



## Writing Curriculum Plan Unit 2 2023 - 2024

### Intent

At Preston Primary School, our writing curriculum is designed to enable children to become creative, accurate and interesting writers who show control and choice over their writing and who are able to adapt it to meet different contexts and for different purposes. At the heart of our curriculum is our belief that writing should always be taught through a high-quality text, be it fiction, non-fiction or poetry, and that these texts should be varied, culturally diverse and matched to the needs of individual classes of children. We teach writing skills in the context of these texts in order to teach children how the choices they make as writers impact on readers in varying ways. Writing is purposeful and always with a clear outcome to work towards. Children are involved in collaborative discussions in deciding what an effective piece of writing looks like and these 'effects' shape the teaching sequence. Writing skills are then taught rigorously and with secure subject knowledge. Vocabulary is high profile across the curriculum and is taught both explicitly and implicitly; pupils are excited to learn new words and there is a buzz around vocabulary across the school. As a result, children demonstrate a broad and balanced vocabulary, they speak articulately and are confident to share their ideas and opinions in a range of contexts.

## Unit 2 (Cycle A) 2023-24

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	How do you feel? Patrick George (PSHE link)	Weather by Steffi Cavell-Clarke (non-Chron)	Boa's Bad Birthday (fiction)	I love Bugs	Traction Man is Here! By Mini Grey (fiction)	My Day at the Zoo recount	Chinese New Year (Festivals around the world)	The Three Little Pigs (fiction)	Reptiles by Angela Royston (non-chron)	First book of the Sea by Nicola Davies (poetry)	Augustus and his Smile by Catherine Rayner (fiction) *	
Links to Wider Curriculum	Geography – weather - science seasonal changes				The Three Little Pigs links to science – use of everyday materials				Science – links with animals including humans - habitats			
Additional independent purposeful writing outcomes (Are there other pieces of writing that will come from the wider curriculum?)	To write a double page spread for a class book on Seasons		To write a Christmas poem		Recount of trip to SDC linked with computing short enquiry				To write an information page with a flap with sentences providing further information and a flap which poses and answers a question			
Grammar and punctuation	leaving spaces between words (Y1) combining words to make sentences (Y1) beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)	subordination (when, if, that, because) and coordination (or, and, but) (Y2) leaving spaces between words (Y1) combining	leaving spaces between words (Y1) combining words to make sentences (Y1)	leaving spaces between words (Y1) joining words and clauses/sentences using and (Y1) beginning to punctuate sentences	combining words to make sentences (Y1) beginning to punctuate sentences using a capital letter and a full stop, question	combining words to make sentences (Y1) joining words and clauses/sentences using and (Y1) beginning to punctuate	joining words and clauses/sentences using and (Y1) beginning to punctuate sentences using a capital letter and a full stop, question	leaving spaces between words (Y1) combining words to make sentences (Y1) beginning to punctuate sentences	joining words and clauses/sentences using and (Y1) beginning to punctuate sentences using a capital letter and a full stop, question	leaving spaces between words (Y1) beginning to punctuate sentences using a capital letter and a full stop, question mark or	joining words and clauses/sentences using and (Y1) beginning to punctuate sentences using a capital letter and a full stop, question mark or	

	<p>subordination (<i>when, if, that, because</i>) and coordination (<i>or, and, but</i>) (Y2)</p>	<p>words to make sentences (Y1)</p> <p>joining words and clauses/sentences using and (Y1)</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</p>	<p>joining words and clauses/sentences using and (Y1)</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p>	<p>using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon (Y2)</p>	<p>mark or exclamation mark (Y1)</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon (Y2)</p> <p>the present and past tenses correctly and consistently throughout writing (Y2)</p> <p>the progressive form of verbs in the present and past tense to mark actions</p>	<p>sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>sentences with different forms: statement, question, exclamation, command (Y2) (understanding how the</p>	<p>mark or exclamation mark (Y1)</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>using commas to separate items in a list (Y2)</p> <p>subordination (when, if, that, because) and coordination (or, and, but) (Y2)</p>	<p>using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon (Y2)</p> <p>subordination (when, if, that, because) and coordination (or, and, but) (Y2)</p>	<p>mark or exclamation mark (Y1)</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon (Y2)</p>	<p>exclamation mark (Y1)</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon (Y2)</p>	<p>exclamation mark (Y1)</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>using commas to separate items in a list (Y2)</p> <p>using apostrophes for contracted form and the possessive (singular), e.g. the girl's name (Y2)</p> <p>expanded noun phrases</p>	
--	---	---	---	---	---	--	---	--	--	--	--	--

					<div>in progress (e.g. she is drumming, he was shouting) (Y2)</div>	<div>grammatical patterns in a sentence indicate its function)</div> <div>the present and past tenses correctly and consistently throughout writing (Y2)</div> <div>the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) (Y2)</div> <div>subordination (when, if, that, because) and coordination (or, and, but) (Y2)</div>		<div>the present and past tenses correctly and consistently throughout writing (Y2)</div>		<div>to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon (Y2)</div> <div>the present and past tenses correctly and consistently throughout writing (Y2)</div> <div>subordination (when, if, that, because) and coordination (or, and, but) (Y2)</div>	
Spelling	Year 1 children and Year 2 children who are still working within the RWI programme practice spellings daily linked to the phoneme they learn each day. Phonic knowledge underpins spelling in Key Stage 1.										
	Year 2 children who have graduated from the RWI learn weekly spellings as outlined below. As words with new GPC's are introduced , many previously taught GPC's are revised at the same time.										

	<p>Week 1 The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words</p> <p>Week 2 The sounds /r/ spelt 'wr' at the beginning of words</p> <p>Week 3 The sound /s/ spelt 'c' before e, i and y</p> <p>Week 4 The sound /j/ spelt with '-dge' and '-ge' at the end of words</p> <p>Week 5 The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u</p> <p>Week 6 Common Exception Words</p>	<p>Week 1 The sound /l/ spelt with '-le' at the end of words</p> <p>Week 2 The sound /l/ spelt with '-el' at the end of words</p> <p>Week 3 The sound /l/ spelt with '-il' and '-al' at the end of words</p> <p>Week 4 The sound /igh/ spelt with '-y' at the end of words</p> <p>Week 5 Adding -ies to nouns and verbs ending in -y</p> <p>Week 6 Common Exception Words</p>	<p>Week 1 Adding -ed, -er and -est to a word ending in -y with a consonant before it</p> <p>Week 2 Adding -ing to a word ending in -y with a consonant before it</p> <p>Week 3 Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p> <p>Week 4 Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel</p> <p>Week 5 The sound /or/ spelt 'a' before l or ll</p> <p>Week 6 Common Exception Words</p>	<p>Week 1 The sound /u/ spelt with 'o'</p> <p>Week 2 The sound /ee/ spelt with '-ey'</p> <p>Week 3 The /o/ sound spelt with 'a' after w and qu</p> <p>Week 4 The stressed /er/ spelt with 'or' after w and the sound/or/ spelt 'ar' after w</p> <p>Week 5 The sound /zh/ spelt 's'</p> <p>Week 6 Common Exception Words</p>	<p>Week 1 The suffixes -ment, -ness and -ful</p> <p>Week 2 The suffixes -less and -ly</p> <p>Week 3 Words ending in -tion</p> <p>Week 4 Contractions</p> <p>Week 5 The possessive apostrophe</p> <p>Week 6 Common Exception Words</p>	<p>Week 1 Homophones and near homophones</p> <p>Week 2 Homophones and near homophones</p> <p>Week 3 Homophones and near homophones Conjunctions</p> <p>Week 4 Months of the year/time</p> <p>Week 5 Months of the year/time</p> <p>Week 6 Question words SPaG terms</p>
Handwriting	<p>Year 1 – introduce capital letters formation and cursive lowercase, starting from the line.</p> <p>Year 2 – joining handwriting, using horizontal and diagonal strokes needed to join letters</p>					



Unit 2 (Cycle B)												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	Don't spill the Milk * Steven Davies and Christopher Corr (fiction)  Or Fatou – Challenging	What I like. Gervaise Phinn  (poetry)	Daisy Doodles by Michelle Robinson (fiction)	Hot and Cold by Terry Jennings and Honor Head (non-fiction)  Could start Autumn 1?	Little Red Riding Hood * by Nosy Crow (fiction)	The Slime Book by DK Children  (instructions)	No Bot	Hidden World: Ocean by Libby Walden (non-chron)	Amelia Earhart (biography)	Tell Me a Dragon by Jackie Morris (poetry) *	How to hide a Lion at school	I love bugs  Alternatively Zim zam zoom by James Carter  (poetry)
Links to Wider Curriculum	Science everyday materials non-fiction text				DT instructions dragon puppet				Recount of beach trip (year 2's)			
Independent purposeful writing outcomes			Page for a non-fiction book linked to everyday materials		Class dragon book				Funny book with a cumulative structure			
Grammar and punctuation	4) Demarcate sentences Y1	2) Noun phrases Y2 4) Demarcate sentences Y1	4) Demarcate sentences Y1 6) multi clause sentences with conjunction subordination n and coordination  Subordination n and Coordination e.g. if, but	3) Present and past tense – verbs Y2 4) Demarcate sentences Y1 5)CL for names of people, days of the week, places and personal pronoun Y1 10) Progressive verb form (past and present -for action) 6)	2) Noun phrases Y2 3) Present and past tense – verbs Y2 4)Demarcate sentences Y1 5)CL for names of people, days of the week, places and personal pronoun Y1	4) Demarcate sentences Y1 9) Sentence forms e.g. statements and questions commands 6) Subordination n and coordination	4)Demarcate sentences Y1 ? ! 2) Noun phrases Y2  9) Sentence forms e.g. statements and questions	2) Noun phrases Y2 6) Subordination n and coordination	3) Present and past tense – verbs Y2 4)Demarcate sentences Y1 5)CL for names of people, days of the week, places and personal pronoun Y1 10) Progressive verb form (past and present -for action) Subordination	4) Demarcate sentences Y1 2) Noun phrases Y2	6) Subordination n and Coordination e.g. if, but 9) Sentence forms e.g. statements and questions commands exclamations	4)Demarcate sentences Y1 2) Noun phrases Y2 6) multi clause sentences with conjunction subordination n and coordination

				Subordination and coordination				n and coordination			
Spelling	Year 1 children and Year 2 children who are still working within the RWI programme practice spellings daily linked to the phoneme they learn each day. Phonic knowledge underpins spelling in Key Stage 1.										
	Year 2 children who have graduated from the RWI learn weekly spellings as outlined below. As words with new GPC's are introduced , many previously taught GPC's are revised at the same time.										
	Week 1 The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words  Week 2 The sounds /r/ spelt 'wr' at the beginning of words  Week 3 The sound /s/ spelt 'c' before e, i and y  Week 4 The sound /j/ spelt with '-dge' and '-ge' at the end of words  Week 5 The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u  Week 6 Common Exception Words	Week 1 The sound /l/ spelt with '-le' at the end of words  Week 2 The sound /l/ spelt with '-el' at the end of words  Week 3 The sound /l/ spelt with '-il' and '-al' at the end of words  Week 4 The sound /igh/ spelt with '-y' at the end of words  Week 5 Adding -ies to nouns and verbs ending in -y  Week 6 Common Exception Words	Week 1 Adding –ed, -er and –est to a word ending in –y with a consonant before it  Week 2 Adding –ing to a word ending in –y with a consonant before it  Week 3 Adding –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it  Week 4 Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant after a single vowel  Week 5 The sound /or/ spelt 'a' before l or ll  Wek 6 Common Exception Words	Week 1 The sound /u/ spelt with 'o'  Week 2 The sound /ee/ spelt with '-ey'  Week 3 The /o/ sound spelt with 'a' after w and qu  Week 4 The stressed /er/ spelt with 'or' after w and the sound/or/ spelt 'ar'after w  Week 5 The sound /zh/spelt 's'  Week 6 Common Exception Words	Week 1 The suffixes –ment, -ness and -ful  Week 2 The suffixes –less and –ly Week 3 Words ending in -tion  Week 4 Contractions  Week 5 The possessive apostrophe  Week 6 Common Exception Words	Week 1 Homophones and near homophones  Week 2 Homophones and near homophones  Week 3 Homophones and near homophones Conjunctions  Week 4 Months of the year/time  Week 5 Months of the year/time  Week 6 Question words SPaG terms					
Handwriting	Year 1 – introduce capital letters formation and cursive lowercase, starting from the line. Year 2 – joining handwriting, using horizontal and diagonal strokes needed to join letters										



### Fiction – The Sequence

The Book of Hopes (My favourite Game) revision from FS to Y1 focusing on simple sentence structure but with scope of stretching the Y2's with noun phrases, tense and verbs. This is a story about what an imaginary character does in the real world, and this leads to the story Daisy Doodles which is a character adventuring into fantasy world (cycle B). Boa's Bad Birthday leads on from the Book of Hope, as it builds on the grammar such as moving into compound sentences and using 'but' for contrast.

The traction man is the first-time children will see the progressive verb form. This is revisited in cycle B with Mrs Armitage and the big wave. The fiction stories in summer one 'Augustus and his Smile' and Mrs Armitage and the big wave' across the two cycles have been selected with LA moderation in mind. In Cycle B autumn 1, Don't Spill the Milk is linked to the Geography long enquiry.

Traditional tales are taught in both cycles the 'Three Little Pigs in cycle A and 'Little Red Riding Hood.'

### Non-Fiction – The Sequence

Weather text in Autumn 1 cycle A links to the wider curriculum of Geography. It builds upon the grammar when teaching the book of hopes, moving from single clauses to multi clause sentences but again recaps on capital letters and full stops which is appropriate for this time of year. In KS1 the non-fiction elements are linked to non-chronological reports and instructions. Reptiles book links to Science in Spring 1 Cycle A and Transport links to the wider curriculum area of Geography where children will using their knowledge of location and map work to create a text in the style of the model text. The text Outdoor Wonderland links to the wider curriculum area of Science – studying plants. Children will be recap statements and command and further develop their knowledge of questions and exclamations building up to knowledge of the four different sentence types. It is an instructional text that teaches the progressive form. When looking at The Slime book which is in cycle B children will be exposed to statements and commands, noun phrases to describe and specify Hot and Cold Book is linked to everyday materials in Autumn 2 cycle B. The Ocean book links to Geography. The penguins link to wider curriculum of Science and living things and their habitats. Amelia Arhart links to the History curriculum of significant people in the past.

### Poetry – The Sequence

Snow in the Garden poetry book comprises of traditional poems whereas The First Book of the Sea and Extraordinary Electric Ears is written by a modern author.