

# WRITING OVERVIEW



KS1

YEAR GROUP: 1/2

Cycle A: 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Central Texts</b>	<p>Funny Bones by Janet and Allan Alberg</p> <p>The Suitcase by Chris Naylor-Ballesteros</p> <p>Rabbityness by Jo Empson</p> <p>The Visitor by Antje Damm</p> <p>The Story Blanket by Ferida Wolff and Harriet May Savitz</p> <p>Wolfy by Gregoire Solotareff</p> <p>Fable: The Boy Who Cried Wolf</p> <p>Little Red Riding Hood told by Ruth Merttens</p>	<p>Dear Dinosaur by Chae Strathie and Nicola O'Byrne</p> <p>Dear Father Christmas by Alan Durrant and illustrated by Vanessa Cabban</p> <p>Dear Postman by Ruth Merttens</p> <p><i>Rain Before Rainbows</i> by Smriti Halls and David Litchfield</p> <p>The Polar Express by Chris Van Allsburg</p>	<p>Paddington by Michael Bond</p> <p>The Jolly Postman by Allan Ahlberg</p> <p>In every house on every street by Jess Hitchman</p> <p>Tales of Beatrix Potter</p> <p><i>The Bunny Lady</i> by Ruth Merttens</p> <p>The Night Gardener by the Fan Brothers</p> <p>The Invisible by Tom Percival</p> <p>Last Stop on Market Street by Matt de la Peña and Christian Robinson</p>	<p><i>Funny Bums, Freaky Beaks and other incredible creature features</i> by Alex Morss and Sean Taylor</p> <p><i>Swim, Shark, Swim!</i> by Dom Conlon and Anastasia Izlesou</p> <p>A House that Once Was by Julie Fogliano and Lane Smith</p> <p>Bumblebear</p> <p>Giraffes can't dance</p> <p>Handa's surprise</p> <p>Look what I found at the seaside</p>	<p>Watercress by Andrea Wang</p> <p>It's a book by Lane Smith</p> <p>Make Way for Ducklings by Robert McClosky</p> <p>Where the Wild Things are Maurice Sendak</p> <p>Interview with a Shark and other ocean giants too by Andy Seed</p> <p>The Blue Giant by Katie Cottle</p> <p>Naughty Bus by Jan Oake</p> <p>What's in the box? Whatever next!</p>	<p>No Thank You</p> <p>I Will Not Ever Never</p> <p>Eat a Tomato by Lauren Child</p> <p>Eat your Peas by Nick Sharrett</p> <p>Moon by Britta Teckentrap</p> <p>Little People Big Dreams (Amelia Earhart and Neil Armstrong)</p> <p>Neil the man on the moon by Alex Woolf</p>
<b>Handwriting Year 1</b>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Letter formation practice: a-z</p> <p>Form digits 0-9</p>	<p>Letter formation practice: capital letters</p> <p>Form digits 0-9</p>	<p>Introducing diagonal join to ascender: joining at, all</p> <p>Practising diagonal join to ascender: joining th</p> <p>Practising diagonal join to ascender: joining ch</p> <p>Practising diagonal join to ascender: joining cl</p> <p>Introducing diagonal join, no ascender: joining in, im</p>	<p>Practising diagonal join, no ascender: joining cr, tr, dr</p> <p>Practising diagonal join, no ascender: joining lp, mp</p> <p>Introducing diagonal join, no ascender, to an</p> <p>anticlockwise letter: joining id, ig</p> <p>Practising diagonal join, no ascender, to an</p> <p>anticlockwise letter: joining nd, ld</p>	<p>Practising diagonal join, no ascender: joining ee</p> <p>Practising diagonal join, no ascender: joining ai, ay</p> <p>Practising diagonal join, no ascender: joining ime, ine</p> <p>Introducing horizontal join, no ascender: joining op, oy</p>	<p>Practising horizontal join, no ascender, to an anticlockwise letter: joining wa, wo</p> <p>Introducing horizontal join to ascender: joining ol, ot</p> <p>Practising horizontal join to ascender: joining wh, oh</p> <p>Introducing horizontal and diagonal joins to ascender, to an anticlockwise</p>

				Practising diagonal join, no ascender, to an anticlockwise letter: joining ng	Practising horizontal join, no ascender: joining one, ome  Introducing horizontal join, no ascender, to an anticlockwise letter: joining oa, og	letter: joining of, if
<b>Handwriting Year 2</b>	How to join in a word: high frequency words Introducing the break letters: j, g, x, y, z, b, f, p, q, r, s Practising diagonal join to ascender in words: eel, eet  Practising diagonal join, no ascender, in words: a_e	Practising horizontal join, no ascender, in words: ow, ou  Practising horizontal join, no ascender, in words: oy, oi  Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode  Practising horizontal join to ascender in words: ole, obe  Practising horizontal join to ascender in words: ook, ool	Practising diagonal join to r: ir, ur, er  Practising horizontal join to r: or, oor  Introducing horizontal join from r to ascender: url, irl, irt  Introducing horizontal join from r: ere  Practising joining to and from r: air	Introducing diagonal join to s: dis Introducing horizontal join to s: ws Introducing diagonal join from s to ascender: sh Introducing diagonal join from s, no ascender: si, su, se, sp, sm Introducing horizontal join from r to an anticlockwise letter: rs	Practising diagonal join to an anticlockwise letter: ea, ear Introducing horizontal join to and from f to ascender: ft, fl Introducing horizontal join from f, no ascender: fu, fr  Introducing qu (diagonal join, no ascender)	Introducing rr (horizontal join, no ascender)  Introducing ss (diagonal join, no ascender, to an anticlockwise letter)  Introducing ff (horizontal join to ascender)  Capital letter practice: height
<b>Fiction</b>	<b>Stories on a Theme: Feelings</b> Make predictions and respond to characters' feelings. Identify sentence types and learn about conjunctions. Create a character and write a story.  <b>Traditional Tales: The Story Blanket</b> Using The Story Blanket, Wolfy and other stories explore traditional tales and fables. Learn about the past tense and conjunctions and how to use these to write your own exciting tale.		<b>Classic Fiction: Beatrix Potter</b> Explore the classic stories of Beatrix Potter in this lovely block. Compare stories and write imaginatively in response. Learn about verb tenses and revise sentence punctuation. Sequence events from Two Bad Mice and plan and write a version of their own.  <b>Contemporary Picture Books</b>  Enjoy three delightful picture books, <i>The Invisible</i> , <i>The Night Gardener</i> and <i>Last Stop on Market Street</i> . Learn spelling rules for adding prefixes and suffixes. Be inspired to write a story using vivid descriptive language.		<b>Stories on a Theme: Picture Books from the USA</b> Read and enjoy contemporary American picture books including <i>Where the Wild Things Are</i> and <i>It's a Book</i> . Revise conjunctions and verb tenses before writing a story about their own fantastic adventure.	

<p><b>Non-Fiction</b></p>		<p><b>Letters and Postcards</b> Enjoy reading letters and postcards in three different texts: Dear Dinosaur, Dear Postman and Dear Father Christmas. Look at sentence types and learn how to add adjectives, adverbs and prepositions to enhance descriptive writing. Write letters and postcards for a range of purposes.</p>	<p><b>Information Texts: Incredible Animals</b> Identify features of non-fiction texts and find out information about incredible creatures. Revise sentence types and use subordinating conjunctions to add information. Research, draft, write and edit a blog post.</p>		<p><b>Information Texts: Interviews</b> Using An Interview with a Tiger, learn more about a range of animals, find information, make notes and create fact files. Revise sentence types and practise writing descriptively before writing a class information book.</p>	<p><b>Instructions: Food Stories</b> Using food-focused stories as inspiration, write instructions linked to the characters and themes. Revise commas in lists and explore sentence types. Compare the texts read and write a book review.</p>
<p><b>Poetry</b></p>		<p><b>Poems on a Theme: Rainbows and Colours</b> Inspired by Rain before Rainbows, write rhyming couplets and poems. Practise adding suffixes and create noun phrases. Read a range of poetry, appreciate artwork by Van Gogh and write poems in response.</p>		<p><b>Poems on a Theme: Houses and Homes</b> Read and respond to a selection of poems about houses and homes. Use adjectives and adverbs to enhance description and suffixes to create rhymes for poems about monsters. Write poetry about a dream home.</p>		<p><b>Poems on a Theme: Night Poems</b> Explore the beauty of night through the wonderful Moon by Britta Teckentrup. Compose acrostic poems and rhyming couplets using adjectives and adverbs for description. Revise singular and plural spelling rules.</p>
<p><b>Grammar Year 1</b></p>	<p>Separate words with spaces. How words can combine to make sentences (rather than clauses). Begin to use full stops and capital letters for the beginning and end of sentences Use a capital letter for the personal pronoun 'I', names and days of the week. Writing simple sentences in the first, second and third person (subject-verb</p>	<p>Consistently use full stops and capital letters for the beginning and end of sentences Consistently use capital letters for proper nouns (names of people and places) Write a simple sentence starting with a noun/ proper noun. Begin to use question marks Begin to use exclamation marks. Joining words and joining clauses using 'and' Understand the difference between 'and' and 'but'.</p>	<p>Consistently use capital letters, full stops, exclamation marks and question marks to demarcate the beginning and end of sentences and questions. Subject-verb agreement with "I", "you", "we" and "he/she" for the verbs "to do", "to be" and "to have". (I/you/we have, he/she has, I/you/we do, he/she does, I am, you/we are, he/she is) Regular plural noun suffixes -s and -es Suffixes that can be added to verbs where no change is needed in the spelling of</p>	<p>Write a sentence in simple present continuous tense ("to be" + "-ing") – He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly. Write a simple sentence with a regular simple past tense verb (adding -ed) – He worked in the classroom Change one type of sentence to form another, eg, a statement to a</p>	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words – -er and –est Comparative and superlative adjectives, adding –er and –est to regular adjectives How the prefix un-change the meaning of verbs and adjectives Sequencing sentences to form short</p>	<p>Adding appropriate adjectives to sentences. Understanding what an adverb is and does. Changing general nouns to specific nouns, eg, "car" to "Ferrari" How to use simple prepositions in a sentence. Similes.</p>

	agreement) – I am happy. You are happy. He is happy. Use determiners the, a, an, my, your, his, her		root words.(e.g helping, helped helper).	question Orally devise alliteration. Correctly structure compound sentences with and/ or/ but.	narratives. Simple synonyms for 'and'.	
<b>Grammar Year 2</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Coordinating conjunctions to create a compound sentence: or, and, but Subordinate conjunctions to create a complex sentence: when, if, that, because Write expanded noun phrases: determiner + adjective + noun (the red balloon) determiner + noun + prepositional phrase (the cat in the basket) Suffixes – adding “-ness”, “-ment” and “-er” to form a noun: kind – kindness teach – teacher enjoy – enjoyment.	To identify imperative verbs and use these in a command – Give me that pen. Write a statement of fact with a capital letter and full stop. Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark Write a short sentence with an exclamation mark How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Compound nouns: noun + noun (football) adjective + noun (whiteboard).	Suffixes – formation of adjectives by adding “-ful”: care – careful Suffixes – formation of adjectives by adding “-less”: help – helpless Move from generic nouns to specific nouns, eg, “dog” to “terrier Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) I like, he/she likes, we like, they like, you like Apostrophes of omission: he didn’t, he couldn’t Apostrophes to mark singular possession in nouns (for example, the girl’s name).	Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: big – bigger – biggest Adding “-ly” to an adjective to make an adverb: quick – quickly -‘ly’ starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ... Use past continuous (progressive) tense He was playing at school. Use present continuous (progressive) tense: “to be” + “-ing” I am playing he/she is playing they are playing.	Correct choice and consistent use of present tense and past tense throughout writing Inverted commas: put the spoken word into inverted commas and start with a capital letter.	Mastery of these skills and clear application in independent work.