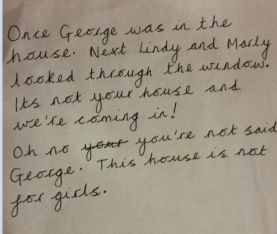
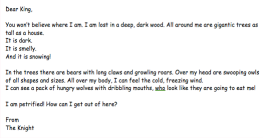
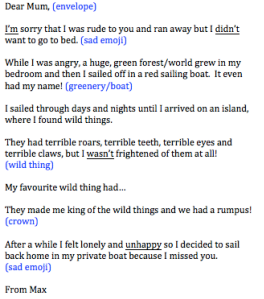


Writing Curriculum Overview

	Writing to Entertain		Writing to Inform	Writing to Persuade	Writing to Discuss	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>‘This is Our House’ Sentence/ Story Writing</p> <ul style="list-style-type: none"> I can sit correctly at a table, holding a pencil comfortably and correctly I can say out loud what I am going to write I can construct a sentence orally before writing it. I can check my sentence makes sense. (I know what a sentence needs noun, subject, verb) I can use finger spaces between words. I can begin to use capital letters and full stops <p>WAGOLL</p> 	<p>‘The Three Little Pigs’ Letters</p> <ul style="list-style-type: none"> I can include a question in my letter I can punctuate with a question mark I can use capital letters full stops I can use finger spaces My sentences make sense. I can use my sounds to help me spell <p>Story Opener</p> <ul style="list-style-type: none"> <i>I can include story language</i> <i>I can use capital letters full stops</i> <i>I can use finger spaces</i> <i>My sentences make sense.</i> <i>I can use my sounds to help me spell</i> <p>WAGOLL</p>	<p>‘The Kiss That Missed’ Writing in Role/ Description</p> <ul style="list-style-type: none"> Write in role/ first person USE SOUNDS Use connectives Describe feelings Describe surroundings <p>WAGOLL</p>  <p>‘Jack and the Beanstalk’ Story Writing</p> <ul style="list-style-type: none"> Write in past tense, use story language To use story connectives – display on learning wall – once, one morning, But, So, unfortunately, early next morning, To his amazement, USE SOUNDS, finger spaces, punctuation Use exclamation marks and question marks in writing. Use co-ordinating 	<p>WORLD BOOK DAY BOOK FOCUS</p>	<p>‘Where the Wild Things Are’ Wanted Poster/ Character Descriptions</p> <ul style="list-style-type: none"> Write past tense To use BOYS – display on learning wall – but/because/so/or and USE SOUNDS, finger spaces, punctuation Use exclamation marks and question marks in writing. Use exclamation sentences. Use prefix ‘un’ and suffix ‘ed’ Descriptive language – noun phrases, MA use different words for said. <p>WAGOLL</p> 	<p>‘One Day on our Blue Planet’ Non- Chronological Report</p>

Writing Curriculum Overview

'Beegu'

Diary/ Recount

- Adjectives to describe Beegu and use in poster.
- Write in role/ first person - Recount
- USE SOUNDS
- Use connectives - because
- Describe feelings - adjectives
- Describe surroundings (Reds) – recount/letter
- Capital letters and full stops

WAGOLL

Dear Mum,

Today I landed on a strange planet. There was nobody around. I felt so lonely.

Then I was delighted to find a box of beautiful puppies. I lay down with the soft cuddly puppies and fell asleep.

At that moment a man threw me out. I was all alone again but then something amazing happened.

Next I saw the children in the playground and they played with me nicely. We had a lot of fun together.

Finally they said goodbye to me and they gave me a magic hoop.

I saw my spaceship coming. I was home at last. I was exhausted from my long day.

From Beegu

Have you seen this missing person?
Beegu has gone missing from Coopers Lane. She was last seen wandering the corridors of the KS1 building looking lost and afraid.

We believe Beegu crashed on our planet by accident. Beegu is 2 feet tall and is bright yellow. She has three beady eyes and droopy ears that light up when she is happy. She loves to play with children and young animals.

We urgently need to find her and reunite her with her parents.

If you have any information please, contact this number: 07986 43333

Once upon a time there were three little pigs who wanted to live alone.

The first little pig built a house of straw. The second little pig built a house of sticks. The third little pig built a house of bricks.

Unfortunately, along came a big bad wolf. "Little pig, little pig, let me come in."

"No, I will NOT let you in," said the first pig...

So, the wolf huffed and he puffed and he blew the house down. The first little pig ran and ran, all the way to his brother's house.

Then the wolf came to the house of sticks. "Little pig, little pig, let me come in."

"No, I will NOT let you in."

So, the wolf huffed and he puffed and he blew the house down. The two little pigs ran and they ran, all the way to their brother's house.

Next the wolf came to the house of bricks. So, the wolf huffed and he puffed and he puffed and he puffed but he could not blow the house down. The wolf was angry, so he climbed onto the roof and went down the chimney. But, he landed in a pot of hot water. BOOOOO!

Finally, the wolf went out of the house and was never seen again.

'Gorilla'

Instructions

- use time adverbials
- use imperative verbs
- Simple sentences – what do they need? (subject, noun, verb)
- Begin to use and for compound sentences.
- Coordinating conjunctions 'and'.
- Punctuating sentences with capital letters and full stops.
- Finger spaces
- Must – Use time adverbials and imperative verbs.
- Should – Use time adverbials and imperative verbs, capitals and full stops.
- Could - Use time adverbials and imperative verbs,

conjunctions, but, because and

- Use similes
- Descriptive language – noun phrases, MA use different words for said.

WAGOLL

JACK AND THE BEANSTALK WAGOLL:-

Once there lived a boy called Jack who lived with his mother. They were so poor, they never had enough to eat.

One morning they had nothing left at all. "You'll have to take the cow to the market and sell her," said mother.

On the way, Jack met a strange little man. He offered Jack five, wrinkly, beans in return for the cow. "I need money not beans!" shouted Jack angrily.

But the man promised Jack the beans would grow into a beanstalk as tall as a giant.

So he gave the cow away and off he ran home.

Unfortunately when he got home he was in trouble.... Big trouble!

'The Robot and the Bluebird'

Story Writing

- Using co-ordinating conjunctions
- Using noun phrases.
- Using progressive form for verbs
- Exclamation sentences.
- Conjunctions (BOYS)
- Using prefix un-
- Begin to use contractions and understand how to use apostrophes.
- Use exclamation marks.
- To begin to use inverted commas to mark direct speech.

WAGOLL

Once upon a time there was a lonely Robot who had a broken heart. The other robots tried to fix him but they couldn't.

So they sent him to the scrap heap/ dump. He sat there for days and months and years/ a long time. He felt so alone/ hurt/ miserable.

One day, a Bluebird came flying by and fell asleep in the Robot's empty heart. "I'm flying south but I'm too cold and tired to go any further," said the Bluebird. "I have a space in my heart, you can sleep in there" replied the Robot.

The Robot decided to carry the Bluebird south, so they travelled over the snowy mountains and through the blizzards.

Finally they found a place where the sun shone and the Bluebird flew away singing.



Unfortunately the robot could go no further and said to the Bluebird "Make your home in my heart". With the birds all around him and the sun shining down, he was at peace.

The End

Writing Curriculum Overview

		<p>capitals and full stops and compound sentences</p> <p><u>WAGOLL</u></p> <p><u>Letters to Santa</u></p> <ul style="list-style-type: none"> • I can use my sounds in my writing. • I can understand terms plural and singular • I can use suffix s and es correctly. • I can use dear and from. • I can use capital letters and full stops in my writing. <p><u>WAGOLL</u></p>				
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Writing Curriculum Overview

<p>Year 2</p>	<p>‘How to Find Gold’ Setting Description</p> <ul style="list-style-type: none"> I can write a story with a beginning, middle and end. I can use story language. I can include characters in my story. I can use conjunctions to join two ideas together (and, but). I can punctuate my work correctly. <p>WAGOLL</p>  <p>Mary Seacole (BHM Focus)</p> <p>Diary</p> <ul style="list-style-type: none"> I can write a diary entry. I can use first person. I can include imperative verbs. I can use adverbs and adjectives I can punctuate my work correctly. <p>WAGOLL</p>	 <p>‘The Lonely Beast’ Newspaper</p> <ul style="list-style-type: none"> I can include a headline, an introduction, an image and caption and a persuasive section. I can write in the past and present tense correctly and consistently. I can punctuate my work correctly. I can use simple conjunctions to link subordinate and co-ordinating clauses. I could include a quote. <p>WAGOLL</p> <p>Imani was a young, sweet girl with beautiful, soft hair. She lived in a small, friendly village in Zimbabwe. The people in the village were full of sadness as there had been no rain in the village for weeks. The crops were not growing, there was no water to drink and the cows could not be milked as it was too hot. It was too hot to ride the horses, it was too hot to walk to school and it was hot to even speak!</p> <p>In the morning, Imani's dad told her to go up to the mountain and tell the sky the saddest thing she knew. She told the sky that there was no rain, no crops were growing, and it was too hot to ride the horses. She told the sky it was too hot to walk to school, it was too hot to speak and it was too hot to walk to school. Imani wouldn't stop until the rain listened to all her worries. After a while it started to rain. So Imani ran back down the mountain as fast as a race car!</p> <p>When Imani arrived home her mum said "wow Imani look at all this rain". Imani replied "Yes now we'll be able to have water and food". A smile spread across Imani's face as she knew she had saved her village.</p> <p>African Animal Poetry Poetry WAGOLL</p> <p>I have a long, thin neck I have a swishy, rough tongue I am tall, graceful, fast and beautiful I live in the vast, warm savannah I roam the enormous, grass plains of South Africa I am an omnivore and munch on juicy, smooth leaves I am afraid of lions who are my predators. Who am I?</p>	<p>‘Lila and the Secret of the Rain’ Narrative</p> <ul style="list-style-type: none"> I can write a story with a beginning, middle and end. I can use time adverbials. I can include characters in my story. I can use expanded noun phrases. I can use adjectives/clap, clap, thing/ adverbs. I can use conjunctions to join two ideas together (and, but, because, so). I can punctuate my work correctly. <p>WAGOLL</p> <p>African Animal Poetry Poetry WAGOLL</p> <p>I have a long, thin neck I have a swishy, rough tongue I am tall, graceful, fast and beautiful I live in the vast, warm savannah I roam the enormous, grass plains of South Africa I am an omnivore and munch on juicy, smooth leaves I am afraid of lions who are my predators. Who am I?</p>	<p>WORLD BOOK DAY BOOK FOCUS</p> <p>The Lion King Narrative</p> <ul style="list-style-type: none"> P1 – Describe character and setting (using 2a or 4a sentences + -est suffix). P2 – The two animals get lost, they find themselves in the elephant's graveyard, describe the graveyard. (Preposition sentence starters, adjectives) P3 – They see a hyena and run back home. (TAPS sentence starters, time adverbial sentence starters, suffixes) <p>WAGOLL</p> <p>I'm Ayo the coolest antelope in Pride Rock. I have black and white stripes and a long, swishy tail. I'm playful and adventurous. My best friend is Simba, he's going to be the King of the Jungle. Pride Rock is an amazing place to live. It has old, green grass and warm, softening air. There's sparkling, delicious water in the watering hole and large, strong roots to climb up. The animals love to feel the steady rain, shining on their backs. Let me tell you of a funniest time when I left the magical place.</p> <p>A long, long time ago I was playing with Simba far away from my mother. In the distance, I saw a beautiful, elegant butterfly on fast Simba we should go and follow it. Proudly we chased the butterfly through the green, leafy trees and the across the meadows. Biting their noses. Suddenly I realised I was very far from home. I was in an elephant's graveyard! I could smell the damp, misty air surrounding me. I could hear the whispering, whistling breeze.</p> <p>As loud as a thunderstorm I heard a howl. I turned quickly and saw the scariest hyena I had ever seen. I felt helpless and fearful. I ran as fast as a rocket back through the trees and knew that I was heading back towards Pride Rock. As soon as we arrived home, Simba and I ran into our mother's arms and knew we were safe. We would never go back to that elephant's graveyard.</p>	<p>‘Man on the Moon’ Narrative</p> <ul style="list-style-type: none"> I can include a description I can include reasons why my items special to me. I can use full stops, capital letters and exclamation marks I can use the present/past tense consistently I can use conjunctions and give reasons I can use similes <p>WAGOLL</p> <p>Launch Day Recount Recount</p> <ul style="list-style-type: none"> I can include a description I can sequence events. I can use past tense consistently I can use who, what, where, why, when to explain the lunch day I can use full stops, capital letters and exclamation marks <p>WAGOLL</p> <p>Space Poetry Poetry</p>	<p>Time Travel Story</p> <ul style="list-style-type: none"> P1 – Introduce character and setting. List the photos of places that your character wants to go to. P2 – How do they find themselves in a different place? What do they see? P3 – How do they get back home? How do they feel when their back home? <p>WAGOLL</p> <p>Stoned and confused, I sat in my dark, cold room waiting for my friends to appear. I reached down into my secret treasure box and pulled out my favourite possessions. My favourite photo of my dear mum and dad, a picture of the Sphinx from Egypt that I had cut out of an old newspaper and an old toy dog that my father had bought me. We used to pretend we were sailing on the high seas together! I dreamt of one day going to these places for real.</p> <p>Carefully and cautiously, I crept into the old shed where I had been building a time machine! I wished I could take me to Egypt or on board a sailing ship to America. As I crossed the garden my dog was waiting for me. I realised I was in Egypt and I could hear the call of the sphinx, golden sphinx and the beautiful, elegant Pyramids. I could feel the hot, golden sand between my toes. I was wonderful! Suddenly, I was on board a massive ship sailing to America. The boat rocked from side to side as we sailed across the dangerous waves.</p> <p>Happy and joyful, I woke up in my small, old bed. Although my room is still old and dirty, I felt peaceful after my wonderful adventure. I drew a picture of Egypt and the ship. There had in my treasure box so that I could remember it forever.</p>
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Writing Curriculum Overview

	<p>Dear Diary,</p> <p>Yesterday I arrived at my new, tiny hospital hut. As I walked through the door I could see the rusty, small beds in rows. Filling the air was the smell of sweet, perfumed flowers and the scent of fresh clean bedding. I walked into the hut a little further and could hear the sound of the springy, creaky beds and the little mumble of soft, gentle voices.</p> <p>Suddenly a wounded man entered the hut. He had a huge, red bump on his forehead. Gently, I laid him onto the bed.</p> <p>First I grabbed my pestle and mortar and I began to squeeze firmly the aloe into my bowl. I stirred the ingredients quickly. I then softly rubbed on the lotion. Thankfully the man felt a lot better. Let's see what tomorrow brings.</p> <p>Mary x</p> <p>‘The Snail and the Whale’ <u>Narrative/ Recount</u></p>		<p>Walking through the dusty, vast grassland as quiet as a mouse Looking with his bright, big eyes Running with his fast, strong legs Eating his delicious, tasty dinner as quick as a flash Chewing the mouth-watering meat Sleeping in the warm, scorching savannah as hot as the sun Swishing his long, soft tail</p>		<ul style="list-style-type: none"> • I can identify rhyming words • I can describe how a poem makes me feel by using my senses. • I can recite a poem • I can write words relating to space poetry. <p><u>WAGOLL</u></p>	
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Writing Curriculum Overview

	<p>Later that day, Tony and his dad went home and took the precious, squeaky wagon to their garden. They both closed their eyes and went on one final adventure before the sun set. Tony looked up above and he found himself soaring rapidly into the sky as fast as a rocket. Tony and his dad both had supersonic jet packs on and realised they were both flying high into the sky. Above the clouds, there were majestic, beautiful doves flying freely and bright, colourful butterflies doing somersaults in the air. Below their feet, they noticed stars with enormous, agar like bushes and minuscule, sparrows dancing through the evening sky. Tony and his dad thought the clouds looked like giant cottonfloss and they bounced happily from one cloud to another.</p> <p>All of a sudden, Tony and his dad heard a loud, vicious buzzing sound. Tony froze in the air and his palms began to sweat. In the distance, they noticed a swarm of menacing, angry wasps darting towards them. Tony's brain began to fill with worry and he looked behind him to see dad. The striped, dangerous wasps were circling Tony while dad was thinking of something to do. Below their feet, the dancing sparrows and enormous stars froze in fear and looked at dad hoping for a solution.</p> <p>Almost immediately, dad had a very good idea. Without hesitating, they both clicked the large 'boost' button on their jet packs to escape and dodge the terrifying, horrible wasps. They soared rapidly through the clouds, above the birds, between the insects and eventually landed on the soft, green grass. After that, dad found some sweet, sticky lollipops and collected some colourful cotton candy to attract the wasps. Carefully, he laid out the lollipop tent to each other to make a long pathway that led to a massive, mounded pile of cotton candy. Tony and dad knew the wasps could not resist the sweet, sugary smell. Before long, the wasps followed the pleasant scent and started to eat the sweet treats. A smile spread across Tony and dad's face as they realised they were finally safe.</p>					
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Writing Curriculum Overview

	<p>'The Owl and the Pussycat' Performance Poetry</p> <p><i>I can perform loudly and clearly so others can hear.</i></p> <p><i>I can use rhythm and patterns in the poem to help my performance.</i></p> <p><i>I can use an expressive voice.</i></p> <p><i>I can remember the poem and recite it.</i></p> <p><i>I can use clear actions whilst performing the poem.</i></p>					
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Writing Curriculum Overview

		<p>The wind was on an angry river, cutting through the dark, The trees were an army of soldiers, standing in guard, The road was like a dangerous tongue, leading strangers to their death, And the highwayman came riding - riding - riding - The highwayman came riding up to my old inn-door.</p> <p>As he turned the corner, I saw him, Upon his head sat an elegant hat and delicate lace surrounded his neck, Around him was a coat of silver, blood-red, which revealed his deadly nature, And his black boots were up to his thigh, It all fitted him with never a wrinkle, And he rode with a star-like sparkle His rapier hit was a-spoke, under the moonlit sky.</p> <p>Over the stones he stamped and stamped into the dark inn-yard, He knocked with his sword on my shutters, But it was shut and locked tight. So he whistled a tune through my casement, and I was working there, Ma, the landlord's black-eyed daughter, best, the landlord's daughter Plucking a red ribbon in a love knot, into my long, dark hair, But then I heard the stroke door creaking It was Tim the cat! listening His face as white as snow, his hair-like yellow straw, his eyes pits of nothingness, He stared at me with unrequited love, Love for me the landlord's daughter, Dumb as a dog he listened and watched as my robber said,</p> <p>"I shall be back with rivers of yellow gold before the morning light, Look for me by moonlight, Watch for me by moonlight, I'll come to you by moonlight no matter who bars the way." Tugging at the reins, he departed, Leaving me alone and full of sorrow, Watching and waiting at my casement, He did not come in the dawning He did not come at noon.</p>		<p>Our Solar System</p> <p>The solar system is made up of the sun and all the objects that spin around it. In fact, the word solar means "of the sun". Our solar system is a collection of planets, moons, comets, meteoroids and asteroids that orbit our star.</p> <p>The Sun</p> <p>The sun (or Sol as it was originally named by the Romans) is a massive ball of exploding gases. It is at the centre of our solar system and everything else revolves around it because it applies a pulling force called gravity, which 'holds' them all into orbit. Looking deep into space, astro-physicists have been able to determine that the sun is approximately 4.6 billion years old. Continually burning, it provides heat and light to the 8 planets. However, as the sun is a star it will eventually burn itself out.</p> <p>The Planets</p> <p>The largest objects that spin around the sun are the planets. Scientists have used rockets, probes and powerful telescopes to discover 8 planets, 5 dwarf planets and at least 176 moons. As our technology advances, we are able to discover even more about them. The planets are split into two categories in inner and outer planets. The inner planets (Mercury, Venus, Earth and Mars) are small, rocky and compact whereas the outer planets (Jupiter, Saturn, Uranus and Neptune) are made of ice, gas and liquid.</p> <p>Moons</p> <p>Many planets have moons in orbit around them, just as our moon orbits the earth. Some planets have many moons, others don't have any. For example, Jupiter, which is a giant gas planet, has at least 63, however, Venus has none. There are different types of moons some are rocky and others contain ice and liquid as well as rock.</p> <p>Asteroids, Comets and Meteoroids</p> <p>In addition to planets and moons, the solar system also includes asteroids, comets and meteoroids. Asteroids are large pieces of either rock or rock and metal. Scientists believe that they are the left and pieces that were left over when our solar system formed roughly five billion years ago. Comets are chunks of dirty ice mixed with dust and gas. Comets can be seen from Earth when they are close to the sun. Most look like smudges of light, even through a telescope. Meteoroids are far smaller than comets. They may be dust, chunks of rock from comets or even fragments of shattered asteroids. When the Earth crosses the paths of these meteoroids, they burn up as they plummet through the Earth's atmosphere. They make a streak of light called a meteor – or a shooting star.</p>	
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