| North Wootton Writing Long Term Overview | Autumn 1 Autumn 2 | | | | | | | | | | Spring 1 | | | | | | | Spring 2 | | | | | Summer 1 | | | | | | Summer 1 | | | | | | |
|--|-------------------|---------------------------------------|-------------------------|-------------------|--|----------------------|--------------------|------------------------|--|--|---------------------|-------------------|---------------------|------------|--|--|--|------------------|------------|-------------|--|--|----------|---------------------|--------------|---|---|--|-----------------|--------------------------|------------------|---------------|---|---|-------------------------|
| Year ½ (A) Text/Topic/Video/Stimulus/POEM/Debate | Recount | ack and the beanstalk | The snaila nd the whale | The little turtle | | How to wash a woolly | Fhe Christmas Pine | Who has seen the wind? | | | | Hansel and Gretal | One day on our blue | Owl babies | | | | The Emporers egg | he Chocola | Open a book | | | | The queens knickers | On the relia | 5 | | | | St George and the dragon | The boy who grew | | | | |
| Understand Text: Explore the structure and features or key writing structures • writing narratives about personal experiences and those | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| of others (real and fictional) • writing poetry | X | X | Х | | | | X | 1 | | | | Х | X | Х | | | | Х | X | | | | X | <u> </u> | | | | | - | Х | | \dashv | | | |
| writing to inform | , , | \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ | , , | X | | | | X | | | | , | | | | | | V | + | X | | | | | X | | | | - | , | | \dashv | | + | \dashv |
| Compose - Plan and draft their writing by: Year 1 organising ideas using a basic picture or basic word plans saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading their work to check that it makes sense Year 2 discussing or saying out loud what they are going to write about encapsulating what they want to say using key ideas organized within a basic plan improving some of these ideas by adding key words, including new vocabulary orally reconstruct sentences from their notes, ticking off their ideas as they write re-reading their work to check that it makes sense Edit: Make simple additions, revisions and corrections by: | X | X | x | X | | X | X | X | | | of Term Assessments | x | X | X | | | | X | X | X | | | leri | x x | | | | | Assessment Week | X | | | | | End of Term Assessments |
| evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) | X | X | X | | | X | X | x | | | End of | X | X | x | | | | X | x | | | | End of | x x | x | | | | Ass | x | | | | | End of |
| Perform: Share the work orally with their teacher and peers ensuring increasing volume, intonation and confidence. | | | | х | | | | Х | | | | | | Х | | | | | | х | | | | | х | | | | 1 / | | | | | | |
| Participate in class discussion, presentation or short drama roles with increasing confidence | Х | Х | Х | ^ | | x | Х | X | | | 1 | Х | х | X | | | | Х | X | X | | | × | (X | | | + | | - | Х | | \dashv | | | |
| Grammar and Punctuation Develop their understanding of the concepts set out in North Wootton Writing Fluency Guide, understanding key terms: Year 1 - Noun, Verb, Adjective, Adverb, Pronoun, Tense (past/present), Capital Letter, Full Stop, Question Mark, Explanation Mark, Sentence: Statement, Question, Command, Singular, Plural, Apostrophe, Punctuation, Conjunction, Expanded Noun Phrase Year 2 -Noun phrase, Verb Chain, Preposition, Sentences: Exclamation Contraction, Possession, Comma, Exclamation Mark, Clause, Phrase, Conjunction: Subordinating and Coordinating, Expanding (to add more detail), Cohesion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 Leaving sufficient finger spacing to ensure clarity | Х | х | х | х | | Х | Х | Х | | | | Х | Х | Х | | | | х | Х | | | | Х | x | х | | | | | Х | | | | | |
| To be able to clear demark sentences through accurate capital letters and full stops | | Х | Х | | | Х | х | Х | | | | Х | Х | Х | | | | Х | Х | Х | | | | x | Х | | | | | | | | | | |
| To be able to join consistently two ideas using the conjunction and Year 2 Use a range co-ordinating conjunctions to link ideas accurately (using or, and, or but) | | | X | | | | Х | | | | - | | X | | | | | | | | | | | X | | | | | - | х | | $\overline{}$ | - | - | |
| Use a range subordinating conjunctions to link ideas with increasing complexity | | | Х | | | | | | | | | | Х | | | | | | | | | | | Х | | | | | | Х | | | | | |

| Begin to understanding how subordinating conjunctions (as well as other fronted adverbials) can be used at the start of sentences to | | | | | | | | | | | | | | | | | | | | | | | | | | 1 |
|--|---|---|---|----|----------------|---|--|---|---|---|---|--|----------|---|---|----------|---------------|----------|----|----------------|---|---|---|-----|---|----------|
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| create cohesion between ideas | | | Х | | X | | | | | | | | | | | | | | Х | | | Х | | | | |
| Use sentences with different forms: statement, question, exclamation, command | | | | | x | | | | х | | | | | | | | | | X | | | X | | | | |
| Use the present and past tenses correctly and consistently including | | | | | | | | | | | | | | | | | | | | | | | | | | 1 |
| the progressive form | | Х | Х | | X | | | | Х | Х | Х | | | Χ | | | | | | | | | | | | |
| Use some features of written Standard English | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Use expanded noun phrases to describe and specify: e.g. the blue | | | | | | + | 1 | | | | | | | | | | | | | | | | | | | |
| butterfly | | | Х | | | | X | | | | Х | | | | Х | | | | | | | Х | | | | |
| Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | | Х | Х | | X | | X | | X | Х | Х | | | | Х | Х | | X | X | Х | | X | | | | |
| Apostrophes to mark where letters are missing in spelling and to | | | | | | | | | | | | | | | | | | | | | | | | | | |
| mark singular possession in nouns (e.g. the girl's name). | | | Х | | | | | | | | Х | | | Χ | | Х | | X | | | | | | | | |
| Commas to separate items in a list | | | | | | | | | Х | | | | | | Х | | | | | | | | | | | |
| Handwriting: Year 1 Sit correctly at a table, holding a pencil comfortably and correctly | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Form lower-case letters in the correct direction, starting and | | | | ++ | | | + + | - | + | | | | + | | + | + | $\overline{}$ | | + | | + | | + | + + | + | |
| finishing in the right place with the correct relative size | x | Х | Х | | X | | x | | х | Х | x | | | х | x | | | X | X | x | | | | | | |
| Correctly form all capital letters and digits from 0-9 | х | Х | х | | Х | | x | | Х | Х | х | | | Х | х | | | Х | | х | | | | | | |
| Start using some of the diagonal and horizontal strokes needed to | | | | | | | | 1 | | | | | | | | | | | 1 | | | | | | | 1 |
| join letters and understand which letters, when adjacent to one | x | Х | x | | X | | x | | х | Х | x | | | х | x | | | X | X | x | | | | | | |
| Year 2 Consistently Form lower-case letters of the correct size | | | | | +~ | 1 | | - | | | ^ | | | | | | | <u> </u> | +~ | ^ | | | | | | |
| · | Х | Х | Х | | X | | x | | х | Х | х | | | х | Х | | | Х | Х | X | | | | | | |
| Use spacing between words that reflects the size of the letters | ^ | ^ | | | - | 1 | +^ + | ┧ | ^ | ^ | | | | | | | | ^ | +~ | ^ | | | | | | |
| See space 6 seemeen words that remedie the size of the fetters | Χ | Х | Х | | X | | X | | Х | Х | Х | | | Х | Х | | | X | Х | Х | | | | | | |
| Secure the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined | Х | Х | Х | | Х | | Х | | Х | Х | Х | | | Х | Х | | | Х | Х | Х | | | | | | |
| Transition to a cursive style of writing YEAR 2 ONLY | Х | Х | Х | | Х | | Х | | Х | Х | Х | | | Х | Х | | | Х | Х | Х | | | | | | |
| Spelling: In addition to weekly spelling lesson, some key objectives | | | | | | | | | | | | | | | | | | | 1 | | | | | | | |
| are taught more explicitly within English sessions: - Use of personal dictionaries to seek support with unknown words | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 Add prefixes and suffixes using the spelling rule for adding - | | | | | + | 1 | | | | | | | | | | | | | | | | | | | | |
| s or -es as the plural marker for nouns and the third person singular marker for verbs | | | | | | | | | | | х | | | | | | | x | | | | | | | | |
| Add prefixes and suffixes using -ing, -ed, -er and -est where no | | | | | | V | + + | | | | V | | | | | | | | | | | | | | | + |
| change is needed in the spelling of root words | | | | | | X | | | | | Х | | | | | | | | X | | | | | | | |
| Add prefixes and suffixes using the prefix un– | | | | | | | | | | | | | | | | | | | Х | | | Х | | | | |
| Year 2 distinguishing between homophones and near-homophones | | | | | + | 1 | | | | | | | | | | + | | Х | - | | + | Х | | | | \vdash |
| Learning the possessive apostrophe (singular): e.g. the girl's book | | | | | + | 1 | | | | | | | \dashv | Х | | \dashv | | Х | X | | + | Х | | | | |
| Learning to spell more words with contracted forms | | | | | + | | | | | | Χ | | \dashv | | | | | | | | | | | | | |
| Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly | | | | | + | Х | | | | | | | \dashv | | | -+ | | | Х | | | Х | | | | |