: none"> <li>Understand that you can add detail to a noun with adjectives and this is then a noun phrase: a group of words.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>Understand the concept of tense.</li> <li>Know how to form the present simple and past simple tenses (including common irregular verbs).</li> <li>Understand that a verb can be more than one word.</li> <li>Know how to form the progressive.</li> <li>Understand that the progressive form of the verb is used for actions in progress.</li> </ul> <p><b>Adverbs and Adverbials</b></p> <ul style="list-style-type: none"> <li>Understand adding –ly to adjectives to form adverbs.</li> </ul>	

			<ul style="list-style-type: none"><li>• Know that single word adverbs often tell the reader how something occurred, e.g. carefully, helpfully.</li><li>• Know that these can be in different positions in the sentence.</li></ul>
<b>Composition:</b>	<ul style="list-style-type: none"><li>• Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences, about real events, poetry and for different purposes</li><li>• Plan or say out loud what they are going to write about.</li><li>• Write ideas and/or key words including new vocabulary.</li><li>• Encapsulate what they want to say, sentence by sentence,</li><li>• Make additions, revision and corrections to their own writing by evaluating their writing with the teacher or other pupils, re-read to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li><li>• Proofread to check for errors in spelling, grammar and punctuation.</li><li>• Read aloud their writing with appropriate intonation to make the meaning clear</li></ul>		

Tier 2 Vocabulary

Year 2

Year 2				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
enough	though	leave	question	free
plain	feel	song	happen	minute
remember	talk	measure	complete	strong
usual	when	state	ship	special
young	soon	product	area	mind
ready	body	price	half	behind
above	consider	short	rock	clear
ever	family	numeral	other	tail
early	direct	class	fire	produce
list	pose	wind	south	fact
FEBRUARY	MARCH	APRIL	MAY	JUNE
street	object	ground	ago	snow
inch	decide	common	interest	bed
lot	surface	gold	check	bring
nothing	deep	possible	game	morning
course	moon	plane	shape	perhaps
stay	island	age	travel	fill
wheel	foot	dry	less	east
full	busy	wonder	miss	weight
force	test	laugh	brought	language
blue	record	thousand	heat	among