

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 2

I Can statements	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Composition:</p>	<p>I can plan my writing by writing down ideas and/or key words and new vocabulary</p> <p>I can write poetry</p> <p>I can plan my writing by writing down my ideas or talking about them for each sentence</p> <p>I can write sentences about things I have done and things that others have done</p> <p>I can plan my writing by writing down my ideas or talking about them</p> <p>I can change my writing and make corrections after I have spoken to a teacher or another child about it</p>	<p>I can write poetry</p> <p>I can write for different purposes, writing long and short pieces of work</p> <p>I can write for different purposes, using ideas and language from things I have read</p> <p>I can plan my writing by writing down ideas and/or key words and new vocabulary</p> <p>I can plan my writing by writing down my ideas or talking about them for each sentence</p> <p>I can read my work aloud with confidence using the tone of my voice to make the meaning clear</p> <p>I can plan my writing by writing down my ideas or talking about</p>	<p>I can write sentences about things I have done and things that others have done</p> <p>I can write for different purposes, using ideas and language from things I have read</p> <p>I can proof read my work, checking for spelling, punctuation and grammar errors, and sometimes choosing better words</p> <p>I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time</p> <p>I can plan my writing by writing down my ideas or talking about them</p> <p>I can read my work aloud with confidence using the tone of my</p>	<p>I can write for different purposes, using ideas and language from things I have read</p> <p>I can write for different purposes, writing long and short pieces of work</p> <p>I can plan my writing by writing down ideas and/or key words and new vocabulary</p> <p>I can plan my writing by writing down my ideas or talking about them</p> <p>I can read my work aloud with confidence using the tone of my voice to make the meaning clear</p> <p>I can change my writing and make corrections after I have spoken to a teacher or another child about it</p>	<p>I can plan my writing by writing down ideas and/or key words and new vocabulary</p> <p>I can write for different purposes, using ideas and language from things I have read</p> <p>I can proof read my work, checking for spelling, punctuation and grammar errors, and sometimes choosing better words</p> <p>I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time</p> <p>I can change my writing and make corrections after I have spoken to a teacher or another child about it</p>	<p>I can write a long piece of text about a real event in one go</p>

		them for each sentence	voice to make the meaning clear I can write sentences about things I have done and things that others have done			
Vocabulary, Grammar and Punctuation:	I can use capital letters and full stops to show where sentences start and end and sometimes use question marks I can use question marks and exclamation marks appropriately	I can use these words in my writing: when, if, that, because, or, but I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon	I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly	I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma I can use the correct verb form to indicate actions in progress in the present time or in the in past e.g. she is drumming, he was shouting I can use commas when I am writing a list I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat	I can use commas when I am writing a list I can use these words in my writing: when, if, that, because, or, but I can tell if a sentence is a question, command, exclamation or a statement Gap analysis	I can use the correct tense in my writing I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma

Handwriting:	<p>I can write lower-case letters that are all the same size in some of my writing</p> <p>I can write lower-case letters that are all the same size in most of my writing</p>	<p>I can use the diagonal and horizontal strokes I need to join letters in some of my writing</p> <p>I can use the diagonal and horizontal strokes I need to join letters</p>	<p>I know which letters, when they are next to one another, are best left unjoined</p> <p>I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters</p>	<p>I can use spacing between words that fits with the size of the letters</p>		
Spellings:	<p>I can spell most common exception words</p> <p>I can spell many common exception words</p> <p>-dge</p> <p>J spelt -ge</p> <p>J spelt with a g</p> <p>S spelt c before e, i and y</p> <p>N spelt kn and gn</p> <p>Challenge words spell most common exception words</p> <p>R spelt wr</p>	<p>I can learn new spellings by using words I already know how to spell</p> <p>L or ul sound spelt -le</p> <p>L or ul sound spelt -el</p> <p>L or ul sound spelt -al</p> <p>-il</p> <p>Challenge words</p> <p>The long vowel 'i' spelt with a y at the end of the word.</p> <p>-es to nouns at verbs ending in y</p>	<p>I can break down spoken words into their sounds and write them mostly correctly, and make good attempts at spelling words I do not know</p> <p>I can use simple spelling rules</p> <p>Changing y to and i and adding ed</p> <p>Changing y to and i and adding er</p> <p>Adding ing to words ending in e with a consonant before it</p> <p>Challenge words</p> <p>Adding er to words ending in e with a consonant before it</p> <p>Adding to words of one syllable. The last letter</p>	<p>I can write the correct spellings and punctuation in simple sentences I hear my teacher say</p> <p>Adding -ing to words with one syllable. Last letter is doubled to keep the short vowel sound.</p> <p>Adding -ed to words with one syllable. Last letter is doubled to keep the short vowel sound.</p> <p>Or sound spelt 'a' before ll and l</p> <p>The short vowel sound 'o'</p> <p>Challenge words The ee sound spelt '-ey'</p>	<p>I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words</p> <p>I can add endings such as -ment, -ness, -ful, -less, -ly to spell most longer words</p> <p>Words with the spelling 'a', pronounced /o/, after w and qu</p> <p>The /er/ sound spelled with o or ar</p> <p>The /zh/ sound spelled with a 's'.</p>	<p>I can spell words which use an apostrophe to show possession e.g. the girl's book</p> <p>I can spell words that sound the same but are spelt differently e.g. buy bye by</p> <p>I can spell most words which have been shortened</p> <p>I can spell some words which have been shortened</p> <p>Words ending in '-tion'</p> <p>Contractions – the apostrophe shows where a letter or letters would be if the words were written in full</p> <p>Challenge Words</p>

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