



Learning for Life

Writing Curriculum intent

At Ardley Hill Academy, the Writing curriculum has been designed to:

- Teach children to how to speak and write fluently in order for them to communicate effectively with others.
- To acquire a wide vocabulary and an understanding of grammar and knowledge of linguistic conventions for writing and spoken language
- To apply skills taught in English lessons to cross curricular lessons every week to bring their learning to life.
- To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To leave Ardley Hill Academy competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



Learning for Life

Ardley Hill Academy Key Stage 1 Writing – National Curriculum Progression

(Yellow cells = Cross over with reading National Curriculum progression)

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
Writing Transcription	<p>Spell:</p> <ul style="list-style-type: none"> ♣ words containing each of the 40+ phonemes already taught ♣ common exception words ♣ the days of the week <p>Spell by:</p> <ul style="list-style-type: none"> ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl's book] 	Year 1	<p>Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer)</p> <p>Covered through daily phonics sessions (see separate phonics plans)</p>	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
Writing Transcription	♣ distinguishing between homophones and near-homophones	Year 2	Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer) Covered through daily phonics sessions (see separate phonics plans)	
	Name the letters of the alphabet: ♣ naming the letters of the alphabet in order ♣ using letter names to distinguish between alternative spellings of the same sound	Year 1	Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer) Covered through daily phonics sessions Twinkl spelling programme has started to be implemented	
		Year 2	Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer) Covered through daily phonics sessions Twinkl spelling programme has started to be implemented	
Writing Transcription	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 ♣ using the prefix un–	Year 1	Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer) Covered through daily phonics sessions Twinkl spelling programme has started to be implemented	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
Writing Transcription	<p>♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>	Year 2	<p>Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer)</p> <p>Covered through daily phonics sessions</p> <p>Twinkl spelling programme has started to be implemented</p>	
	<p>Apply simple spelling rules and guidance</p> <p>Apply simple spelling rules and guidance</p>	Year 1	<p>Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer)</p> <p>Covered through daily phonics sessions</p> <p>Twinkl spelling programm has started to be implemented</p>	
		Year 2	<p>Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer)</p> <p>Covered through daily phonics sessions</p> <p>Twinkl spelling programm has started to be implemented</p>	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
Writing composition	<p>Write sentences by:</p> <ul style="list-style-type: none"> ♣ 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 what they have written to check that it makes sense 	Year 1	<p>Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer)</p> <p><u>Autumn</u></p> <p>Labels, Lists and Signs - Toy Story Friendship stories - Woody and Buzz Poetry- P.E. Link (Dance) Instructions - Victorian Toys Humorous Poems Stories with a repeating pattern- Christmas.</p> <p><u>Spring</u></p> <p>Traditional Tales - Princes and Princesses Information Texts - Knights Senses Poetry Letters to the Knights Stories with a repeated pattern and counting. Easter Poetry</p> <p><u>Summer</u></p> <p>Fantasy Stories Information Texts - Sea Creatures Recount Adventure/Quest Stories- Pirates and Treasures Nature Poetry</p>	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
	<p>Discuss what they have written with the teacher or other pupils</p>	<p>Year 1</p>	<p>Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer)</p> <p><u>Autumn</u></p> <p>Labels, Lists and Signs - Toy Story Friendship stories - Woody and Buzz Poetry- P.E. Link (Dance) Instructions - Victorian Toys Humorous Poems Stories with a repeating pattern- Christmas.</p> <p><u>Spring</u></p> <p>Traditional Tales - Princes and Princesses Information Texts - Knights Senses Poetry Letters to the Knights Stories with a repeated pattern and counting. Easter Poetry</p> <p><u>Summer</u></p> <p>Fantasy Stories Information Texts - Sea Creatures Recount Adventure/Quest Stories- Pirates and Treasures Nature Poetry</p>	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence 	Year 2	<p>Covered through Hamilton English and Toy Story topic related planning</p> <p><u>Autumn term</u></p> <p>Toy poetry Fantasy stories Fact files Recount Traditional Tales Quest story</p> <p><u>Spring</u></p> <p>English Genres Non- fiction texts - pamphlets. Letter writing. Stories by the same author. Familiar settings Dragon poetry Instructions</p> <p><u>Summer</u></p> <p>English Genres Pirate songs-Rhyming and repetitive poetry Diary writing Rhyming poems/poems on a theme- sea animals Instructions and recipes. Recount Stories about the wild</p>	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
	NA Year 1	Year 1	NA	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
	<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> ♣ 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 [for example, ends of sentences punctuated correctly] 	Year 2	<p>Covered through Hamilton English and Toy Story topic related planning</p> <p>Toy poetry Fantasy stories Fact files Recount Traditional Tales Quest story</p> <p>Spring</p> <p>English Genres Non- fiction texts - pamphlets. Letter writing. Stories by the same author. Familiar settings Dragon poetry Instructions</p> <p>Summer</p> <p>English Genres Pirate songs-Rhyming and repetitive poetry Diary writing Rhyming poems/poems on a theme- sea animals Instructions and recipes. Recount Stories about the wild</p>	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	Year 1	<p>Covered through Hamilton English and Toy Story topic related planning</p> <p>Labels, Lists and Signs - Toy Story</p> <p>Friendship stories - Woody and Buzz</p> <p>Poetry- P.E. Link (Dance)</p> <p>Instructions - Victorian Toys</p> <p>Humorous Poems</p> <p>Stories with a repeating pattern- Christmas.</p>	
		Year 2	<p>Covered through Hamilton English and Toy Story topic related planning</p> <p>Toy poetry</p> <p>Fantasy stories</p> <p>Fact files</p> <p>Recount</p> <p>Traditional Tales</p> <p>Quest story</p>	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
Writing- Vocabulary, grammar and punctuation.	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ leaving spaces between words ♣ joining words and joining clauses using and ♣ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ♣ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ♣ learning the grammar for year 1 in English Appendix 2 	Year 1	<p>Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer)</p> <p><u>Autumn</u></p> <p>Labels, Lists and Signs - Toy Story Friendship stories - Woody and Buzz Poetry- P.E. Link (Dance) Instructions - Victorian Toys Humorous Poems Stories with a repeating pattern- Christmas.</p> <p><u>Spring</u></p> <p>Traditional Tales - Princes and Princesses Information Texts - Knights Senses Poetry Letters to the Knights Stories with a repeated pattern and counting. Easter Poetry</p> <p><u>Summer</u></p> <p>Fantasy Stories Information Texts - Sea Creatures Recount Adventure/Quest Stories- Pirates and Treasures Nature Poetry</p>	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
<p>Writing- Vocabulary, grammar and punctuation.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<p>Year 2</p>	<p>Covered through Hamilton English and Toy Story topic related planning</p> <p><u>Autumn</u></p> <p>Toy poetry Fantasy stories Fact files Recount Traditional Tales Quest story</p> <p><u>Spring</u></p> <p>English Genres Non- fiction texts - pamphlets. Letter writing. Stories by the same author. Familiar settings Dragon poetry Instructions</p> <p><u>Summer</u></p> <p>English Genres Pirate songs-Rhyming and repetitive poetry Diary writing Rhyming poems/poems on a theme- sea animals Instructions and recipes. Recount Stories about the wild</p>	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
	<p>NA Yr 1</p> <p>Learn how to use:</p> <ul style="list-style-type: none"> ♣ sentences with different forms: statement, question, exclamation, command ♣ expanded noun phrases to describe and specify [for example, the blue butterfly] ♣ the present and past tenses correctly and consistently including the progressive form ♣ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ♣ the grammar for year 2 in English Appendix 2 ♣ some features of written Standard English 	<p>Year 1</p> <p>Year 2</p>	<p>NA</p> <p>Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer)</p> <p><u>Autumn</u></p> <p>Toy poetry</p> <p>Fantasy stories</p> <p>Fact files</p> <p>Recount</p> <p>Traditional Tales</p> <p>Quest story</p> <p><u>Spring</u></p> <p>English Genres</p> <p>Non-fiction texts - pamphlets.</p> <p>Letter writing.</p> <p>Stories by the same author.</p> <p>Familiar settings</p> <p>Dragon poetry</p> <p>Instructions</p>	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
		Year 2	<u>Summer</u> English Genres Pirate songs-Rhyming and repetitive poetry Diary writing Rhyming poems/poems on a theme- sea animals Instructions and recipes. Recount Stories about the wild	
	Use the grammatical terminology in English Appendix 2 in discussing their writing. Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	Year 1	Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer) Labels, Lists and Signs - Toy Story Friendship stories - Woody and Buzz Poetry- P.E. Link (Dance) Instructions - Victorian Toys Humorous Poems Stories with a repeating pattern- Christmas.	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
		Year 2	<p>Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer)</p> <p>Toy poetry</p> <p>Fantasy stories</p> <p>Fact files</p> <p>Recount</p> <p>Traditional Tales</p> <p>Quest story</p> <p>Spring</p> <p>English Genres</p> <p>Non- fiction texts - pamphlets.</p> <p>Letter writing.</p> <p>Stories by the same author.</p> <p>Familiar settings</p> <p>Dragon poetry</p> <p>Instructions</p> <p>Summer</p> <p>English Genres</p> <p>Pirate songs-Rhyming and repetitive poetry</p> <p>Diary writing</p> <p>Rhyming poems/poems on a theme- sea animals</p> <p>Instructions and recipes.</p> <p>Recount</p> <p>Stories about the wild</p>	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <ul style="list-style-type: none"> ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place ♣ form capital letters ♣ form digits 0-9 ♣ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these <p>Form lower-case letters of the correct size relative to one another</p> <ul style="list-style-type: none"> ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters 	Year 1	<p>Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer)</p> <p>Covered through handwriting lessons</p> <p>Twinkl handwriting linked to spelling programme has started to be implemented</p>	
		Year 2	<p>Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer)</p> <p>Covered through handwriting lessons</p> <p>Twinkl handwriting linked to spelling programme has started to be implemented</p>	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
Spoken language	<p><i>Listen and respond appropriately to adults and their peers</i></p> <p><i>Ask relevant questions to extend their understanding and knowledge</i></p> <p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p>	Year 1	<p>Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer)</p> <p><u>Autumn</u></p> <p>Labels, Lists and Signs - Toy Story</p> <p>Friendship stories - Woody and Buzz</p> <p>Poetry- P.E. Link (Dance)</p> <p>Instructions - Victorian Toys</p> <p>Humorous Poems</p> <p>Stories with a repeating pattern- Christmas.</p> <p><u>Spring</u></p> <p>Traditional Tales - Princes and Princesses</p> <p>Information Texts - Knights</p> <p>Senses Poetry</p> <p>Letters to the Knights</p> <p>Stories with a repeated pattern and counting.</p> <p>Easter Poetry</p> <p><u>Summer</u></p> <p>Fantasy Stories</p> <p>Information Texts - Sea Creatures</p> <p>Recount</p> <p>Adventure/Quest Stories- Pirates and Treasures</p> <p>Nature Poetry</p>	

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
		Year 2	<p>Covered through Hamilton English and Toy Story topic related planning (Autumn), Turrets and Tiaras (Spring) and Splish, Splash, Splosh topic (summer)</p> <p><u>Autumn</u> Toy poetry Fantasy stories Fact files Recount Traditional Tales Quest story</p> <p><u>Spring</u> English Genres Non- fiction texts - pamphlets. Letter writing. Stories by the same author. Familiar settings Dragon poetry Instructions</p> <p><u>Summer</u> English Genres Pirate songs-Rhyming and repetitive poetry Diary writing Rhyming poems/poems on a theme- sea animals Instructions and recipes. Recount Stories about the wild</p>	

