WRITING OVERVIEW 2021 - 2022

Year 1

			Autumn								Spring								Summer							
			N	NF	N	N	N	N	N	P	V	N	N	N	N	NF	N	N	N	N	NF	N	NF	N	P
			My Summer Holidays	The Bee Book	Kipper's Toybox	Dogger	Beegu	The Man on the Moon	The Way Back Home	Space Poems	The Pluralator	The Queen's Hat	Dick Whittington	Trotsy and Tim visit London	The Pizza Princess	Pets	No Dinner for Anansi	The Blue Jackal	Jack and the Beanstalk	Anna's Amazing Multi-coloured Glasses	Sled to Sunflower	The Name Jar	Victorian Schools	Pinnocchio	School Poems
NATIONAL CURRICULUM IN ENGLAND STATUTORY REQUIREMENTS	SPOKEN LANGUAGE	Pupils should be taught to ask relevant questions to extend their understanding and knowledge	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
		Pupils should be taught to use relevant strategies to build their vocabulary	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√
		Pupils should be taught to articulate and justify answers, arguments and opinions	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
		Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
		Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
		Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
		Pupils should be taught to speak audibly and fluently with an increasing command of Standard English	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
		Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates	√	√	√	√	√	√	√	√		√	√	√		√	√	√	√	√	√	√	√	√	√
		Pupils should be taught to gain, maintain and monitor the interest of the listener(s)	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√
		Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others	√		√	√	√	√	√	√		√	√	√		√	√	√	√	√		√	√	√	√
		Pupils should be taught to select and use appropriate registers for effective communication	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	WRITING COMPOSITION	Pupils should be taught to write sentences by saying out loud what they are going to write about	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	
		Pupils should be taught to write sentences by composing a sentence orally before writing it	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
		Pupils should be taught to write sentences by sequencing sentences to form short narratives.				√			√				√	√				√	√	√		√		√	
		Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	
		Pupils should be taught to discuss what they have written with the teacher or other pupils	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	
		Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	
	WORD	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.		√							√					√				√	√				
		Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g.helping, helped, helper).				√	√	√				√	√	√				√							
		How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]															√		√					√	
	SENTENCE	How words can combine to make sentences.	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	
		Joining words and clauses using 'and'.		√	√							√	√	√			√	√	√	√					
	TEXT	Sequencing sentences to form short narratives.				√			√			√	√	√					√	√		√		√	
	PUNCTUATION	Separation of words with spaces.	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	
		Introduction to capital letters, full stops, question marks and exclamation marks to demarcate	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
		Capital letters for names for the personal pronoun 'I'.	√		√	√	√	√	√			√	√	√			√	√	√		√	√	√		