

SUBJECT – Writing
Whole School Overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Magnificent Me Range of Fiction and Non-Fiction about similarities and differences. Name Writing Labels Big Write-gross motor writing in the hall Writing for different purposes-emergent	Time to Celebrate Lighting a Lamp Range of Non-fiction about celebrations. Name writing Big Write Captions Writing for different purposes	Trip Trap Traditional Tales Captions Simple sentences	Out of this World The Darkest Dark Here we are Dinosaur Roar Range of Fiction and Non-Fiction Poetry Captions Simple sentences Factual writing	Oh How we Grow The very Hungry Caterpillar Superworm Range of Fiction and Non-Fiction Poetry Captions Simple sentences Factual writing Narrative Poetry	Hooray for Fish Range of Fiction and Non-Fiction Poetry Captions Simple sentences Factual writing Narrative Poetry
1	Stuck Narratives Labels, lists and captions Instructions	Lost & Found Recount Non-fiction	Up, Up and Away Narrative Poetry	5 Go Wild Non-chronological Poetry	Growing Giants Narrative Traditional Tales	Medieval Madness Invitations Non-fiction
2	Treasure Seekers Fiction -predicting -describing a setting and characters Instructions	Polar Express Poetry Recounts – newspapers Persuasive writing Reports -Letter	Fire, Fire Report –Newspaper Explanation text Diary	Light House Keepers Narrative writing -beginning, middle and end Diary Persuasive writing	Into The Deep Persuasive writing Narrative Report writing	Dino Hunters Recount Report writing -newspaper Poetry –riddles
3	Rock and Roll Recount Report Instructions Fiction/reading and performing a play.	Winterland Fiction – describe setting and characters Fiction/Recount -describe setting and characters Recount - Newspaper Reports - Letter	Feathers & Scales Fiction Discussion Text Poetry	Little Monsters Fiction Poetry	Washed Ashore Persuasive Fiction	Swords & Sandals Discussion text Explanation Instructions Non-fiction

4	Storms & Shipwrecks Recounts - newspapers Fiction – describe settings/characters	The Ice Queen Instructions Poems	Inferno Recount – events Recount – informal letter Recount- story Recount – diary Recount – Formal letter Recount - Play scripts	Invasion Report Fiction - Historical - Characters/settings Poems	Let It Grow Recount - Retell Recount – sequence and describe Persuasive writing Instructions	Treason Description Newspaper Play script
5	Footprints in the Sand Diary Writing Instructional Text Non-Chronological Reports Persuasive Text Balanced Argument	Clockwork Letters (formal and informal) Balanced Argument Newspaper Report Poetry	Reach For The Stars Biographies Newspaper Report Narrative Writing Space Poetry	The Highwayman Narrative Poetry Diary Writing Play scripts Comparisons between texts	Keep Calm and Carry On Letter Writing Diary Entry Newspaper Writing Non-Chronological Reports Non-Fiction Writing	The Tales of the Unexpected Descriptive Writing Letter Writing Story Writing Newspaper Report Instructional
6	We're All Wonderful Diary Story writing. Balanced argument. Recount from different viewpoint.	My Big Fat Greek Topic Diary Greek myth Formal letter Non-chronological report	Wherefore Art Thou Narrative – rewrite modern day version. Alternative ending Diary Formal Letter News report Biography Persuasive writing	The Great War Diary Description (recount) Argument Formal and informal letters. Non chronological report.	Same Time Different Place Stories from different cultures. Instructions/ explanation. Non chronological report. Persuasive writing	Play scripts

YEAR 1

I Can statements	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composition:	<p>I can read my sentence out loud so that children in my class can hear and understand me</p> <p>I can write sentences on my own</p> <p>I can talk about my writing with my teacher or children in my class</p> <p>I can write sentences by saying out loud what I am going to write about</p> <p>I can write down a sentence I have practised</p> <p>I can read my sentence and check that it makes sense</p>	<p>I can write sentences by saying out loud what I am going to write about</p> <p>I can read my sentence and check that it makes sense</p> <p>I can read my sentence out loud so that children in my class can hear and understand me.</p> <p>I can join my sentences together to make a story</p>	<p>I can write sentences on my own</p> <p>I can write sentences by saying out loud what I am going to write about</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>I can write sentences by saying out loud what I am going to write about</p> <p>I can read my sentence and check that it makes sense</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>I can write sentences on my own</p> <p>I can join my sentences together to make a story</p> <p>I can read my sentence out loud so that children in my class can hear and understand me</p> <p>I can read my sentence and check that it makes sense</p>	<p>I can write sentences on my own</p> <p>I can join my sentences together to make a story</p>
Vocabulary, Grammar and Punctuation:	<p>I can use capital letters for names, places, the days of the week and the word 'I'</p>	<p>I can add -ing, -ed, -er and -est to the end of a word to make a new word.</p>	<p>I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes</p>	<p>I can show you how un- added to the beginning of a word</p>	<p>I can put words together to make sentences</p>	<p>I can use capital letters and full stops</p> <p>I can explain what these words mean:</p>

	<p>I can use capital letters and full stops</p> <p>I can use spaces between words</p>	<p>I can add -ing and -er to the end of a word to make a new word e.g. helping, helper</p> <p>I can use joining words like 'and'</p> <p>I can use spaces between words</p> <p>I can put words together to make sentences</p> <p>I can use capital letters and full stops</p> <p>I can use question marks and exclamation marks</p>	<p>I can use capital letters and full stops</p> <p>I can use question marks and exclamation marks</p>	<p>can change its meaning</p> <p>I can add -ing and -er to the end of a word to make a new word e.g. helping, helper</p>	<p>Join words and clauses using and, because, so</p> <p>I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes</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>I can use capital letters and full stops</p> <p>I can use question marks and exclamation marks</p> <p>I can add -ing and -er to the end of a word to make a new word e.g. helping, helper</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Revisit Adding 'est' Adding 'ing' Adding 'er' using plural 's' 'est', 'ing'</p> <p>I can use capital letters for names, places, the days of the week and the word 'I'.</p> <p>I can use joining words like 'and'.</p>
Handwriting:	<p>I can sit correctly at a table, holding a pencil comfortably and correctly</p> <p>I can see which letters belong to which handwriting 'families'</p> <p>Name the letters of the alphabet in order.</p>	I can write capital letters	I can write numbers 0-9		<p>I can write most lower-case letters correctly</p> <p>I can write lower-case letters in the correct direction, starting and finishing in the right place</p>	

	Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.				I can write capital letters	
Spellings:	<p>'ff', 'll', 'ss', 'zz', 'ck'</p> <p>I can spell words containing each of the letter sounds I have been taught</p> <p>Spell words by identifying the phonemes and representing them with graphemes, including words with consonant clusters and simple digraphs (eg: frog, hand, see, chop, storm, splash).</p> <p>Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making plausible attempts at others.</p> <p>Spell a few common exception words (eg: I, the, he, said, of).</p>	<p>'ure' and 'er'</p> <p>2-syllable words CVC</p> <p>Tricky words - he, she, you, was, they, all, so, my, we, me</p> <p>LA: Final phoneme 't' - hot, mat, sat, sit, cot, hit, rat, nut, bit, let</p> <p>Main: be, there, her, are, fork, cork, corn, shortest, fort, port</p> <p>I can break down spoken words into their sounds and spell some correctly</p>	I can point out or write the 40 or more letters or groups of letters I have been taught when I hear them	I can spell a few common exception words	I can spell the days of the week	I can spell some common exception words