



Branston Locks



Primary and Nursery School

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English
Curriculum



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English Curriculum Intent



At Branston Locks Primary and Nursery School, our intent is to deliver a rich, inclusive and ambitious English curriculum that enables every child to become a confident communicator, fluent reader, and expressive writer. We believe that English is the foundation for success across the curriculum and a gateway to lifelong learning and enjoyment.

In line with the **National Curriculum for English**, we aim to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for pleasure and information.
- Acquire a wide vocabulary and an understanding of grammar.
- Write clearly, accurately and coherently for a range of purposes and audiences.
- Speak and listen effectively in a variety of contexts.

Phonics and Early Reading

We prioritise early reading through ELS, a systematic, synthetic phonics programme that ensures all children develop secure decoding skills. Daily phonics sessions begin in EYFS and continue through KS1, with targeted support for those who need it. Children are taught to blend sounds, recognise high-frequency words, and develop fluency through matched decodable texts.

Reading is celebrated across the school, with high-quality texts used to inspire curiosity, imagination, and a love of literature. We foster reading for pleasure through author studies, book corners, reading challenges, and regular library visits.

Handwriting and Presentation

Handwriting is taught explicitly and progressively, beginning with fine motor development and correct letter formation in EYFS. As pupils move through the school, they develop fluent, joined handwriting and take pride in the presentation of their work. Consistent expectations across subjects reinforce the importance of legibility and care.

Writing and Composition

Children learn to write for a range of purposes and audiences, using high-quality texts as models for structure, style and vocabulary. They are taught to plan, draft, revise and edit their writing, developing stamina and independence. Writing is purposeful and often linked to cross-curricular themes, allowing children to apply their skills in meaningful contexts.

Spelling, Punctuation and Grammar (SPaG)

Spelling is taught through a structured programme that builds on phonics knowledge and introduces spelling rules, patterns and exceptions. Grammar and punctuation are taught both discretely and through modelled writing, enabling pupils to understand how language works and how to use it effectively. Children are encouraged to apply SPaG knowledge in their independent writing and to reflect on their choices as authors.

Inclusive and Adaptive Practice

- We recognise that children learn at different rates and in different ways. Our English curriculum is adapted to meet individual needs through:
- Adaptive teaching and scaffolding.
- Targeted interventions for reading and writing.
- Inclusive texts and resources that reflect diverse experiences.
- Support for pupils with SEND and EAL to access and enjoy English.



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English Curriculum Implementation



At Branston Locks Primary and Nursery School, we implement our English curriculum through a carefully sequenced and inclusive approach that builds pupils' skills in reading, writing, speaking and listening. Our teaching is rooted in the National Curriculum and Early Years Foundation Stage Framework, ensuring progression, coherence, and high expectations for all learners.

Phonics and Early Reading

- **Systematic synthetic phonics** is taught daily in EYFS and KS1 using a validated programme, ensuring all children develop secure decoding skills.
- **Decodable books** are matched to pupils' phonics knowledge to build fluency and confidence.
- **Regular assessment** identifies pupils who need additional support, with targeted interventions provided to close gaps.
- **Reading for pleasure** is promoted through high-quality texts, author studies, and dedicated reading time.

Reading

- Whole-class reading sessions develop comprehension, vocabulary, and inference skills using rich and varied texts.
- Guided reading and individual reading support fluency and understanding at each child's level.
- Teachers model reading strategies and foster a love of literature through storytelling and discussion.

Writing and Composition

- Writing is taught through a **text-based approach**, using high-quality literature to inspire ideas, structure, and style.
- Pupils learn to plan, draft, revise and edit their writing, with explicit teaching of composition techniques.
- Writing tasks are purposeful and often linked to cross-curricular themes, encouraging creativity and real-world relevance.

Spelling, Punctuation and Grammar (SPaG)

- SPaG is taught both discretely and embedded within writing lessons.
- Pupils learn spelling rules, patterns and exceptions through a structured programme.
- Grammar and punctuation are introduced progressively, with opportunities to apply knowledge in authentic writing contexts.

Handwriting and Presentation

- Handwriting is taught explicitly from EYFS onwards, beginning with correct letter formation and progressing to fluent, joined writing.
- Pupils are encouraged to take pride in their presentation, with consistent expectations across subjects.

Adaptive Teaching and Inclusion

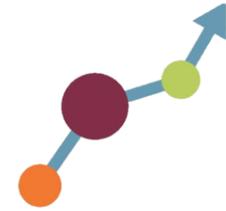
- Lessons are adapted to meet the needs of all learners, including those with SEND and EAL.
- Scaffolding, modelling, and targeted support ensure every child can access the curriculum and make progress.
- Teachers use formative assessment to identify misconceptions and adapt teaching responsively.

Assessment and Monitoring

- Regular assessment informs planning and identifies pupils needing additional support or challenge.
- Writing is moderated across year groups to ensure consistency and accuracy.
- Pupil progress is tracked against age-related expectations, with interventions in place where needed.



English Curriculum Impact



At Branston Locks Primary and Nursery School, the impact of our English curriculum is reflected in the confidence, fluency, and creativity our pupils demonstrate in reading, writing, speaking and listening. Through high-quality teaching and a carefully sequenced curriculum, children develop the skills they need to succeed academically and express themselves effectively.

What Impact Looks Like

- **Fluent readers:** Pupils read with accuracy, fluency and comprehension, and develop a lifelong love of reading.
- **Confident writers:** Children write clearly and coherently for a range of purposes and audiences, applying their knowledge of grammar, punctuation and spelling.
- **Effective communicators:** Pupils speak confidently, listen actively, and use language appropriately in a variety of contexts.
- **Independent learners:** Children take pride in their work, reflect on their progress, and demonstrate resilience and creativity.

Measuring Impact

- **Phonics screening and reading assessments** show strong progress in early reading and decoding.
- **Writing moderation** confirms that pupils are meeting age-related expectations and developing depth in composition.
- **SPaG assessments** demonstrate secure understanding and application of grammar, punctuation and spelling rules.
- **Pupil voice** reveals high levels of engagement, enjoyment and confidence in English.
- **Rigorous monitoring** shows progression in handwriting, vocabulary, structure and independence across year groups.

Long-Term Outcomes

- Pupils leave primary school with the literacy skills needed to access the wider curriculum and succeed in secondary education.
- Children understand the power of language and use it to explore ideas, express opinions and connect with others.
- All learners, including those with SEND and EAL, make sustained progress and achieve their potential.



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Phonics

Early Reading and Phonics are taught through the SSP, Essential Letters and Sounds. Children are taught each phoneme and its associated grapheme. Children begin to blend quickly as part of the scheme.

Children take home 3 reading books: one decodable book that is chosen carefully for their reading level, an online decodable book that they have already been exposed to in class/during Phonics teaching that week and a reading book for pleasure to share with their parents/carers.

When children reach Y2, a whole class reading approach is used.





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Spelling



Spelling Shed - The Science of Spelling



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Handwriting



Letter-join

At Branston Locks Primary and Nursery School, we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:

To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.

- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Expectations

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.



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Reading for Pleasure

Every classroom should have an area that celebrates books and reading – a ‘Book Nook’. Children should be encouraged to use this area and the class should also be encouraged to keep a journal of books they have read or texts they have shared.

All classes will visit the school library at least once a week and all classes will have a book shared with them during dedicated ‘Book time’ every day. Adults will read with confidence, expression and enthusiasm, utilising echo reading techniques to ensure children understand the importance of prosody.

All children take at least 2 books home per week.

In Reception and Year 1, one of these books is a decodable text that has already been read in class. This book should be read to an adult by the child.

The second book is chosen from the library during the class library session. This book is to share and could be read by either the child or an adult.

When a child reads at home, an adult should note or comment in their Reading Record. As the child progresses into KS2, they will be encouraged to keep their own logs.

Rainbow Readers:

As children’s Reading Records fill, they will be rewarded with coloured badges associated with the number of times they have read. The badges can be displayed on their book bags.

Red = 50

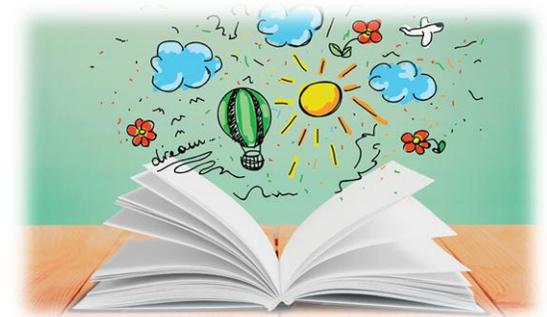
Orange = 100

Yellow = 200

Green =

Blue =

Purple =





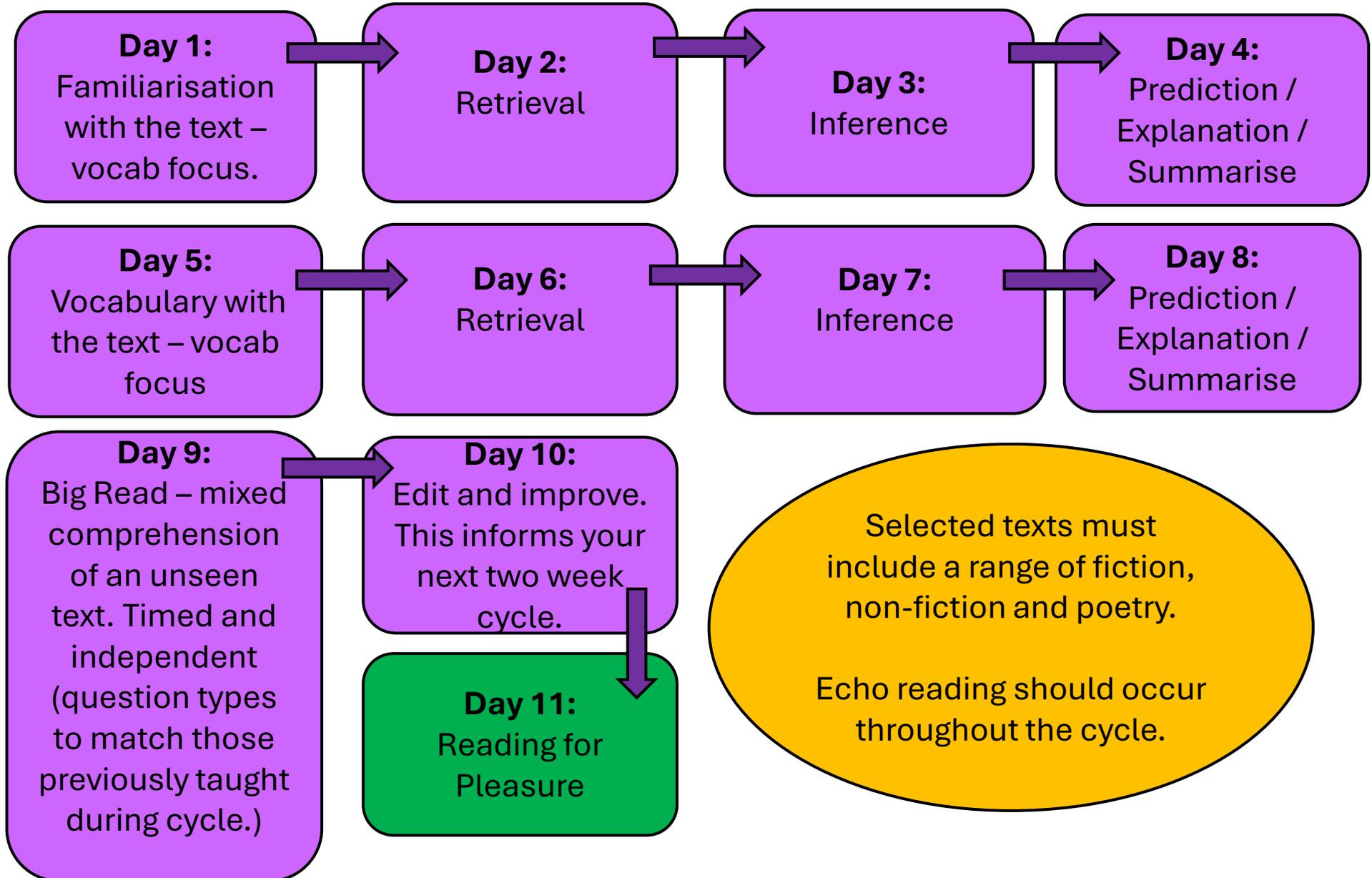
Reading Y2-6 Overview of texts

Reading in Years 2 – 6 is taught using a whole class text over a two-week cycle. As the children progress and the books they read become longer, they may continue to read the book for an additional two week cycle.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	'Hodgeheg' by Dick King Smith	'Troll Stinks' by Jeanne Willis and Tony Ross	'Tin Forest' by Helen ward	'Fantastic Mr Fox' by Roald Dahl 'Tidy' by Emily Gravett	'Traction Man' by Mini Grey	'Einstein the Penguin' by Iona Rangeley & David Tazzyman
Year 3						
Year 4						
Year 5						
Year 6						



Year 2 -6 Reading Cycle





Early Years (Nursery): Story Dough

Story Dough ensures that language, fine motor skills, mark making and imagination is part of the child’s daily diet. It is based around a set text or tale or visual stimulus and it encourages creativity and develops vocabulary through focused talk.

Story dough enables children to be curious and creative and it is a joyful experience for all. It consists of six ‘Mini Moments’ within the provision, led by an adult. All Nursery staff are trained in the delivery of ‘Story Dough.’ Outcomes are related to the children’s use of vocabulary and development of the following areas: Communication and Language as well as PSED, PD and Literacy. Maths talk is also encouraged throughout the process.



THE SIX MINI MOMENTS



	MINI MOMENT 1	MINI MOMENT 2	MINI MOMENT 3	MINI MOMENT 4	MINI MOMENT 5	MINI MOMENT 6
WHAT	GATHER TOGETHER AND WAKE UP THE PLAYDOUGH	WARM UP THE PLAYDOUGH	STORY DREAM: MAKE CHARACTER, CHAT AND MAGIC	STORY DREAM: MAKE INVENTION, CHAT AND MAGIC	MAKE THE GREAT BIG BUTTON OF ULTIMATE DOOM	SING GOODBYE TO THE PLAYDOUGH
HOW	CHOOSE THE RHYME TO WAKE UP THE PLAYDOUGH	CHOOSE THE WORDS TO SPRINKLE	CHOOSE YOUR CHARACTER AND THE CODE	CHOOSE YOUR INVENTION AND THE CODE	CHOOSE WHAT TO SAY TO MAKE THE BUTTON WORK	CHOOSE THE RHYME TO SAY GOODBYE TO THE PLAYDOUGH
TIME	1 MINUTE	1 MINUTE	3 MINUTES	3 MINUTES	1 MINUTE	1 MINUTE





Reception and Y1 (Autumn term): Drawing Club

Branston Locks Primary - Reception – Drawing Club Writing Approach

Why Drawing Club?

To excite children with the magic world of tales and story, whilst enriching their language skills, developing their fine motor skills and love of writing. It immerses children into a world full of imagination where anything can happen and often does. It develops a wide range of skills across the whole curriculum, particularly focusing on marking making and mathematics. Children's creative streaks are enhanced as well as their ability to share ideas and skills. It provides an age-appropriate approach that is highly engaging.

How we deliver Drawing Club?

Mini moment 1	10 minutes altogether on Carpet Kingdom	'Get Up, Stand Up' – sharing rich vocabulary every day introduced in a contextual way.
Mini moment 2		A blend of books, tales and animation are shared.
Mini moment 3		Modelling drawing of the character, setting and adventure time ideas through the 3 M's. Modelling writing through a 'code.' See progression below. Reading developed by adding keywords. A 'code' is added, linked to Maths. What number will you do? Show examples – write 8 and draw two windows with a total of eight – " <u>ohh</u> look, double four."
Mini moment 4	Groups rotate throughout the session	Drawing Club groups of up to six children exploring story through drawing and writing using the 3 M's and taking stories on an adventure. The role of the teacher is building confidence in pace with each child so that they are emotionally connected to what they're doing.





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Reception and Y1 (Autumn term): Drawing Club

Writing codes are modelled.

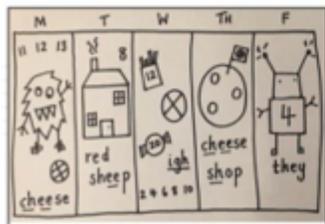
Across the year the codes build on progressive steps towards the end outcome of writing sentences.

DRAWING CLUB CHARACTER SPELLS

GROW 100 TIMES ITS SIZE
TURN INTO SOMETHING DISGUSTING
SHRINK
TURN INTO A CHICKEN
MAKE THEIR TUMMY RUMBLE
FLOAT AWAY

Get-Up-Stand-Up Vocabulary

GOBBLE	CHOMP
DESTROY	LEAKING
IGNORE	SPLATTER
FIERCESOME	ASTONISHED



The 3 M's

Making conversation:

Talking confidently, using new vocabulary, listening, sharing ideas, having conversation, back and forth, collaborating, respecting and helping one another.

Mark Making:

Writing at the cusp of confidence, reading with interest, developing phonic knowledge, discovering the art of messaging, increasing fine motor control with purpose.

Mathematics:

Drawing is full of mathematical opportunities – counting, comparing, adding, taking away, dividing, numeral writing and recognition – all the time building confidence through purpose.



Reception and Y1 (Autumn term): Drawing Club

Drawing Club is designed to encourage a love of writing. It develops language and creativity and anything goes! The children exposed to quality texts, tales or visual stimuli and then they investigate aspects of the text throughout the week. Every day, they are expected to practice writing their full name, mark making through drawing and sentence structure is modelled and taught to ensure that basic punctuation and sentences that make sense are composed. Modelling of the drawing always includes **using 3Ms** (making conversation; mark making; maths).

Day 1	Day 2	Day 3	Day 4	Day 5
Character focus	Setting focus	Adventure time	Adventure time	Adventure time

Staff delivering Drawing Club have received relevant training in its implementation. Outcomes are designed to be in line with the Early Years Foundation Stage Profile and National Curriculum expectations for Year 1.

[Suggested Texts.docx](#)





Reception and Y1 (Autumn term): Drawing Club

Reception outcomes overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Labelling their pictures with initial sounds. Write their name with each piece of work.	Writing CVC words based on their picture. Name writing.	Phrases and captions based on their picture. Name writing.	Simple sentences. Name writing including surname.	Independent simple sentences (ELG). Name writing including surname.	2 simple sentences or a sentence with a connective. Name writing including surname.

Year 1 outcomes overview

Autumn 1	Autumn 2
2 simple sentences or a sentence with a connective. Name writing including surname.	Use plural noun suffixes -s and -es

Year 1 follow KS1 Writing Cycle from Spring onwards

[Suggested Texts.docx](#)





EYFS Nursery and Reception Writing Progression

Year/Term	Composition (Ideas & Meaning)	Spelling / Phonics	Handwriting & Motor Development
Nursery Autumn 1	<ul style="list-style-type: none">• Makes marks as they draw and paint.• Gives meaning to marks and pictures.• Talks about their drawings and what they represent.	<ul style="list-style-type: none">• Enjoys listening to rhymes and songs.• Begins to notice environmental sounds.	<ul style="list-style-type: none">• Explores mark making with large movements.• Uses whole arm movements.• Mark makes large circles, lines, spirals.
Nursery Autumn 2	<ul style="list-style-type: none">• Uses marks, pictures and symbols to represent ideas.• Begins to distinguish between drawing and writing.	<ul style="list-style-type: none">• Joins in with familiar rhymes.• Begins to hear initial sounds in words.	<ul style="list-style-type: none">• Makes controlled lines and circles.• Explores different tools (crayons, chalk, paint).• Developing hand strength through play.
Nursery Spring 1	<ul style="list-style-type: none">• Begins to add meaning to marks in play (e.g. labels in role play).• Talks about what their writing says.	<ul style="list-style-type: none">• Notices initial sounds in own name and familiar words.• Develops awareness of print in the environment.	<ul style="list-style-type: none">• Uses one-handed tools with increasing control.• Begins to use a preferred hand.• Mark makes arches and anticlockwise movements.
Nursery Spring 2	<ul style="list-style-type: none">• Makes purposeful marks to represent words or messages.• Shows interest in writing names and familiar words.	<ul style="list-style-type: none">• Begins to distinguish between sounds in words.• Listens for rhythm and syllables in spoken words.	<ul style="list-style-type: none">• Draws lines and shapes with more control.• Developing fine motor strength (threading, dough, tweezers).
Nursery Summer 1	<ul style="list-style-type: none">• Attempts to write own name or familiar letters.• Uses letter-like shapes and some recognisable letters.	<ul style="list-style-type: none">• Recognises some letters from own name.• Begins to link sounds to letters informally.	<ul style="list-style-type: none">• Begins to form some recognisable letter shapes.• Increasing control of pencil grip (not yet secure).
Nursery Summer 2	<ul style="list-style-type: none">• Writes meaningful marks and some recognisable letters.• Can explain what their writing means.	<ul style="list-style-type: none">• Hears and identifies initial sounds in words.• Begins to orally blend and segment simple words.	<ul style="list-style-type: none">• Uses small tools with increasing precision.• Holds pencil with more control and intention.• Ready for Reception handwriting expectations.

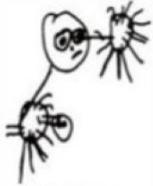
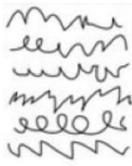
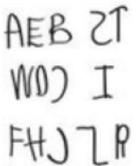


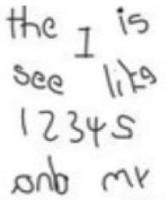
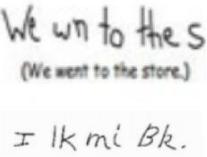
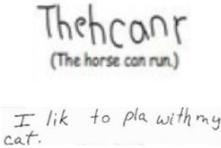
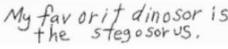
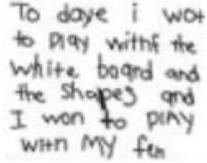
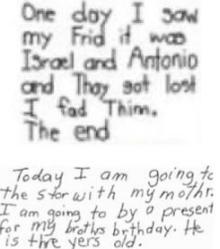
EYFS Nursery and Reception Writing Progression

Year/ Term	Composition (Ideas & Meaning)	Spelling / Phonics	Handwriting & Motor Development
Reception Autumn 1	<ul style="list-style-type: none"> • Talks to link ideas, clarify thinking and feelings. • Begins to write initial sounds in words. 	<ul style="list-style-type: none"> • Orally segments CVC words (e.g. c-a-t). • Says initial sounds in most words. 	<ul style="list-style-type: none"> • Draws lines and circles. • Forms some recognisable letters from own name. • Copies/writes own name from a name card.
Reception Autumn 2	<ul style="list-style-type: none"> • Segments CVC words and attempts to write using taught sounds. • Writes short phrases with support (e.g. <i>the cat</i>). 	<ul style="list-style-type: none"> • Understands sound-symbol correspondence. • Identifies known letters to match initial sounds (Phase 2). • Matches some Phase 2 GPCs. 	<ul style="list-style-type: none"> • Forms letters from own name correctly. • Begins forming recognisable Phase 2 letters. • Writes left to right, top to bottom. • Developing comfortable pen grip.
Reception Spring 1	<ul style="list-style-type: none"> • Orally composes a 4–5 word phrase and holds it in memory. 	<ul style="list-style-type: none"> • Orally segments and writes VC and CVC words independently. • Begins using Phase 3 digraphs. 	<ul style="list-style-type: none"> • Retraces vertical lines. • Improves anticlockwise movements. • Begins to control letter size. • Modelling a tripod grasp.
Reception Spring 2	<ul style="list-style-type: none"> • Writes short captions/phrases independently (4–5 words). • Begins to write a simple sentence with support. 	<ul style="list-style-type: none"> • Spells words using Phase 2 and some Phase 3 digraphs. • Spells some HFWs (e.g. <i>the, to</i>). 	<ul style="list-style-type: none"> • Holds pencil effectively to form recognisable lowercase letters. • Begins to use capital letters. • Clear ascenders and descenders. • Uses spaces between words.
Reception Summer 1	<ul style="list-style-type: none"> • Reads own writing back to themselves. 	<ul style="list-style-type: none"> • Makes phonetically plausible attempts at unfamiliar words. 	<ul style="list-style-type: none"> • Writes more capital letters correctly.
Reception Summer 2	<ul style="list-style-type: none"> • Writes short sentences using capital letters and full stops. • Writes for different purposes (lists, stories, instructions). 	<ul style="list-style-type: none"> • Spells words independently using Phase 2–4. • Spells HFWs (e.g. <i>he, she, we, be, me</i>). 	<ul style="list-style-type: none"> • Uses pencil confidently with clear letter formation. • Forms some capital letters correctly. • Uses finger spaces independently.



Early Writing Progression

Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols	Letter strings move from L to R and move down the page	Separated by spaces to resemble different words	Picture tells a story to convey message
						

Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of common exception words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
Awareness of print, copied from surroundings.	Beginning and ending letters are used to represent words.		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	
						



The KS1 and KS2 Writing Cycle

English in Year 1 is taught using Drawing Club in the Autumn term before leading to direct teaching, guided and independent groups and continuous provision in the Spring and Summer term.

As the children progress into Spring term and onwards, English taught as a discrete subject through a genre-based focus, using short texts to support learning. The teaching and learning of writing adheres to the Branston Locks writing cycle and is focussed on genre and audience. Texts and stimuli should be chosen carefully to link with current learning and / or children's interests. Each step may take a differing amount of time and class teachers will plan effectively to plan for mastery without sacrificing pace.

On the following page is the general sequence of an English unit, with each year group from Year 1 (Spring Term onwards – Year 6 adapting this to the needs of their class).



The Writing Cycle

Step 1: Pre assessment and Hook.

Children should complete the Pre-task in 10–15 minutes with minimal input, while teachers record assessment notes to guide future planning. Then familiarisation of the model text and features will take place. Read the text together, label it and share opinions working well

Step 2: Reading Children explore the genre and key text, focusing on Tier 2 and Tier 3 spellings within the model text. Lessons include comprehension strategies, opportunities for oracy, retelling sections of the story, and understanding the structure. Pupils become familiar with the genre and its key language and structural features, using the model text as the foundation for the next stage of learning.

Step 3: Modelled Writing

Teachers will model writing a similar text, changing one feature such as the character or setting, while explicitly demonstrating the key language and structural features identified in the pre-assessment. This modelling will be closely linked to the focus text and expected standard.

Step 4: SPaG skills

identified from the pre-assessment will be taught through writing rather than as stand-alone lessons, with children practising key features through short grammar and application tasks. KS2 pupils will write sections of the genre, gathering vocabulary and applying these skills towards their final piece.

Step 8: Publish A final best piece, where children pull everything together – improving their last draft and publishing it onto their final piece paper. After each final task, teachers will use these to identify areas of strength and next steps, based on each child's writing TAF.

Step 7: Edit using **purple pen?** the children will edit and improve their writing using the checklist and feedback to support.

Step 6:

Writing Shared writing sessions should model creating the genre. The duration of these sessions will depend on the genre, topic and class. Children will draft the text in parts and edit during feedback sessions.

Step 5: Planning- plan writing-

To plan a _____.
During these lessons, the children should plan what the writing will be about e.g. paragraph one, two ect. The children may also add detail about the different language features they need to add within their writing.



Key Stage 1: Writing Long Term Overview

		Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1		Summer 2	
Year 1	Text	Drawing club		The Owl Who was Afraid of the Dark by Jill Tomlinson	The Proudest Blue by Ibtihaj Muhammed	Rain Before Rainbows by Smriti Halls and David Lichfield Poem	Somebody Swallowed Stanley by Sarah Roberts Report: Sea animals	The Invisible by Tom Percival	Coming to England by Floella Benjamin	The Search for the Giant Arctic Jellyfish by Chloe Savage	Look Up by Nathan Bryan and Dapo Adeola
	Genre			Character description	Diary entry	Poetry (Simple rhyming)	Report: Sea animals (simple non-fiction)	Setting description	Letter writing: Adventure story	Fiction: A journey story	Instructions – How to watch the night sky
	Word Level (how words are built, spelled and chosen)	Use nouns and verbs, begin to use adjectives, spell simple words using phonics	Use nouns, verbs and adjectives, begin to use suffixes (-s, -ed, -ing)	Identify nouns and verbs ; use simple adjectives ; spell common exception words; plural -s	Use nouns for people/places; verbs for actions/feelings; adjectives; past tense verbs -ed	Nouns linked to feelings/weather; adjectives; verbs; prefixes un- (unhappy); suffix -ing	Common nouns; adjectives; plural -s / -es ; topic vocabulary	Nouns for places; adjectives; verbs; expanded noun phrases orally; suffix -ing	Proper nouns; time words; verbs with -ed ; plural -s	Topic vocabulary; adjectives; expanded noun phrases ; plural -s / -es	Imperative verbs; nouns (stars, sky); adjectives; suffix -ing ; sequencing words
	Transcription (accuracy and physical writing skills)	Form letters correctly, leave spaces between words	Write sentences independently, use finger spaces consistently	Form lower-case letters correctly; finger spaces; capital letters	Correct letter formation; spacing between words	Write short lines clearly; spacing; capitals with support	Write labels and sentences; correct spacing	Legible sentences; capital letters	Increasing stamina; consistent spacing	Fluent sentence writing	
	Sentence Level & Grammar (how sentences are constructed)	Say a sentence before writing, write simple sentences, use <i>and</i>	Write extended sentences, use past tense, use <i>and</i> confidently	Write simple noun + verb sentences; say sentence aloud before writing	Write in past tense ; join ideas with and	Simple sentences/lines; present tense; and	Write factual sentences; present tense	Simple and expanded sentences; and ; present tense	Past tense sentences; varied sentence starters	Detailed factual sentences; present tense	Command sentences; present tense; and
	Punctuation (clear, standalone, easy to track)	Beginning to punctuate sentences using a capital letter and a full stop	Punctuate sentences using a capital letter and a full stop, mostly correct	Capital letters; full stops	Capitals; full stops; capital I	Capital letters; full stops	Capital letters; full stops	Capital letters; full stops	Capitals for names/places (proper nouns); full stops	Capital letters; full stops	Capitals; full stops; exclamation marks (shared)
	Text Level (Composition) (meaning, structure and purpose)	Use drawings to support ideas, write one clear sentence	Use drawings to plan writing, sequence ideas clearly	Describe a character using simple sentences; one idea per sentence	Recount events in order; include feelings	Compose a simple poem; use repetition; express feelings	Write simple facts; group information; headings with support	Describe a setting; choose details to match mood	Write a simple letter/postcard; sequence events	Organise information under headings; linked facts	Write instructions with title and steps; clear audience



Year Two: Skills overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word level	Segment spoken words into phonemes and record as graphemes (both single and multisyllabic words)	Segment spoken words into phonemes and record as graphemes (both single and multisyllabic words)	Spell longer words using suffixes such as -ment, -ness, -ful, -less, -ly (Root words ending in a consonant) Spell common exception words – see Y2 spelling list)	Spell longer words using suffixes such as -ment, -ness, -ful, -less, -ly (Root words ending in a consonant) Spell common exception words – see Y2 spelling list)	Use apostrophes for most common contracted words (don't, won't, I'll, I'm, won't) Spell words with different spellings Identify and use knowledge of homophones / near homophones (they're / their / there; here/hear; quite/quiet)	Use apostrophes for most common contracted words (don't, won't, I'll, I'm, won't) Spell words with different spellings Identify and use knowledge of homophones / near homophones (they're / their / there; here/hear; quite/quiet)
Transcription						
Sentence level and Grammar	Word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.	Word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.	Subordination (using when, if, that, because) and co-ordination (and, but, so, or) Expanded noun phrases for description and specification. Statements, commands and questions.	Subordination (using when, if, that, because) and co-ordination (and, but, so, or) Expanded noun phrases for description and specification.	Statements, commands, questions and exclamations. Co-ordinating conjunctions (and, but, so, or) Use present and past tenses correctly and consistently including the progressive form. Adjectives, adverbs and expanded noun phrases to add detail.	Statements, commands, questions and exclamations. Co-ordinating conjunctions (and, but, so, or) Use present and past tenses correctly and consistently including the progressive form. Adjectives, adverbs and expanded noun phrases to add detail.
Punctuation	Full stops, capital letters – most are correct and consistent. Use exclamation and question marks accurately to demarcate sentences.	Full stops, capital letters – most are correct and consistent. Use exclamation and question marks accurately to demarcate sentences.	Use capital letters for personal pronoun 'I' and for proper nouns.	Use capital letters for personal pronoun 'I' and for proper nouns.	Begin to use commas to separate items in a list. Use apostrophes to show possession.	Begin to use commas to separate items in a list. Use apostrophes to show possession.
Text level	Develop stamina for writing by writing for different purposes (real / fictional / own and others' experiences including simple narratives, poems and recounts.)	Develop stamina for writing by writing for different purposes (real / fictional / own and others' experiences including simple narratives, poems and recounts.)	Plan and discuss the content of writing (jotting ideas, oral rehearsal, planning structure, sentence by sentence) Evaluate writing independently, with peers and with teacher by making simple additions and corrections Write, from memory, simple dictated sentences.	Plan and discuss the content of writing (jotting ideas, oral rehearsal, planning structure, sentence by sentence) Evaluate writing independently, with peers and with teacher by making simple additions and corrections Write, from memory, simple dictated sentences.	Proof read to check for errors in SPaG Make changes, sometimes independently and sometimes in discussion with an adult to improve the effect and impact on writing.	Proof read to check for errors in SPaG Make changes, sometimes independently and sometimes in discussion with an adult to improve the effect and impact on writing.