



Glebe Primary School

NURTURE INSPIRE CHALLENGE

Layer Two: Writing Subject Overview

Glebe Primary EYFS Expectations – Literacy – writing

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG

-Write recognisable letters, most of which are correctly formed

-Spell words by identifying sounds in them & representing the sounds with a letter or letters

-Write simple phrases & sentences that can be read by others

Focus	Composition	Vocabulary, grammar & punctuation	Spelling	Handwriting
Reception	<ul style="list-style-type: none"> Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats Re-read what they have written to check it makes sense 	<ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play Write short sentences with words with known sound-letter correspondences using a capital letter & full stop 	<ul style="list-style-type: none"> Start to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name Spell words by identifying the sounds & then writing the sound with letter/s Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together 	<ul style="list-style-type: none"> Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Begins to use anticlockwise movement and retrace vertical lines Uses a pencil and holds it effectively Form lower-case & capital letters correctly

National Curriculum Requirements

Key Stage 1

By the end of Key Stage 1 children will be taught to:

- A. Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- B. Write about real events, recording these simply and clearly
- C. Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- D. Use present and past tense mostly correctly and consistently
- E. Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- F. Segment spoken words into phonemes and represent these by graphemes, spelling
- G. Spell many common exception words
- H. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- I. Use spacing between words that reflects the size of the letters.

Key Stage 2

By the end of Key Stage 2 children will be taught to:

- A. Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- B. In narratives, describe settings, characters and atmosphere
- C. Integrate dialogue in narratives to convey character and advance the action
- D. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- E. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- F. Use verb tenses consistently and correctly throughout their writing
- G. Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- H. Spell correctly most words from the year spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- I. Maintain legibility in joined handwriting when writing at speed

Layer Two: Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	RWI	RWI Lost in the toy museum The Teddy Robber The Wooden Camel Stanley's Stick	RWI If I built a house it would... The Bog Baby Beegu Sandwich Meerkat Mail Three Little Pigs	RWI I can only draw worms Beetle Bop Flea seeks dog Flip flap mini beasts This is not a fairytale	RWI Zippo the super hippo What I saw on safari You're called what?	RWI The lighthouse keeper's lunch Billy's bucket At the beach
Year 2	Non-fiction: Instructions	Non-Fiction: Non-chronological report Dinosaur Facts	Non-Fiction: Non-chronological report Hibernation	Narrative: Detective The building boy by Ross Montgomery	Non-fiction: Diary The Great Fire of London	Narrative: Detective Story Journey <i>In search of a goal</i> <i>The marvellous, itty bitty etc</i>
	Narrative: Myths, legends and fables Story journey <i>Chaos to calm</i> <i>George and the dragon</i>	Narrative: Adventure Story journey <i>Achieving the impossible</i> <i>My Christmas Star</i>	Narrative: The owl who was afraid of the dark	Non-Fiction-Instructions: How to build a straw house (link to the Three Little Pigs)	Poetry: Poems about fire	Poetry: Free Verse If I were in charge of the world
Year 3	Narrative: Adventure Story journey <i>There and back again</i> <i>Stone Age Boy</i>	Narrative: Adventure Story journey <i>Happily ever after</i> Marcy and the Riddle of the Sphinx	Poetry: Structured Poem My Shadow	Non-Fiction: Instructions My Strong Mind	Non-Fiction: Persuasion Brighton Leaflets	Narrative Legend- Happily ever after The story of Black Rock
	Non-fiction: Holiday brochure Skara Brae	Non-Fiction: Letter Howard Carter	Narrative: Star in the Jar	Non-fiction: Non-chronological report Skeletons and Muscles	Narrative: The Magic Paintbrush	Poetry
Year 4	Non-fiction: Biography/autobiography- Henry VIII	Narrative: Adventure The Explorer	Narrative: <i>Escape from Pompeii</i>	Narrative: Oliver Twist	Narrative: The Great Chocoplot	Narrative: The Iron Man

	Narrative- The Lost Thing	Poetry: The River	Non-Fiction: Persuasion Holiday brochure- Sicily	Non-Fiction: Letter Application for job at Preston Manor	Poetry: Chocolate cake- Michael Rosen	Non-Fiction: Instructions- Robots
Year 5	Narrative: Fantastic Flying Books of Mr Morris Lessmore	Narrative: The night bus hero	Narrative: Character description Beowulf	Poetry: Magic	Narrative: The Rain Player	Non-Fiction: Hidden Figures
	Non-Fiction: Battle speech Anglo Saxon Boy	Non-Fiction: Persuasive advert Stroodles	Non-fiction: Viking newspaper report	Non-Fiction: The Nowhere Emporium		Narrative: Cosmic
Year 6	Narrative: Myth <i>Story journey</i> <i>Defeating the enemy</i>	Narrative: Adventure Story journey Darwin's dragon shipwreck	Non-Fiction: WW2 Historical guide	Non-Fiction: News report	Narrative: Harry Potter	Narrative poem Hope-lo-docus
	Non-Fiction Greek god character description	Non-Fiction: Persuasion Travel brochure	Non-Fiction: Diary of an evacuee	Post card from prison		