North Wootton Writing Long Term Overview	Autumn 1					Autumn 2						Spring 1			1	1	Spring 2					Summer 1						Summer 2						
Year ½ (B) Text/Topic/Video/Stimulus/POEM/Debate Understand Text: Explore the structure and features or key writing	Goldilocks	lssun Boshi	Colour poem			Elmei	The Treasure of Pirate	Jolly Christmas Postman			Follow the Swallow	The Owl and the Pussycat	Tiny Seed				Old enough to save the planet	The Frog Prince	The owl who was afraid of	Toby and the great fire of			The girl with the yellow	Cats sleen anywhere	one Day on our Blue	naatuu kaatuu			Everyone can shine	The scraecrows wedding	Malailas Magic pencil	The magic box		
structures writing narratives about personal experiences and those																																		
 of others (real and fictional) writing poetry 	x	х				х	х	Х		_	x		х				х	x	х	х)	(_	х	х	х			
writing to inform			x		+					_		x												X				_				х		_
					_	Х	х	х		_	х		х				х		х	х)	(_		_	_		х	х			_
 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 										 Term Assessments																		int Week						Assessments
re-reading their work to check that it makes sense Edit: Make simple additions, revisions and corrections by:	X	X	Х		+	Х	Х	Х		ern /	X	X	X				X	X	Х	Х			x	X				Assessment	X	Х	Х	Х		Term /
 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 T	x	x	x				x	x	x	x	5		x	x				Asse		x	x	x		End of T
Perform: Share the work orally with their teacher and peers		x										x												x										_
ensuring increasing volume, intonation and confidence. Participate in class discussion, presentation or short drama roles	x	^				Х	х	х		-	x		x				x	x	x	х			(_						
with increasing confidenceGrammar 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						~	~	<u>×</u>					*				*	*	*															
Year 1 Leaving sufficient finger spacing to ensure clarity	x	x	x			х	x	х			x	x	x				x	x	x	х)	<	x							x	x		
To be able to clear demark sentences through accurate capital letters and full stops	x		x			х	x	х]	x	x	x				x	x	x				x x	x				1		х	х	х		
To be able to join consistently two ideas using the conjunction and		x				-				1								x					x		x			1		-	X	-		
Year 2 Use a range co-ordinating conjunctions to link ideas accurately (using or, and, or but)		x								1							x											1			-			
Use a range subordinating conjunctions to link ideas with increasing complexity																				x			x		x						x			

Begin to understanding how subordinating conjunctions (as well as		1	I		I	I	I			I	I	I	I		I	I	I	I	I	1 1	I	I	7 1		1	I	_
other fronted adverbials) can be used at the start of sentences to																											
create cohesion between ideas		x					x											x	x						(
Use sentences with different forms: statement, question,																				1 1						1	
exclamation, command							X	X								X				X				X			
Use the present and past tenses correctly and consistently including																											
the progressive form						X										X			X								
Use some features of written Standard English						x																					
Use expanded noun phrases to describe and specify: e.g. the blue	V	~																	X								
butterfly	Х	Х				X											_		Х			x	-				_
Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	х	X	X			X	X	X			X		X			X	X							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							Х							
Commas to separate items in a list						X										x				x							
Handwriting: Year 1 Sit correctly at a table, holding a pencil												1											┥ ┝─				
comfortably and correctly																											
Form lower-case letters in the correct direction, starting and																											
finishing in the right place with the correct relative size	x	x	x			x	x	x				x	x			x	x	x	x	x					x		
Correctly form all capital letters and digits from 0-9	x	x	x			x	x	х				x	x			x	x	х	x	x					x		
Start using some of the diagonal and horizontal strokes needed to																										1	
join letters and understand which letters, when adjacent to one																											
another, are best left unjoined	X	X	X			X	X	X				X	X			X	X	X	X	X					(
Year 2 Consistently Form lower-case letters of the correct size																											
relative to one another	х	x	X			X	X	x				X	x			x	X	X	X	X					(
Use spacing between words that reflects the size of the letters	х	x	x			x	x	x				x	x			x	x	x	x	x			1		x		
Secure the diagonal and horizontal strokes needed to join letters	х	x	х			X	x	x				x	x			x	X	X	X	x					(
and understand which letters are best left unjoined																^								'	`		
Transition to a cursive style of writing	Х	Х	Х			Х	Х	Х				Х	Х			Х	Х	Х	Х	Х)	(
Spelling: In addition to weekly spelling lesson, some key objectives																											
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 -s																											
or -es as the plural marker for nouns and the third person singular marker for verbs																	X										
Add prefixes and suffixes using -ing, -ed, -er and -est where no																X	Х										
change is needed in the spelling of root words																											
Add prefixes and suffixes using the prefix un-																X											
Year 2 distinguishing between homophones and near-homophones																											
Learning the possessive apostrophe (singular): e.g. the girl's book																				Х				X			
Learning to spell more words with contracted forms											x							x						X			
Add suffixes to spell longer words, including -ment, -ness, -ful, -less,																x				x							
-1 y	I	1	1				1	1		I	1	I	<u> </u>	I													